Monroe County Community College Instructional Assessment Plan

"Assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education" (Angelo, *AAHE Bulletin,* 1995, p.7).

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***Revision 8/24/15 (Gen Ed Section)
***Revision 10/15/15 (Program-level assessment template)
***Revision 4/21/16 (Program maps)
***Revision 10/20/16 (Program-level assessment and objectives)
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***Revision 11/17 (Results and Analysis From)
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Introduction

Monroe County Community College (MCCC) is a public, two-year higher education institution founded in 1964. MCCC is supported by tax monies from Monroe County, educational funds from the State of Michigan, and student tuition. The policy-making body for the College is a locally elected seven-member Board of Trustees. The College is fully accredited by the Higher Learning Commission of North Central Association of Colleges and Schools.

Mission: Monroe County Community College enriches lives in our community by providing opportunity through student-focused, affordable, quality higher education and other learning experiences.

MCCC accomplishes its mission through:

- Post-secondary pathways for students who plan to pursue further education
- Occupational programs and certificates for students preparing for immediate employment upon completion
- **Curriculum that prepares students to communicate effectively, think critically, and be socially and culturally aware**
- Comprehensive student support services
- A wealth of opportunities for intellectual, cultural, personal and career enhancement
- Training and retraining to meet the needs of an evolving economy
- Key partnerships to enhance educational services and opportunities

Vision: Monroe County Community College will be recognized for our student-focused service, academic excellence, affordability, innovation, community responsiveness, and student success.

Core Values: These core values form our attitudes and guide our behavior:

- Student-focus: Execute student-centered decision making
- Excellence: Offer high-quality educational opportunities, programs and services
- Accessibility: Offer ease of access to educational opportunities, programs and services
- Affordability: Provide affordable educational opportunities, programs and services
- Diversity and Inclusion: Celebrate the individuality and diversity of our students, community, nation and world
- Respect: Practice equity and mutual respect
- Stewardship: Manage our resources with efficiency and integrity to ensure the long-term health of the college and infuse responsible, sustainable and transparent practices throughout all operations and programs
- Outreach and Engagement: Advance a culture of engagement and collaboration
- Relevance: Offer relevant educational programs through innovation and responsiveness

History of Assessment

Formalized assessment of student learning has been a goal of MCCC since President Gerald Welch appointed an *ad hoc* committee from all the employee groups in 1990 to begin "a systematic review of institutional effectiveness indicators congruent with the stated College mission" (*Assessment Plan*, 1995, p. 5). The charge of this committee—the Institutional Effectiveness Committee—was to assess the variety of services offered by the College, including instruction.

In the fall of 1990, the faculty identified six key skills needed by MCCC students. Little was done with this initiative. Sparked by concerns voiced by the Higher Learning Commission, the College established the Assessment of Academic Achievement Committee (AAA) in the spring of 1994. Its goal was to "create a logical and effective plan for assessment of academic achievement" (*Assessment Plan*, 1995, p. 6). In the fall of that year, the faculty re-evaluated the 1990 list and enlarged it to include thirteen skills. "Because of the difficulty of assessing thirteen essential skills . . . at the institutional level, the faculty decided to focus initially on the following areas: 1. Communication Skills--Writing 2. Communication Skills--Reading and 3. Mathematics" (*Assessment Plan*, 1995, p. 10).

To solidify its commitment to assessment, the College published the *Assessment Plan* in April 1995. With this publication, formalized assessment began in earnest at MCCC.

The work done on assessment after 1995 was recognized by the HLC. In the *MCCC Self Study Report of a Visit* (1999-2000), the team concluded that "The assessment of academic achievement must be further implemented. Progress has been made" (p. 35). However, the team mandated that "General education requirements need to be reviewed and revised in all associate degrees" (p. 35). A Progress Report on General Education was required by November 2001.

Assessment work at the institutional, program, and course level continued after the 2000 site visit even as committee work and discussion (sometimes contentious) on General Education commenced. In 2001 MCCC submitted the Progress Report on General Education, and it was accepted by the HLC.

However, formalized assessment eventually faltered and lost its momentum. Faculty and administration recognizing this identified the major issues in the *Self Study Report* for the HLC (2009): "The various levels of assessment currently stand alone. Links between assessment efforts are not easily identified" and "Course and program review is inconsistent and sporadic" (p. 158). Attempts to rectify this situation were made well before the planned HLC visit in the fall of 2009.

In October 2007, MCCC was accepted for membership in the Higher Learning Commission Academy for Assessment of Student Learning. An Academy Team was immediately assembled, comprised of instructional administrators and faculty. Its first charge was to review the General Education requirements. Consequently, a General Education Taskforce was created in the winter of 2008; this ad hoc committee, after a series of meetings with faculty, created new General Education Goals, Competencies, and Learning Outcomes in January 2010. In May 2010, the Board of Trustees approved the committee's recommendations.

Following this adoption, a new ad hoc committee was formed to review MCCC's assessment plan, the first comprehensive look at assessment since 1995. This is the result of that review.

The *MCCC Assessment Plan,* developed in the spring of 2010, was presented to the Assessment Committee. The Assessment Committee itself was a newly created standing committee approved by the Institutional Governance Committee in the winter of 2010 and approved for implementation.

It must be mentioned in September 2010, while the work on General Education was progressing, MCCC was

visited by the Higher Learning Commission. The concerns noted by the visiting team came as no surprise:

"There seem to be isolated instances of assessment at the program level and several good examples at the course level. But MCCC needs to develop a college-wide process of assessment that includes data collection, the analysis of data, and a continuous feedback loop" (*Report of a Comprehensive Evaluation Visit*, 2009, p. 11).

MCCC engaged in the following major activities related to improving assessment of student learning since the last HLC comprehensive review in fall 2009.

- finalized General Education Goals/graduation requirements
- completed and revised the Instructional Assessment Plan
- established a faculty-driven Learning Assessment Committee (LAC)
- established an Office of Institutional Research (IR), Evaluation and Assessment (IR)
- hired a full-time IR coordinator
- centralized major data collection and reporting in the IR Office
- IPEDS
- HLC Annual Institutional Update
- AACC Voluntary Framework of Accountability (VFA)
- (Michigan) Governor's Dashboard Metrics
- Community College Survey of Engagement (CCSSE)
- Institutional Core Indicators of Effectiveness
- Graduate Follow-up Survey
- Student Profile Report
- internal satisfaction surveys
- student learning assessment
- program review
- completed the HLC Academy for the Assessment of Student Learning (2012)
- attended the 2012 HLC Academy Results Forum
- submitted the MCCC HLC Academy Impact Report
- finalized general education competencies, learning outcomes, and learning objectives (implemented fall 2015)
- developed and improved learning assessment rubrics
- identified general education competency satisfiers
- developed a process for collecting and assessing learning outcomes at the institutional, program, course, and class levels
- developed a schedule for assessing general education outcomes
- completed multiple assessments of student learning
- developed core indicators of effectiveness
- revised the program review and evaluation process to include student learning assessment data (4.A.)
- integrated program review into institutional effectiveness through core indicators
- finalized a data-driven strategic planning process that includes a feedback loop (Criterion 5)
- developed a strategic plan that includes tactics for improving student learning completed a full cycle of general education assessment

The Learning Assessment Committee reviewed and updated the Instructional Assessment Plan during the 2018-2019, 2019-2020, 2020-2021, and 2021-2022 academic years. The LAC determined a new timeline for general education assessment as well as added some criteria for increasing the rigor of assessment after closing the first feedback loop. The general education timeline was then modified to better align with course-section and course assessment. The LAC has also implemented campus-wide course-section and course assessments and continues implementation of program assessment.

Assessment

Purpose

Assessment can be defined as the systematic collection, examination, and interpretation of qualitative and quantitative data about student learning and the use of that information to document and improve student learning.

Assessment is a long-honored faculty tradition at MCCC. Systematic assessment enables us to gather and analyze meaningful data on student-learning outcomes at the course and program levels. Assessment data can be used to make effective decisions on planning and evaluating courses and programs, and for creating a model for continuous improvement of instructional strategies, policies, and procedures. Assessment results can also provide opportunities for collaboration among faculty and communication with administration and stakeholders.

Rationale

Guided by the College Mission and Values, the Strategic Planning Committee developed several Priorities for MCCC, and defined Strategies to achieve these goals. Assessment of student learning is an integral part of MCCC's *Strategic Plan.* As the Strategic Plan is completed, the Learning Assessment Committee will ensure alignment of this Institutional Assessment Plan and the Strategic Plan.
The MCCC's Core Values directly applicable to instructional assessment are

- Student-focused
- Excellence
- Stewardship
- Relevance

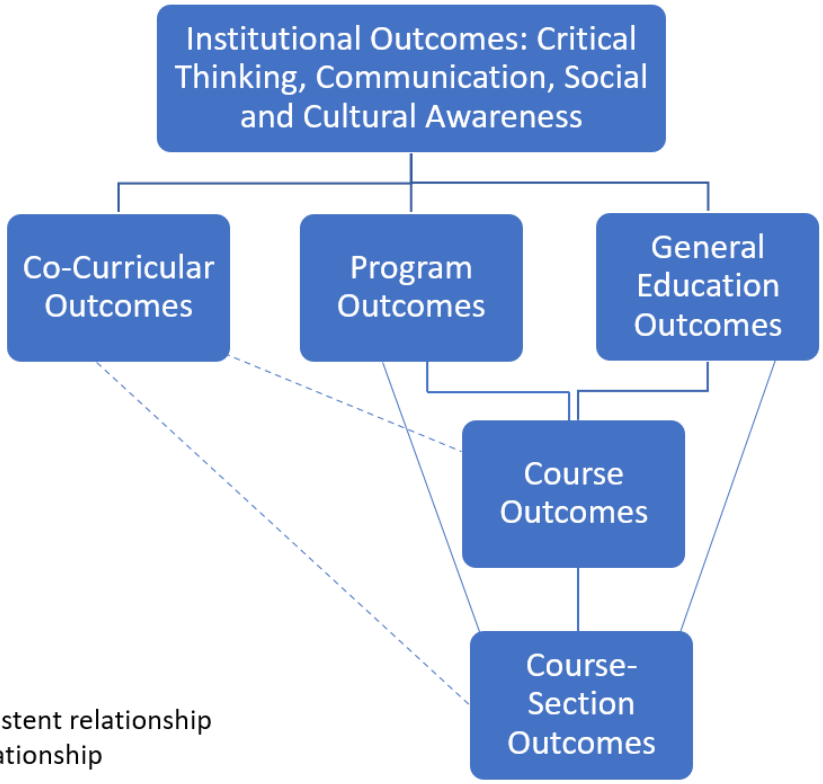
In addition, the instructional assessment plan is guiding the assessment of the three Institutional Outcomes listed below through all programs and co-curricular activities.

- Effective Communication
- Critical Thinking
- Social and Cultural Awareness

Hence, assessment is an effective means toward achieving MCCC's strategic priorities and supporting the College's Mission to enrich lives and reach its Core Values by connecting core competencies to the program, transfer degree, co-curricular, course, and course-section-level outcomes.

Institutional Outcome at Monroe County Community College

The institutional outcomes are threaded throughout general education, programs, and co-curricular activities at the College. The courses and course-sections directly lead to the outcomes of programs and general education. Co-curricular activities may or may not be related to course and course-section outcomes (study abroad would be an example of a direct relationship between course and co-curricular outcomes).



—— Indicates a direct and consistent relationship
------ Indicates an occasional relationship

2021 NG

Mission Statement

MCCC will systematically assess student academic achievement at the institutional, program, course, and course-section levels. To reach this end, the faculty will establish measurable goals, competencies, and outcomes; develop a variety of assessment measures; create a reporting mechanism; analyze the data; and implement appropriate changes.

Goals

- To foster an institution-wide ownership of assessment
    - Demonstrate institutional commitment through the maintenance of an adequate budget for assessment activities
    - Provide opportunities to engage in campus dialogue about assessment and its purposes and value in order to develop a "common language" about assessment
    - Train faculty and staff in assessment processes

- To engage in systematic assessment practices at the institutional, program, course, course-section, and co-curricular levels that provide useful and accurate information on student learning
    - Implement both direct and indirect measures of assessment
    - Ensure that assessments yield results appropriate in value to the amount of time and expense committed

- To gather evidence of student learning in a systematic, organized manner
    - Share results of assessment with both internal and external constituencies as appropriate.
    - Prepare reports on assessment practices and results and retain reports for the full 10-year accreditation cycle.

- To engage in continuous self-analysis of the Instructional Assessment Plan and implement appropriate changes
    - Use assessment results as an integral component of institutional decisions regarding funding and resource allocation
    - Review existing assessment practices and measures and suggest modifications at the institutional-, program-, course-, and course-section-levels

Responsibilities for Assessment

- Faculty: participate in planning and implementation of assessment through selecting course learning outcomes to be assessed, setting benchmarks, selecting methods and devices to be used, helping to interpret and disseminate results, and using the results to improve student learning

- Assessment Committee Members: formulate policy and procedures based on best practices; review the development and implementation of the assessment plan; facilitate in developing assessment reports, and interpret and disseminate assessment results; identify strengths and areas for improvement; recommend revision for continual improvement, as needed; and participate in monthly

Assessment Committee meetings

- Students: participate in direct and indirect assessment activities, provide feedback, and facilitate as student assessors (campus surveys, group work and project evaluations)
- Administration: commit to continual assessment process by including it in planning and budget, support the planning and implementation of assessment at all levels, facilitate and support changes identified through assessment results, and provide training for faculty
- Advisors: participate in planning and implementation of assessment through selecting co-curricular learning outcomes to be assessed, setting benchmarks, selecting methods and devices to be used, helping to interpret and disseminate results, and using the results to improve student learning at the co-curricular level

Assessment and Decision Making

The *MCCC Instructional Assessment Plan* provides information for the decision making, strategic planning, institutional effectiveness, and budgeting processes at the College. The College operates on two calendars, an academic calendar that begins in the fall and a budget calendar that begins in July. Traditionally, the College makes budget decisions in the spring for the next academic year. This allows the College to determine needs and to prioritize requests before the new budget year as well as before the new academic year. Divisions will have the assessment information and will be able to plan what they need and make specific budget proposals and recommendations to the College and its planning group. The assessment process links the budget to the needs of the College and its courses, programs, and students.

Letter to Accompany All Assessment Requests

Dear Faculty Member,

On behalf of the Learning Assessment Committee (LAC), we would like to encourage your participation in the important assessment activities that you have been selected to complete this semester. The faculty-driven process of assessment is vital to enhancing the effectiveness and ensuring the outcomes of student learning. The full directions and process can be found on the LAC Brightspace area, in the Instructional Assessment Plan.

Each level of assessment in important and includes course-section, course, program (both transfer and occupational), and co-curricular. While we know that all faculty complete assessment regularly, the LAC does champion the process of formal collection and utilization of assessment at each level to ensure that processes are structured, effective, and complete.

The LAC, and especially the Co-Chairs, would like to extend our assistance to anyone needing guidance or support in completing formal or informal assessments. (Insert the contact information for current LAC Co-Chairs)

Thank you for your cooperation in this important work.

(Signed by Co-Chairs)
Learning Assessment Committee

General Education Assessment

General education assessment of student learning is a process to assure graduating students have the competencies consistent with the General Education goals. MCCC strives to give students an education including skills, knowledge, and critical insight to become capable, well-informed, and responsible citizens, to have the opportunity to thrive in an increasingly global community, and to become successful in life.

Assessment of student learning is an essential component of institutional effectiveness. To this end, MCCC faculty from all disciplines have identified three General Education goals that emphasize the breadth of knowledge across the curriculum, across every associate degree and program (with a requirement of 45 or more semester hours) and are aligned with the College Mission and HLC recommendations.

General Education Goals

- Critical Thinking: Students will think critically using purposeful, reasoned, objective, and goal-oriented process in a variety of contexts.
- Communication: Students will effectively exchange ideas and information using multiple methods of communication.
- Social and Cultural Awareness: Students will understand the broad diversity of the human experience.

MCCC graduates are expected to demonstrate the skills, knowledge, abilities, and behaviors defined in the General Education goals necessary to be effective as citizens and life-long learners. This level of assessment gives us the ability to measure the impact of General Education competencies at MCCC on student learning.

General Education Goals, Competencies, Outcomes and Objectives

Goal One: Critical Thinking

Students will think critically using a purposeful, reasoned, objective, and goal-directed process in a variety of contexts.

Competency:	**Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting**
Learning Outcome:	Students will use the scientific method to define a problem, utilize appropriate methods to solve the problem, and propose and evaluate a solution to the problem.
Learning Objectives:	In order to achieve the learning outcome, the student will be able to:

1. Observe and describe natural phenomena and formulate hypotheses.
2. Plan and implement scientific experiments to test hypotheses.
3. Utilize scientific laboratory skills for data collection within a college laboratory setting.
4. Evaluate experimental data and propose solutions based on this data.
5. Evaluate the proposed implications of a solution.

Competency:	**Use mathematics to effectively model and evaluate quantitative relationships**
Learning Outcome:	Students will apply mathematical concepts and methods to understand, analyze, and communicate in quantitative terms.
Learning Objectives:	In order to achieve the learning outcome, the student will be able to:

1. Use arithmetic and geometric concepts and representations to solve, estimate, calculate, and check answers to problems to determine the reasonableness of results.
2. Utilize linear, exponential, and other nonlinear models to evaluate the nature of relationships in real-world problems.
3. Organize, analyze, and interpret various representations of data, including functions, graphs, and tables.
4. Utilize a variety of problem-solving strategies to solve problems and communicate findings using appropriate mathematical language and symbolism.

Goal Two: Communication

Students will effectively exchange ideas and information using multiple methods of communication.

Competency:	**Write effectively**
Learning Outcome:	Students will write Standard American English in a clear, correct, and organized manner for a variety of purposes and audiences.
Learning Objectives:	In order to achieve the learning outcome, the student will be able to:

1. Write clear and concise sentences using Standard American English with appropriate syntax and mechanics.
2. Write paragraphs that demonstrate unity and coherence with appropriate details and examples that support the topic and thesis.
3. Develop written compositions using organizational patterns or rhetorical modes appropriate for the desired audience and purpose.
4. Combine the composition skills of prewriting, revising, and editing to complete a final, college-level draft.

Competency:	**Understand and apply current and appropriate technology tools and resources**
Learning Outcome:	Students will use computer technology to retrieve and communicate information.
Learning Objectives:	In order to achieve the learning outcome, the student will be able to:

1. Demonstrate an understanding of the functionality and terminology associated with information technology tools and resources.
2. Demonstrate the ability to conduct online research to locate and retrieve relevant information from credible sources
3. Demonstrate the ability to use document processing software.
4. Demonstrates the ability to use presentation software to communicate information and ideas.
5. Demonstrate the ability to appropriately and responsibly utilize current technology and communication methods.

Goal Three: Social and Cultural Awareness
Students will understand the broad diversity of the human experience.

Competency:	**Recognize expressions of the human experience**
Learning Outcome:	Students will explore, share, and reconstruct expressions of the human experience within the context of the past and present.
Learning Objectives:	In order to achieve the learning outcome, the student will be able to:

1. Evaluate a particular form of creative human expression in the context of the appropriate academic discipline.
2. Analyze key events (including historical, social, economic, and/or personal) that influenced a particular form of creative human expression.
3. Analyze key events (including historical, social, economic, and/or personal) that demonstrate how a particular form of creative human expression influenced other works.
4. Create or reconstruct an expression of the human experience and share with others (*if the class (course-section) is performance based*).

Competency:	**Understand the processes that influence human values, thoughts, social systems, and behavior**
Learning Outcome:	Students will examine the impact of social factors on personal beliefs, while considering alternatives to the dominant culture's viewpoint.
Learning Objectives:	In order to achieve the learning outcome, the student will be able to:

1. Recognize the processes by which individuals acquire social knowledge, attitudes, and beliefs.
2. Recognize major influences on social behavior and social systems.
3. Demonstrate knowledge of human diversity, including characteristics of a culture outside the student's own.
4. Demonstrate knowledge of at least one systematic method for obtaining knowledge about social influences according to a recognized social science discipline.

The General Education competencies are broad, expressing general skills students are expected to have after taking General Education satisfier courses.

The purpose of General Education assessment of student learning is to

- Determine that the General Education goals have been met at the course and program levels
- Demonstrate the overall impact of General Education on student learning
- Determine that courses and programs are appropriate for student needs
- Improve students' performance in General Education competencies at the course and program levels
- Ensure students are ready for college, their next course, certification, transfer to other colleges, and for employment

The assessment of General Education competencies must take place within the context of each course. Each course must help students achieve the General Education goals.

Before the General Education Assessment Activity

1. Learning Assessment Committee (LAC) requested all Academic Divisions to identify possible General Education satisfiers.

   A course will satisfy a General Education competency if **all** of the learning objectives are met in the course. However, it is understood the **purpose of the course is to teach and evaluate** these objectives. In other words, the learning objectives are germane to the course, not supplemental or peripheral. For example, to meet the "Write Effectively" competency, the substance of the course must meet the objective; it is not enough to have a writing assignment as part of the course-section. No satisfier course can fulfill more than one competency.

2. The LAC will determine which Competencies will be assessed and will create a timeline for the assessment of General Education. These decisions will be forwarded to Faculty Council for final approval before being sent to the Ex-Officio.

3. Appropriate faculty will be responsible for utilizing the general education rubrics to assess their assigned course-sections. Each faculty teaching a general education satisfier course shall be assigned no more than three course-sections to assess at any given time for data reporting purposes. The Director of Institutional Research, Planning, and Accreditation will randomly assign up to three course-sections to each faculty teaching the general education outcome currently being assessed.

4. The general education competencies will be assessed two objectives at a time. The appropriate faculty will collaborate to determine the order that the objectives will be assessed and will determine appropriate assessment methods. Faculty should determine the appropriate means of assessment but do not need to use the same assessment method. The more similar the assessment method, the more comparable the assessment data.

5. Faculty should attempt to align their course-section/course assessment with general education to increase efficiency of assessments.

6. Assessment data will be expected no sooner than the last workday before summer or winter break of the semester the course was taught.

Rubrics for the six Competencies will be found at the end of the General Education section

After the General Education Assessment Activity

1. Gather and evaluate data on student learning
   Faculty teaching the appropriate General Education satisfier course will fill out the designated rubric and submit the aggregate data to the Director of Institutional Research, Planning, and Accreditation. This person will collate and analyze the aggregate data.

2. Disseminate the information
   Results of General Education assessment of student learning will be reported by the Director of Institutional Research, Planning, and Accreditation to all disciplines and stakeholders in a timely manner.

3. Make and implement decisions based on data
   The faculty teaching the satisfier courses will use the analysis of the data as evidence for identifying issues and establishing benchmarks for measuring progress of student learning. Faculty will determine when the change will be assessed and how these changes will be assessed.

4. At the specified time, the change will be assessed, and faculty will determine to continue, modify, or stop the change that was made.
   The faculty teaching the satisfier course and involved in the agreed upon change will analyze new data and determine if the change was adequate or if additional changes are needed.

5. Repeat the assessment process according to the timeline below.

Winter 2019, Spring/Summer 2019, Fall 2019, Winter 2020, Spring/Summer 2020, Fall 2020

- **Understand the process that influence human values, thoughts, social systems, and behaviors**
- **Write effectively**

Winter 2021, Spring/Summer 2021, Fall 2021, Winter 2022, Spring/Summer 2022, Fall 2022

- **Use mathematics to effectively model and evaluate quantitative relationships**
- **Recognize expressions of the human experience**

Winter 2023, Spring/Summer 2023, Fall 2023, Winter 2024, Spring/Summer 2024, Fall 2024, Winter 2025, Spring/Summer 2025, Fall 2025

- **Understand and apply current and appropriate technology tools and resources**
- **Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting**

General Education Assessment Data Request and Submission Processes

Course Section Selection Process:

1. During the first week of Fall and Winter semester, the Institutional Research Office enters all the active course sections that satisfy the current General Education competencies being assessed into Microsoft Excel. One workbook is created for each competency.
2. An online software is used to determine the number of course sections that satisfy each competency needed to ensure 85% statistical confidence in the assessment. The researcher inputs the total number of active course sections per competency and the 85% confidence level to produce the necessary number of sections for random selection.
3. A random number generator formula is applied to each workbook to assign random IDs to each course section. A formula is applied to select the number of random IDs necessary to satisfy the parameters of 85% statistical confidence in the assessment, as determined in step 2. As indicated in the Instructional Assessment Plan, no more than three course sections per one faculty member can be randomly selected.

Data Request and Submission Process:

1. The Institutional Research Office notifies the Vice President of Instruction of the faculty randomly selected to participate in the assessment. The Vice President of Instruction then sends an email communication to the selected faculty indicating they will receive General Education assessment materials from the Institutional Research Office.
2. Near the mid-point of each Fall and Winter semester and following the initial communication from the Vice President of Instruction, the Institutional Research Office sends more concise instructions to the faculty regarding how to access the electronic data submission form. These instructions also include the Rubric for the general education competency being assessed.

Rubrics

CRITICAL THINKING RUBRICS

GOAL ONE: CRITICAL THINKING

Competency: Use mathematics to effectively model and evaluate quantitative relationships.

Learning Outcome: Students will apply mathematical concepts and methods to understand, analyze, and communicate in quantitative terms.

Students will think critically using a purposeful, reasoned, objective, and goal-oriented process in a variety of contexts.

Student Name _____

Course _____ Section _____ Semester/Year _____

STUDENT LEARNING OBJECTIVE	MASTERY SKILL LEVEL 4	ACCOMPLISHED SKILL LEVEL 3	DEVELOPING SKILL LEVEL 2	UNDERDEVELOPED SKILL LEVEL 1	UNDEVELOPED SKILL LEVEL 0	SCORE
Use arithmetic and geometric concepts and representations to solve, estimate, calculate, and check answers to problems to determine the reasonableness of results.	• Consistently demonstrates the ability to use arithmetic and geometric concepts to solve problems and check the reasonableness of solutions.	• Usually demonstrates the ability to use arithmetic and geometric concepts to solve problems and check the reasonableness of solutions.	• Inconsistently demonstrates the ability to use arithmetic and geometric concepts to solve problems and check the reasonableness of solutions.	• Rarely demonstrates the ability to use arithmetic and geometric concepts to solve problems and check the reasonableness of solutions.	• Unable to use arithmetic and geometric concepts to solve problems and check the reasonableness of solutions.	
Utilize linear, exponential and other nonlinear models to evalutate the nature of relationships in real-world problems.	• Consistently demonstrates the ability to differentiate between the need for a linear, exponential, or other nonlinear model.	• Usually demonstrates the ability to differentiate between the need for a linear, exponential, or other nonlinear model.	• Inconsistently demonstrates the ability to differentiate between the need for a linear, exponential, or other nonlinear model.	• Rarely demonstrates the ability to differentiate between the need for a linear, exponential, or other nonlinear model.	• Unable to differentiate between the need for a linear, exponential, or other nonlinear model.	
Organize, analyze, and interpret various representations of data, including functions, graphs, and tables.	• Consistently demonstrates the ability to organize, analyze, and interpret various representations of data.	• Usually demonstrates the ability to organize, analyze, and interpret various representations of data.	• Inconsistently demonstrates the ability to organize, analyze, and interpret various representations of data.	• Rarely demonstrates the ability to organize, analyze, and interpret various representations of data.	• Unable to organize, analyze, and interpret various representations of data.	
Utilize a variety of problem-solving strategies to solve problems and communicate findings using appropriate mathematical language and symbolism.	• Consistently demonstrates the ability to apply appropriate mathematical language and symbolism to solve problems.	• Usually demonstrates the ability to apply appropriate mathematical language and symbolism to solve problems.	• Inconsistently demonstrates the ability to apply appropriate mathematical language and symbolism to solve problems.	• Rarely demonstrates the ability to apply appropriate mathematical language and symbolism to solve problems.	• Unable to apply appropriate mathematical language and symbolism to solve problems.	

GOAL ONE: CRITICAL THINKING

Competency: Understand and apply elements of scientific inquiry and scientific principles in a natural science labratory course setting.

Learning Outcome: Students will use the scientific method to define a problem, utilize appropriate methods to solve the problem, and propose and evaluate a solution to the problem.

Students will think critically using a purposeful, reasoned, objective, and goal-oriented process in a variety of contexts.

Student Name _____

Course _____ Section _____ Semester/Year _____

STUDENT LEARNING OBJECTIVE	MASTERY SKILL LEVEL 4	ACCOMPLISHED SKILL LEVEL 3	DEVELOPING SKILL LEVEL 2	UNDERDEVELOPED SKILL LEVEL 1	UNDEVELOPED SKILL LEVEL 0	SCORE
Observe and describe natural phenomena and formulate hypotheses.	• Consistently able to distinguish between natural and supernatural phenomena • Consistently uses observations to develop hypotheses.	• Usually demonstrates ability to distinguish between natural and supernatural phenomena • Usually uses observations to develop hypotheses.	• Sometimes able to distinguish between natural and supernatural phenomena • Sometimes uses observations to develop hypotheses.	• Rarely demonstrates ability to distinguish between natural and supernatural phenomena • Even with guidance has difficulty using observations to develop hypotheses.	• Unable to distinguish between natural and supernatural phenomena • Even with guidance is unable to use observations to develop hypotheses.	
Plan and implement scientific experiments to test hypotheses.	• Consistently demonstrates ability to plan scientific experiments • Consistently demonstrates ability to perform scientific experiments.	• Usually demonstrates ability to plan scientific experiments • Usually demonstrates ability to perform scientific experiments.	• Sometimes demonstrates ability to plan scientific experiments • Sometimes demonstrates ability to perform scientific experiments.	• Rarely demonstrates ability to plan scientific experiments • Rarely demonstrates ability to perform scientific experiments.	• Does not demonstrate any ability to plan scientific experiments • Does not demonstrate ability to perform scientific experiments even with constant guidance.	
Utilize scientific laboratory skills for data collection within a college laboratory setting.	• Consistently demonstrates the proper use of laboratory equipment and safety procedures • Consistently demonstrates the ability to collect, collate, and record data.	• Usually demonstrates the proper use of laboratory equipment and safety procedures • Usually demonstrates the ability to collect, collate, and record data.	• Sometimes demonstrates the proper use of laboratory equipment and safety procedures • Sometimes demonstrates the ability to collect, collate, and record data.	• Rarely demonstrates the proper use of laboratory equipment and safety procedures • Rarely demonstrates the ability to collect, collate, and record data.	• Does not demonstrates the proper use of laboratory equipment and safety procedures • Does not demonstrate the ability to collect, collate, and record data.	
Evaluate experimental data and propose solutions based on this data.	• Consistently able to demonstrate the ability to analyze and interpret experimental data • Consistently able to reassess the impact of the experimental data on the original hypothesis • Consistently able to propose appropriate conclusions based on the interpretation of experimental data.	• Usually demonstrate the ability to analyze and interpret experimental data • Usually able to reassess the impact of the experimental data on the original hypothesis • Usually able to propose appropriate conclusions based on the interpretation of experimental data.	• Sometimes able to demonstrate the ability to analyze and interpret experimental data • Sometimes able to reassess the impact of the experimental data on the original hypothesis • Sometimes able to propose appropriate conclusions based on the interpretsion of experimental data.	• Rarely demonstrate the ability to analyze and interpret experimental data • Rarely able to reassess the impact of the experimental data on the original hypothesis • Rarely able to propose appropriate conclusions based on the interpretation of experimental data.	• Unable to demonstrate the ability to analyze and interpret experimental data • Unable to reassess the impact of the experimental data on the original hypothesis • Does not propose appropriate conclusions based on the interpretation of experimental data.	
Evaluate the proposed implications of a solution.	• Consistently able to recognize the need for additional testing • Consistently able to relate experimental conclusions to the natural world.	• Usually able to recognize the need for additional testing • Usually able to relate experimental conclusions to the natural world.	• Sometimes able to recognize the need for additional testing • Sometimes able to relate experimental conclusions to the natural world.	• Rarely able to recognize the need for additional testing • Rarely able to relate experimental conclusions to the natural world.	• Unable to recognize the need for additional testing • Unable to relate experimental conclusions to the natural world.	

COMMUNICATION RUBRICS

GOAL TWO: COMMUNICATION

Competency: Understand and apply current and appropriate technology tools and resources.

Learning Outcome: Students will use computer technology to retrieve and communicate information.

Students will effectively exchange ideas and information using multiple methods of communication.

Student Name _____

Course _____ Section _____ Semester/Year _____

STUDENT LEARNING OBJECTIVE	MASTERY SKILL LEVEL 4	ACCOMPLISHED SKILL LEVEL 3	DEVELOPING SKILL LEVEL 2	UNDERDEVELOPED SKILL LEVEL 1	UNDEVELOPED SKILL LEVEL 0	SCORE
Demonstrate an understanding of the functionality and terminology associated with current information technology tools and resources.	• Excellent understanding of the functionality and terminology associated with information technology tools and resources	• Good understanding of the functionality and terminology associated with information technology tools and resources	• Average understanding of the functionality and terminology associated with information technology tools and resources	• Fair understanding of the functionality and terminology associated with information technology tools and resources	• Poor understanding of the functionality and terminology associated with information technology tools and resources	
Demonstrate the ability to conduct online research to locate and retrieve relevant information from credible sources.	• Excellent at conducting online research to locate and retrieve relevant information from credible sources.	• Good at conducting online research to locate and retrieve relevant information from credible sources.	• Average at conducting online research to locate and retrieve relevant information from credible sources.	• Fair at conducting online research to locate and retrieve relevant information from credible sources.	• Poor at conducting online research to locate and retrieve relevant information from credible sources.	
Demonstrate the ability to use document processing software.	• Excellent usage of document processing software.	• Good usage of document processing software.	• Average usage of document processing software.	• Fair usage of document processing software.	• Poor usage of document processing software.	
Demonstrate the ability to use presentation software to communicate information and ideas.	• Excellent usage of presentation software to communicate information and ideas.	• Good usage of presentation software to communicate information and ideas.	• Average usage of presentation software to communicate information and ideas.	• Fair usage of presentation software to communicate information and ideas.	• Poor usage of presentation software to communicate information and ideas.	
Demonstrate the ability to appropriately and responsibly utilize current communication technology methods.	• Excels at appropriately and responsibly utilizing current communication technology methods.	• Good at appropriately and responsibly utilizing current communication technology methods.	• Average at appropriately and responsibly utilizing current communication technology methods.	• Fair at appropriately and responsibly utilizing current communication technology methods.	• Poor at appropriately and responsibly utilizing current communication technology methods.	

GOAL TWO: COMMUNICATION

Competency: Write effectively.

Learning Outcome: Students will write Standard American English in a clear, correct, and organized manner for a variety of purposes and audiences.

Students will effectively exchange ideas and information using multiple methods of communication.

Student Name _____

Course _____ Section _____ Semester/Year _____

STUDENT LEARNING OBJECTIVE	MASTERY SKILL LEVEL 4	ACCOMPLISHED SKILL LEVEL 3	DEVELOPING SKILL LEVEL 2	UNDERDEVELOPED SKILL LEVEL 1	UNDEVELOPED SKILL LEVEL 0	SCORE
Write clear and concise sentences using standard American English with appropriate syntax and mechanics.	• Sentences are consistently clear and concise with varied and appropriate word choices. • Sentences are varied in length and style. • There are few or no errors of syntax, grammar, spelling, or punctuation.	• Sentences are usually clear and concise. • Word choices are usually varied and appropriate, although there is some repetition. • Sentences are usually varied in length and style. • There are a few errors of syntax, grammar, spelling, or punctuation.	• Sentences are sometimes clear and concise. • Word choices are sometimes appropriate or precise. • Sentences are sometimes varied in length and style. • Errors of syntax, grammar, spelling, or punctuation are common.	• Sentences are rarely clear and concise. • Word choices are often inappropriate or vague. • Sentences are rarely varied in length and style. • Errors of syntax, grammar, spelling, or punctuation are frequent.	• Sentences are not clear and concise. • There are run-ons or fragments. • Parts of speech do not agree. • Sentences are not varied in length and style. • Word choices are inappropriate or vague. • There are numerous errors of syntax, grammar, spelling, or punctuation.	
Write paragraphs that demonstrate unity and coherence with appropriate details and examples that support a topic sentence and thesis statement.	• Paragraphs consistently have a clear focus. • Specific and concrete details support each topic sentence. • Sentences flow logically or sequentially with smooth transitions.	• Paragraphs usually have a clear focus. • Specific and concrete details usually support each topic sentence. • Most sentences flow logically or sequentially with smooth transitions.	• Paragraphs sometimes have a clear focus. • Some specific and concrete details support topic sentences. • Sentences sometimes flow logically or sequentially with smooth transitions.	• Paragraphs rarely have a clear focus. • There is a lack of specific and concrete details to support each topic sentence. • Sentences rarely flow logically or sequentially with smooth transitions.	• Paragraphs do not have a clear focus. • There are not specific and concrete details to support each topic sentence. • Sentences do not flow logically or sequentially with smooth transitions.	
Develop written compositions using organizational patterns and rhetorical modes appropriate for the desired audience and purpose.	• Compositions are consistently organized around a well-developed theme. • Paragraphs consistently transition smoothly. • Use of rhetorical modes consistently demonstrates an understanding of the appropriate audience and purpose.	• Compositions are usually organized around a well-developed theme. • Paragraphs usually transition smoothly. • Use of rhetorical modes usually demonstrates an understanding of the appropriate audience and purpose.	• Compositions are sometimes organized around a well-developed theme. • Paragraphs sometimes transition smoothly. • Use of rhetorical modes sometimes demonstrates an understanding of the appropriate audience and purpose.	• Compositions are rarely organized around a well-developed theme. • Paragraphs rarely transition smoothly. • Use of rhetorical modes rarely demonstrates an understanding of the appropriate audience and purpose.	• Compositions are not organized around a well-developed theme. • Paragraphs do not transition smoothly. • Use of rhetorical modes fails to demonstrate an understanding of the appropriate audience and purpose.	
Create a composition that demonstrates the process of prewriting, revising, and editing expected in a college-level final draft.	• Composition demonstrates the effective use of prewriting, revising, and editing to complete a final draft.	• Composition mostly demonstrates the effective use of prewriting, revising, and editing to complete a final draft.	• Composition partially demonstrates the effective use of prewriting, revising, and editing to complete a final draft.	• Composition minimally demonstrates the effective use of prewriting, revising, and editing to complete a final draft.	• Composition does not demonstrate the effective use of prewriting, revising, and editing to complete a final draft.	

SOCIAL and CULTURAL AWARENESS RUBRICS

GOAL THREE: SOCIAL AND CULTURAL AWARENESS

Competency: Recognize expressions of the human experience.

Learning Outcome: Student will explore, share, and reconstruct expressions of the human experience within the context of the past and present.

Students will understand the broad diversity of the human experience.

Student Name _____

Course _____ Section _____ Semester/Year _____

STUDENT LEARNING OBJECTIVE	MASTERY SKILL LEVEL 4	ACCOMPLISHED SKILL LEVEL 3	DEVELOPING SKILL LEVEL 2	UNDERDEVELOPED SKILL LEVEL 1	UNDEVELOPED SKILL LEVEL 0	SCORE
Evaluate a particular form of creative human expression in the context of the appropriate academic discipline.	• Clearly and consistently demonstrates understanding of "vocabulary" of discipline • Clearly, consistently, and appropriately evaluates creative human expressions within context of discipline	• Demonstrates general understanding of "vocabulary" of discipline • With guidance, demonstrates ability to evaluate creative human expressions within context of discipline	• Demonstrates inconsistent understanding of "vocabulary" of discipline • Even with guidance, cannot clearly, consistently, and appropriately evaluate creative human expressions within context of discipline	• Even with guidance has difficulty understanding "vocabulary" of discipline • Even with guidance has difficulty evaluating creative human expressions within context of discipline	• Even with guidance, is unable to understand "vocabulary" of discipline • Even with guidance is unable to evaluate creative human expressions within context of discipline	
Analyze key events (including historical, social, economic, and/or personal) that influenced a particular form of creative human expression.	• Demonstrates clear and consistent understanding of factors that may have influenced a particular genre, movement, or work • Is able to clearly and consistently place topic under consideration in its proper historical, social, economic, and/or personal context • Is able to clearly demonstrate understanding of similarities and differences among various creative expressions within a particular context	• Demonstrates general understanding of factors that may have influenced a particular genre, movement, or work • Is able to place topic under consideration in its proper historical, social, economic, and/or personal context with guidance • Is able to demonstrate an understanding of similarities and differences among various creative expressions within a particular context	• Demonstrates inconsistent understanding of factors that may have influenced a particular genre, movement, or work, even with guidance • Is not clearly and consistently able to place topic under consideration in its proper historical, social, economic, and/or personal context even with guidance • Is not clearly and consistently able to demonstrate an understanding of similarities and differences among various creative expressions within a particular context	• Even with guidance, has difficulty understanding factors that may have influenced a particular genre, movement, or work • Has difficulty placing topic under consideration in its proper historical, social, economic, and/or personal context even with guidance • Has difficulty demonstrating understanding of similarities and differences among various creative expressions within a particular context	• Even with guidance, is unable to understand factors that may have influenced a particular genre, movement, or work • Is unable to place topic under consideration in its proper historical, social, economic, and/or personal context even with guidance • Is unable to demonstrate understanding of similarities and differences among various creative expressions within a particular context	
Analyze key events (including historical, social, economic, and/or personal) that demonstrate how a particular form of creative human expression influenced other works.	• Demonstrates clear and consistent understanding of how particular genre, movement, or piece influenced other works • Is able to clearly and consistently place topic under consideration in its proper historical, social, economic, and/or personal context • Is able to clearly demonstrate understanding of similarities and differences among various creative expressions within a variety of contexts	• Demonstrates general understanding of how particular genre, movement, or piece influenced other works • With guidance is able to place topic under consideration in its proper historical, social, economic, and/or personal context • With guidance is able to demonstrate understanding of similarities and differences among various creative expressions within a variety of contexts	• Demonstrates inconsistent understanding of how particular genre, movement, or piece influenced other works • Even with guidance is not clearly and consistently able to place topic under consideration in its proper historical, social, economic, and/or personal context • Even with guidance is not clearly and consistently able to demonstrate understanding of similarities and differences among various creative expressions within a variety of contexts	• Even with guidance has difficulty understanding how particular genre, movement, or piece influenced other works • Even with guidance has difficulty placing topic under consideration in its proper historical, social, economic, and/or personal context • Even with guidance has difficulty demonstrating understanding of similarities and differences among various creative expressions within a variety of contexts	• Even with guidance, is unable to understand how particular genre, movement, or piece influenced other works • Even with guidance is unable to place the topic under consideration in its proper historical, social, economic, and/or personal context • Even with guidance is unable to demonstrate understanding of similarities and differences among various creative expressions within a variety of contexts	
Create or reconstruct an expression of the human experience and share it with others *(if the course is performance based).*	• Performance clearly, consistently, and appropriately meets all assigned criteria • Performance demonstrates mastery of the form	• Performance meets most of assigned criteria • Performance demonstrates a strong understanding of the form	• Performance is inconsistent in meeting assigned criteria • Performance demonstrates only a basic understanding of the form	• Performance does not meet assigned criteria • Performance demonstrates a less than a basic understanding of the form	• Performance demonstrates lack of understanding of assigned criteria • Performance is unacceptable	

GOAL THREE: SOCIAL AND CULTURAL AWARENESS

Competency: Understand the processes that influence human values, thoughts, social systems, and behavior.

Learning Outcome: Student will examine the impact of social factors on personal beliefs, while considering alternatives to the dominant culture's viewpoint.

Students will understand the broad diversity of the human experience.

Student Name _____

Course _____ Section _____ Semester/Year _____

STUDENT LEARNING OBJECTIVE	MASTERY SKILL LEVEL 4	ACCOMPLISHED SKILL LEVEL 3	DEVELOPING SKILL LEVEL 2	UNDERDEVELOPED SKILL LEVEL 1	UNDEVELOPED SKILL LEVEL 0	SCORE
Recognize the processes by which individuals acquire social knowledge, attitudes, and beliefs.	• Student can recognize several processes by which individuals acquire social knowledge attitudes and beliefs.	• Student can recognize more than one process by which individuals acquire social knowledge attitudes and beliefs.	• Student can recognize at least one process by which individuals acquire social knowledge attitudes and beliefs.	• Student can sometimes recognize at least one process by which individuals acquire social knowledge attitudes and beliefs.	• Student is not able to recognize any processes by which individuals acquire social knowledge attitudes and beliefs.	
Recognize major influences on social behavior and social systems	• Student can recognize several influences on social behavior and social systems.	• Student can recognize more than one influence on social behavior and social systems.	• Student can recognize at least one influence on social behavior and social systems.	• Student can sometimes recognize at least one influence on social behavior and social systems.	• Student is not able to recognize any influences on social behavior and social systems.	
Demonstrate knowledge of human diversity, including characteristics of a culture outside the student's own.	• Student can recognize human diversity and is able to identify several characteristics of a culture outside of his or her own.	• Student can recognize human diversity and is able to identify more than one characteristic of a culture outside of his or her own.	• Student can recognize human diversity and is able to identify at least one characteristic of a culture outside of his or her own.	• Student can sometimes recognize human diversity but is unable to identify characteristics of a culture outside of his or her own.	• Student is not able to recognize human diversity and is unable to identify characteristics of a culture outside of his or her own.	
Demonstrate knowledge of at least one systematic method for obtaining knowledge about social influences according to a recognized social science discipline.	• Student can identify the steps of a systematic social science method used for obtaining knowledge about social factors and identify several components of the method in real examples.	• Student can identify the steps of a systematic social science method used for obtaining knowledge about social factors and identify more than one component of the method in real examples.	• Student can identify some steps of a systematic social science method used for obtaining knowledge about social factors and identify at least one component of the method in real examples.	• Student can identify some steps of a systematic social science method used for obtaining knowledge about social factors. • Student is unable to identify components of the method in real examples.	• Student is unable to identify steps of a systematic social science method used for obtaining knowledge about social factors. • Student is unable to identify components of the method in real examples.	

General Education Assessment
Section Aggregate Information

Instructor ID#: Insert unique ID generated by the Institutional Research Office
Section: Insert randomly selected course section
Semester/Year: Insert assessment semester

Total number of students assessed _____

Goal:

Competency:

Learning Outcome:

Learning Objectives:

	Section Mean Average by Objective*
	_____
	_____

***To calculate the section mean average by objective:**

- Using the attached rubric, determine the score for each student on a range of 0-4 regarding their skill level in each objective being assessed
- Sum each individual student score and divide by the total number of students assessed to calculate the section mean average. Do this for **each objective**, individually.

**The information contained in this form is submitted via electronic format to the Institutional Research Office per the procedures outlined in this assessment plan. Please see Appendix III for an example.

Examples of direct methods	Examples of indirect methods
✓ class assignments ✓ projects ✓ demonstrations ✓ portfolios ✓ exams	✓ self-reporting or employer surveys ✓ grade point average ✓ graduation and retention rates ✓ percent of students who continue their education or training
Examples of measurement devices ✓ rubric ✓ pre/post test questions ✓ common test questions	

These are examples, others are possible.

Assessment Measurement Devices

1) What measurement devices (i.e. rubric, pre/post test questions, common questions on test, etc.) did you use to obtain these scores (multiple methods are best)

MCCC Learning Assessment
Results of Data Collection and Analysis Information

Academic Subject Area Faculty Representative:	Division:		
Course Number/Title:	Semesters for which the data was collected:		
	Date form completed:		
	Competency: **Learning Outcome:**		
Student-learning Objectives	Aggregate Score	Standard/ Target Score [a]	List possible reasons for why the scores were high or low compared to the standard/target score. May include individual observations about the data (qualitative anecdotes, consistency, etc.) as applicable. [b]
1.			
2.			
3.			
4.			
Actions[b] **How will actions be assessed?** **When will assessment take place?**			

[a] As determined by subject area faculty [b] Use the back of the form as needed.

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MCCC Learning Assessment
Results of Data Collection and Analysis SAMPLE

Academic Subject Area Faculty Representative:	Division:		
Course Number/Title:	Semesters for which the data was collected:		
	Date form completed:		
GOAL TWO: COMMUNICATION Students will effectively exchange ideas and information using multiple methods of communication.	**Competency:** Write effectively. **Learning Outcome:** Students will write Standard American English in a clear, correct, and organized manner for a variety of purposes and audiences.		
Student-learning Objectives	Aggregate Score	Standard/ Target Score [a]	List possible reasons for why the scores were high or low compared to the standard/target score. May include individual observations about the data (qualitative anecdotes, consistency, etc.) as applicable. [b]
1. Write clear and concise sentences using standard American English with appropriate syntax and mechanics.			
2. Write paragraphs that demonstrate unity and coherence with appropriate details and examples that support a topic sentence and thesis statement.			
3. Develop written compositions using organizational patterns and rhetorical modes appropriate for the desired audience and purpose.			
4. Create a composition that demonstrates the process of prewriting, revising, and editing expected in a college-level final draft.			
Actions[b] **How will actions be assessed? When will assessment take place?**			

[a] As determined by subject area faculty.[b] Use the back of the form as needed

**The information contained in this form is submitted via electronic format to the Institutional Research Office per the procedures outlined in this assessment plan.

Program-Level Assessment

Program-level assessment encompasses degree programs within each of the divisions. In this form of assessment, the faculty with the division dean will gather and analyze the aggregate data of the required core courses within a program.

Effective Program-level assessments are affected by the division mission statement, program mission statement, and the culmination of course-level student-learning outcomes. They are ongoing and build a body of evidence for program improvement and program development.

Program-level assessment is a systematic way of monitoring whether students have actually acquired the skills, knowledge, and competencies intended by their program of study. The main purpose of the program assessment process is to evaluate how well intended program-level student-learning outcomes were achieved and develop strategies for improvement.

Before the Program-Level Assessment Activity

1. Write a program mission statement
    - The mission statement is a concise statement setting the tone from which the program- level student-learning outcomes will be developed. The mission statement should be made in consideration of the College Mission Statement.
    - The mission statement serves as a bridge to the division mission statement and to course-level student-learning outcomes.
    - The mission statement should articulate the broad purpose of the program and create a vision of what curricular goals will be met

2. Write clear, focused, and measurable program- level student-learning outcomes which state what the student will know and be able to do upon completion of the program

3. Map course outcomes to program outcomes to ensure course-level student-learning outcomes are aligned with and support program-level student-learning. Additionally, program-student learning outcomes need to be mapped to the Institutional Outcomes of Critical Thinking, Communication, and Social and Cultural Awareness to ensure program curriculum enhances learning of the Institutional Outcomes. Specific student-learning outcomes may need to be created and mapped for assessment purposed of Institutional Outcomes, but can be created specific to the program.

4. Measure intended Program-level outcomes to actual Program-level outcomes which involves:
    - Determine which program outcomes will be measured
    - Develop a plan for collecting data
    - Determine when Program-level student-learning outcomes will be measured, over what period of time, and at what intervals over time
    - Determine who is responsible for measuring and data gathering
    - State the measure(s) and method(s) to be used
        - Which direct assessment methods and/or which indirect assessment methods will be used?
            - Some examples of direct methods for assessing Program-level student-learning outcomes include: capstone or major projects, portfolio evaluation, external

evaluation of student performance, program area standardized tests, certification or licensure exams, internal juried review of student projects, and scoring rubrics

- Some examples of indirect methods for assessing Program-level student-learning outcomes include: departmental or program review data, employer of alumni surveys, student perception surveys, graduate follow-up surveys, exit interviews, and focus group interviews.

5. The assessment cycle for Winter 2021 through Winter 2022 will include 1-2 Program outcomes, at least one that relates to the Institutional Outcome of Critical Thinking.

6. Each faculty member will have no more than 1 program to assess. A sample of faculty in charge of a program will be randomly selected to assess 1 program for the Winter 2021 and to continue with the same assessment for the Fall 2021-Winter 2022 academic year. Starting the Fall 2022 semester, random selection of a pre-determined number of programs will be selected for assessment.

7. Results of the initial semester assessment will be used to determine any necessary program changes for the academic year 2021-2022. During the Fall 2021, any changes that were made will be assessed for effectiveness and will continue to be assessed for effectiveness during the Winter 2022 semester.

Course to Program Mapping Template

Program name_____Division_____Date_____

Catalog year _____Completed by_____

Program-Level Student-learning Outcomes	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #

Use the following codes, based on Bloom's taxonomy, under each course number as appropriate: K=Knowledge (Remembering) level; C= Comprehension (Understanding) level; Ap= Application level; An=Analysis or above

*All core courses within the program should be included in the Program map.

**Adapted from the Curriculum Map template created by IR&DS (Institutional Research & Decision Support) at Stanford University, 2010

Institutional Outcome to Program Mapping Template

Program name_____ Division _____ Date_____

Catalog year _____ Completed by_____

Program and Institutional Outcomes	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #
Critical Thinking Program Outcome Related to Critical Thinking										
Measurable objective specific to the program regarding Critical Thinking (Add rows below as necessary)										
Communication Program Outcome Related to Communication										
Measurable objective specific to the program regarding Communication (Add rows below as necessary)										
Social and Cultural Awareness Program Outcome related to Social and Cultural Awareness										
Measurable objective specific to the program regarding Social and Cultural Awareness (Add rows below as necessary)										

Program-Level Student Outcomes Assessment Methods/Measurement Plan

I. Identify the program outcomes to be measured.

II. Identify the plan for collecting data
   A. State the method and/or measures to be used.
      1. Specifically state the direct and/or indirect assessment method(s) that will be used. (examples are identified in a table at the bottom of the page)

   B. Identify the course(s) and semester(s) in which the data will be collected and the faculty member(s) responsible for gathering the data.

Examples of Direct/Indirect Methods of Program-Level Student-learning Outcomes Assessment

Direct Methods of Program-Level Assessment	Indirect Methods of Program-Level Assessment
Capstone or major projects	Departmental or program review data
Portfolio evaluation	Employer of alumni surveys
External evaluation of student performance	Student perception surveys
Program area standardized tests	Graduate follow-up surveys
Certification or licensure exams	Exit interviews
Internal juried review of student projects	Focus group interviews
Scoring rubrics	

Pre-Program -Level Assessment Recommended Assessment Tool

Program-Level Assessment Plan Template	
Program Information	
Degree Program	
Division	
Academic Year	
Contact Information	
Department/Area of Study	
Faculty Names	
Division Dean	
Program Mission Statement	This is an educational mission statement, not a mission statement for the division
The mission of [inset the name of the degree program] is to [insert he program's educational purpose] by providing [insert the program's primary functions/activities] for students enrolled in the program. [Insert additional clarifying statements including a description of how the program will contribute to the development and careers of the students enrolled in the program. May also include any ties to the Institutional Outcomes of Critical Thinking, Communication, and Social and Cultural Awareness specific to the program.]	
Program Outcomes	
Program Outcomes to be Assessed (Include a designator for any outcomes that address the Institutional Outcomes of Critical Thinking, Communication, or Social and Cultural Awareness)	Outcome 1
	Outcome 2
	Outcome 3
	Outcome 4
Benchmark(s)	
	[Insert target figure] % of students will achieve [insert desired scale level] level of performance in [insert description of assessment/task] in order to meet the [specific learning outcome being met]. Note: There will be a benchmark for each outcome being assessed.
Data source(s) and Timeline	
	Describe the data to be collected. Include within the description how the data will be collected, the sources and collection dates. Include estimated sample size if appropriate.
Program-Level Assessment Methods	
	Describe in detail the method(s) of assessment being used for each outcome being assessed. For example, capstone project, course-embedded assessment, standardized instrument or other method.
Program-level Assessment Materials and Evaluation	
	Describe how the assessment will be scored. For example, will you use a rubric or answer key? (If a rubric is being used, include a copy of the rubric.) Who will do the scoring? One or more people? How will scores be reported?
Reporting Date and Constituents	
	The results will be reported [insert when the results will be reported] to [insert to whom the results will be reported].

After the Program–Level Assessment Information

1. Evaluate and analyze the data.

2. Determine the course of action.
   What program improvements/updates are needed, if any? What is your recommendation? Based on the findings, what do you plan to do now? Within what time frame will the improvements/updates be implemented? How will the changes be tracked and evaluated for effectiveness? When will the report out be on the changes' effectiveness?

3. Report and communicate the results.
   In what format will the results be reported? Within what time frame will the results be reported? To whom do you report the results?

4. 4. Determine any changes needed to the program curriculum, teaching strategies, or assessment methods.

5. Determine what new assessment is needed based on changes made.
   What assessment will be used to determine if the change is effective? When will effectiveness be determined? Faculty need to determine if the change will be kept, modified, or discontinued.

6. Documentation of the changes and tracking of the effectiveness will be given to the Institutional Research office and reported to the LAC.

7. Set the timetable for the next assessment cycle and establish what program student-learning outcomes will be measured, evaluated and analyzed next.

After the Program-Level Assessment Information

Program-Level Assessment Plan Template	
Current Data Collection Semester	
Degree Program	
Program Mission Statement	
Program Learning Outcomes	**State each program learning outcome evaluated as stated in the program mapping documents or syllabi.** (Include designations for any Program Outcomes that address the Institutional Outcomes of Critical Thinking, Communication, and Social and Cultural Awareness)
Outcome 1	
Outcome 2	
Outcome 3	
Outcome 4	
Assessment Methods, Devices, Results, and Benchmarks	
Data Source	Enter the source(s) of assessment data for this program learning outcome (e.g., the number of sections of a specific course(s) within the program which address the program learning outcome and the number of students included in the assessment).
Assessment Method(s)	Enter the assessment method(s) used (e.g., exam or quiz questions, project, portfolio, essay, other assignment or activity).
Assessment Measurement Device(s)	Enter the measurement device(s) used (e.g., grading rubric).
Benchmarks	Enter the performance benchmark for the learning outcome being assessed (e.g., X% of students had to perform at 75% or higher on an activity/test/quiz, X% of students had to earn X score on a specified scale).
Assessment Results (Include designations for any Program Outcomes that address the Institutional Outcomes of Critical Thinking, Communication, and Social and Cultural Awareness)	Enter the students' performance relative to the benchmark (e.g., the percentage of students that met the benchmark for an assignment/activity/exam or the average performance of students on an assignment/activity/exam).
	Outcome 1
	Outcome 2
	Outcome 3
	Outcome 4
Benchmark(s)	How did the students perform relative to the benchmark?.
Dissemination and Use	
Describe the most valuable findings from the assessment	
Describe how you will apply these findings (e.g., changes to the course-section(s) or course(s) used as data sources for the assessment, overall changes to the program).	In this space describe how the data will be used. Below are some examples to think about. Changes to the Assessment Plan: revision of intended learning outcomes, revision of measurement approaches, changes in data collection methods, changes in targets/standards, changed in the sampling. Changed to the curriculum: changes in the teaching techniques, revision of prerequisites, revision of course sequence, revision of course content, addition of courses, deletion of courses. Changes to the Academic Process: revision of admission criteria, revision of admission standards or processes, improvements in technology, changes in frequency or scheduling of courses.
How have you provided assessment feedback to the division, to faculty, and to other constituents?	In this space describe how the data will be shared.
Follow-up	
	Describe your plan for implementing changes, if applicable, and follow-up assessment.

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Transfer Degree Assessment

Transfer degrees at MCCC are the Associates of Arts, Associates of Science, and Associates of Fine Arts. These degrees typically do not lead to direct employment and instead are transferred as the start of a four-year degree. The transfer degrees require study in subject areas in addition to general education. The HLC refers to Transfer Programs, which at MCCC is what we call Transfer Degrees. We will use the term Transfer Degrees when referring to Transfer Programs.

During the Fall 2020-Winter 2021, faculty are writing outcomes related to each subject area beyond general education requirements. The faculty will then map these outcomes to courses that meet associated degree requirement. The faculty will then use these outcomes and mapped courses to assess student learning in the transfer degree areas. During the process of reviewing the transfer degrees, any areas for opportunities that faculty determine will be brought to the attention of the LAC for official recommendations. Additionally, during the Fall 2021-Winter 2022 academic year, faculty are working to change the degree requirements for transfer degrees. Therefore, the outcomes will be rewritten and based on the new degree requirements.

The transfer degrees will be assessed on a cycle, with random selection of 1-2 outcomes. Faculty teaching the courses associated with the selected outcome will be notified. Each faculty member will be selected for no more than 3 courses per cycle. Assessment of transfer degrees is planned to begin during the 2022-2023 academic year, but is dependent on the time it takes to rewrite the degree requirements.

Associate of Art Degree	
Requirements in Addition to General Education	Student Learning Outcomes
Written Communication- 3 semester hours	Incorporate print or non-print sources into academic research writing.
Social Science- 9 semester hours from two different subject areas	Students will understand diverse human experiences from at least two different social science subject areas with 6 semesters hours from either the same or a different subject.
Humanities- 6 semester hours from two different subject areas	Recognize how creative human expression is influences by one or more of the following: historical, current, personal, social, or economic events from two humanities subject areas with 3 credits in either the same or a different subject area.
Foreign Language- 8 semester hours of one foreign language	

Associate of Science Degree

Requirements in Addition to General Education	Student Learning Outcomes
Written Communication- 3 semester hours	Incorporate print or non-print sources into academic research writing.
Social Science- 6 semester hours from two subject areas	Students will understand diverse human experiences from at least two social science subject areas with 3 credits in either the same or a different subject area.

Associate of Fine Art Degree	
Requirements in Addition to General Education	Student Learning Outcomes
Social Science- 3 semester hours	Students will understand diverse human experiences from at least two social science subject areas.
Humanities- 3 semester hours	Recognize how creative human expression is influences by one or more of the following: historical, current, personal, social, or economic events from at least two humanities subject areas.
Area of Specialization- 32 semester hours	By the completion of the degree, art students will develop artistic talents with several media and will demonstrate the following qualities: Quality of Ideas (The visual solution is innovative and compelling.) 2. Clarity of Communication (The work is understandable, and it communicates the intended message.) Use of Formal Elements of Art and Design (The work shows an effective use of design, composition, and construction.) Technical Skill (The student exhibits good technical ability and uses the appropriate tools.) Professionalism (Work is clean and professional.)

Course-Level Assessment

Course-level assessment refers to the systematic evaluation of the achievement of Course-level learning outcomes as specified in each course's Course Outcome Summary. Faculty teaching the course will gather aggregate data on student achievement across all sections of a course, analyze the data, and make appropriate

changes to improve student learning.

Faculty members must agree on the learning outcomes to be assessed for a course as well as the methods and the measurement devices used. It is important all faculty (full-time and adjunct) who teach that particular course participate. Academic departments will develop appropriate strategies for reviewing and analyzing the aggregate data.

The purpose of Course-level assessment is to measure the achievement of learning outcomes for a particular course and to make appropriate changes to that course based on the assessment findings.

Before the Course-Level Assessment Activity

1. Create a faculty group (full-time and adjunct) of instructors who teach the same course
2. Choose one or two, no more, outcomes to be assessed from the Course Outcome Summary
3. Individual faculty will not be expected to formally assess more than three different courses in one academic semester.
4. Typically, all outcomes of a course will be assessed within a 4-year cycle.
5. State the competencies as learning outcomes
6. Create benchmarks that the students are expected to reach or exceed
7. Describe the method(s) used to assess the learning outcome(s)
8. Describe the measurement devices used to collect, examine, and interpret the data

After the Course-Level Assessment Activity

1. Collect and collate the aggregate data from all instructors
   Perhaps a subcommittee of the faculty group will do this work (on a rotating basis)
2. Convene the whole faculty group and share the results of the data
   Based on the analyses of the data what changes (if any) should be made to the learning outcome(s)? The course? The assessment method? The measurement device? The teaching strategy?
3. Disseminate this information to appropriate people/groups (Dean, Assessment Committee, etc.)
4. Faculty will annually review two (2) semesters (F, W, or Su) of data, before choosing a new learning outcome and starting the process anew. Courses being taught by multiple faculty

will have faculty convene to discuss assessment cycles for their course and the assessment data for their course. After assessment data evaluation, faculty may choose to repeat assessment of the same outcome(s) for additional semesters.

5. The faculty group should analyze the data after 2 semesters and determine any changes needed to the course curriculum, teaching, or assessment method.

6. The faculty group should determine how the changes will be assessed for effectiveness, including a timeline for assessment. 1-2 semesters of data is recommended.

7. When there is only one section of a course, course assessment and course-section assessment are equivalent.

8. Assessment data will be expected no sooner than the last workday before summer or winter break of the semester the course was taught.

Before the Course-Level Assessment Recommended Activity

Benchmark 1) Identify what percentage of the sample size is expected to reach or exceed your benchmark. 2) What is the rationale for choosing this measure?	<replace this text with a benchmark and rationale>
Assessment Methods 1) What assessment methods will be used to measure this outcome (i.e. pre/post-test, portfolio review, etc.)? 2) How do these methods show students are learning? 3) How many students made up the sample size?	<replace this text with the answers to the questions to the left>
Assessment Measurement Devices 1) What measurement devices (i.e. rubric, pre/post-test questions, common questions on test, etc.) will the faculty group create (multiple methods are best)? 2) All instructors need to agree to use the same measurement devices to assess the learning outcome.	<replace this text with description of the measurement devices used to collect, examine and interpret the data>

After the Course-Level Assessment Information

Assessment Information

1. Enter the current data collection semester (i.e., the semester data were requested from the Institutional Research Office).
2. Enter the course being assessed (e.g., ENGL-151-L1).
3. Is this the first time you are teaching a section of this course?
4. How many sections of the course are being included in the assessment?
5. Enter the learning outcome being assessed? Please include the outcome description as listed in your course outcome summary or syllabi.
6. Enter the assessment method(s) used (e.g., exam or quiz questions, project, portfolio, essay, other assignment or activity).
7. Enter the performance benchmark for the learning outcome being assessed (e.g., X% of students had to perform at 75% or higher on an activity/test/quiz, X% of students had to earn X score on a specified scale)?

Assessment Results

Enter the students' performance relative to the benchmark (e.g., the percentage of students that met the benchmark for an assignment/activity/exam or the average performance of students on an assignment/activity/exam).

Share and Interpret Course Assessment Data within faculty group

1) How did the students perform relative to the benchmark?
2) How does students' performance compare to the previous semester,if applicable?

3) Based on findings from the assessment and comparison to the previous semester what changes should be made to the learning outcome? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**

4) Based on findings from the assessment and comparison to the previous semester what changes should be made to the course-section? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**

5) Based on findings from the assessment and comparison to the previous semester what changes should be made to the assessment method(s)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**

6) Based on findings from the assessment and comparison to the previous semester what changes should be made to the measurement device(s)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**

7) Based on findings from the assessment and comparison to the previous semester what changes should be made to the teaching strategy(ies)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**

Assessment of Change to the Course If changes are being made to the course-section, what strategy(ies) will be employed to assess effectiveness? When will this post-assessment be conducted? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**
After Change to the Course If you have collected post-assessment data on changes to this course-section based on previous assessment findings, what are the results (i.e., was the change effective, will it be continued or modified)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**

**The information contained in this form is submitted via electronic format to the Institutional Research Office per the procedures outlined in this assessment plan. Please see Appendix III for an example.

Course-Section-Level Assessment

Course-section-level assessment is intended for individual faculty who wish to improve his or her teaching and student learning of a specific section. Individual faculty gather data on student achievement of course learning outcomes within their course-section, analyze the data, and make appropriate changes.

The purpose of Course-section-level assessment is to measure the achievement of learning outcomes and to make appropriate changes in that course-section based on the assessment findings.

Before the Course-Section-Level Assessment Activity

1. Choose one or two, no more, outcomes to be assessed from the Course Outcome Summary.
2. Typically, all outcomes of a course will be assessed within a 4-year cycle.
3. Individual faculty teaching will not be expected to formally assess more than three course-sections in one academic semester.
4. State the competencies as learning outcomes
5. Create benchmarks that the students are expected to reach or exceed
6. Describe the method(s) used to assess the learning outcome(s)
7. Describe the measurement devices used to collect, examine, and interpret the data

After the Course-Section-Level Assessment Activity

1. Collect and collate data from the course-sections.
2. Based on the analyses of the data what changes (if any) should be made to the learning outcome(s)? The course? The assessment method? The measurement device? The teaching strategy?
3. Disseminate this information to appropriate people/groups (Dean, Assessment Committee, etc.)
4. Repeat the assessment process for two (2) semesters (F, W, or Su) or some other pre-determined time before choosing a new learning outcome and starting the process anew. After assessment data evaluation, faculty may choose to repeat assessment of the same outcome(s) for additional semesters to ensure progress.
5. Analyze the data after 2 semesters and determine any changes needed to the course curriculum, teaching, or assessment method.
6. Determine how the changes will be assessed for effectiveness, including a timeline for assessment. 1-2 semesters of data is recommended.
7. Assessment data will be expected no sooner than the last workday before summer or winter break of the semester the course was taught.

Before the Course-section-Level Assessment Recommended Activity

Benchmark 1) Identify what percentage of the sample size is expected to reach or exceed your benchmark. 2) What is the rationale for choosing this measure?	<replace this text with a benchmark and rationale>
Assessment Methods 1) What assessment methods will be used to measure this outcome (i.e. pre/post-test, portfolio review, etc.)? 2) How do these methods show students are learning? 3) How many students made up the sample size?	<replace this text with the answers to the questions to the left>
Assessment Measurement Devices What measurement devices (i.e. rubric, pre/post-test questions, common questions on test, etc.) will you create (multiple methods are best)?	<replace this text with description of the measurement devices used to collect, examine and interpret the data>

After the Course-Section-Level Assessment Information

Assessment Information

1. Enter the current data collection semester (i.e., the semester data were requested from the Institutional Research Office).
2. Enter the course-section being assessed (e.g., ENGL-151-L1).
3. Is this the first time you are teaching a section of this course?
4. Enter the learning outcome being assessed? Please include the outcome description as listed in your course outcome summary or syllabi.
5. Enter the assessment method(s) used (e.g., exam or quiz questions, project, portfolio, essay, other assigment or activity).
6. Enter the performance benchmark for the learning outcome being assessed (e.g., X% of students had to perform at 75% or higher on an activity/test/quiz, X% of students had to earn X score on a specified scale)?

Assessment Results

Enter the students' performance relative to the benchmark (e.g., the percentage of students that met the benchmark for an assignment/activity/exam or the average performance of students on an assignment/activity/exam).

Share and Interpret Course Assessment Data within faculty group

1. How did the students perform relative to the benchmark?
2. How does students' performance compare to the previous semester,if applicable?
3. Based on findings from the assessment and comparison to the previous semester what changes should be made to the learning outcome? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**
4. Based on findings from the assessment and comparison to the previous semester what changes should be made to the course-section? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**
5. Based on findings from the assessment and comparison to the previous semester what changes should be made to the assessment method(s)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**
6. Based on findings from the assessment and comparison to the previous semester what changes should be made to the measurement device(s)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**
7. Based on findings from the assessment and comparison to the previous semester what changes should be made to the teaching strategy(ies)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**

Assessment of Change to the Course If changes are being made to the course-section, what strategy(ies) will be employed to assess effectiveness? When will this post-assessment be conducted? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**
After Change to the Course If you have collected post-assessment data on changes to this course-section based on previous assessment findings, what are the results (i.e., was the change effective, will it be continued or modified)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.**

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Co-Curricular Assessment

Assessing Co-curricular Clubs and Activities.

An important part of an MCCC student's education takes part outside of the classroom in such settings as clubs, at community talks, and other activities. In these out of classroom settings, students are exposed to a variety of different types of programming valuable to their educational attainment. To gauge the impact of the out-of-classroom experiences, MCCC recognizes the need for assessment. By assessment, we mean conducting a follow-up survey regarding the students experience with the club or activity and how that experience may enrich their education goals. In this document, we provide a definition of co-curricular activities and provide guidance on how to implement an effective assessment of these activities.

Assessment of co-curricular activities allows MCCC to evaluate the activity as part of the student's broader educational experience. At the same time, by collating the results of assessment, MCCC may provide students, staff, community, and outside accreditors with the information they need to evaluate the effectiveness of MCCC and its educational initiatives.

As part of the assessment protocol, the MCCC Learning Assessment Committee (LAC) first defined what "co-curricular" means to MCCC. The process of defining co-curricular began in earnest during the Winter 2020 semester. At that time, LAC researched various definitions of co-curricular at regional colleges and universities and brought the results back to the full committee for input. Following debate and deliberation the LAC voted to support the following definition of co-curricular:

MCCC defines co-curricular as any student learning activity that reinforces one or more of MCCC institutional outcomes of critical thinking, communication, and social and cultural awareness, but may or may not carry course credit. Examples of co-curricular learning include but are not limited to various MCCC initiatives (e.g. Global Studies, Writing Fellows, Honors Program), various student clubs/organizations (e.g. Student Government, MASS, GSA), as well as sustained lecture series (e.g. Black History Month, Culture and Current Affairs Speakers Series). Activities sanctioned by the institution but that do meet institutional outcomes (e.g. an individual speaker for a limited engagement, special interest clubs designed for non-educational purposes) are considered as extra-curricular and do not require instructional assessment.(LAC March 2020)

For a club, activity, or event to be considered as co-curricular, it must meet the criteria as provided in the definition, namely, reinforcing one or more of MCCC institutional outcomes of critical thinking, communication, or social and cultural awareness. It is the responsibility of the club advisor, meeting organizer, or other MCCC staff member that organizes an activity to evaluate whether the undertaking should be considered a co-curricular activity. If the facilitator finds the undertaking meets the definition of co-curricular, they initiate the co-curricular assessment process.

LAC produced several assessment tools designed to facilitate the evaluation of clubs and other activities. Importantly, these materials connect the goals of the undertaking with MCCC Institutional Outcomes. While LAC recognizes clubs and event organizers might want to evaluate other aspects of their activities, for institutional assessment purposes, the facilitator must include an assessment of how well the activity met one or more of the institutional outcomes.

Process: After determining that the club or activity meets one or more MCCC Institutional Outcomes, the responsible staff member initiates the assessment process. Before formal assessment commences, the club or event organizer formulates a learning outcome, in this case, an outcome the aligns the club or activity with one or more of MCCC institutional outcomes of critical thinking, communication, and social and cultural awareness. Outcomes refer to what a student should know or be able to do because of their participation in the club or activity. Please note that LAC personnel are available to assist with outcome writing and other aspects of assessment.

To formally assess the outcome, the staff member uses one of the tools provided by LAC, adds additional material they might find germane to the activity, then prepares a plan to collect the data. Data are collected for most clubs at the end of the semester while data for speakers or other activities are collected immediately after the event concludes. Following data collection, the staff members contacts the Director of Institutional Research, Planning, and Accreditation, who maintains a record of all co-curricular assessment materials. The MCCC staff representative in charge of the activity provides a copy of all assessment material to the Coordinator for analysis, dissemination, and long-term storage. LAC also routinely reviews this data as part of its oversight of assessment at MCCC and may offer advice based on its analysis of the data.

Examples Assessing Co-Curricular Activities

Please write 1-2 outcomes for each institutional outcome applying to the club.

Example: Students will indicate that at least one activity per semester increased their ability to communicate with others (indicated by 80% rating a 4 or 5).

1. _____
2. _____

If the club is co-curricular, there will need to be at least 2 assessments done each year. These can be simple Likert-style assessment addressing the club participants' view of how specific club activities, or the club as a whole, is positively contributing to the reinforcement of a specific Institutional Outcome.

Example:

<u>First meeting of the academic year:</u>

What is your current level of comfort with communicating with others?

Lowest 1 2 3 4 5 Highest

<u>After a selected activity and at the end of the academic year, the advisor can assess using a simple survey.</u>

Did this activity positively increase your comfort with communicating with others?

Disagree 1 2 3 4 5 Agree

What is your current level of comfort with communicating with others?

Lowest 1 2 3 4 5 Highest

Assessment of Co-Curricular Activities Information

1. Enter the current data collection semester (i.e., the semester data were requested from the Institutional Research Office).
2. Enter the co-curricular activity being assessed (e.g., Respiratory Therapy Club).
3. With which of the below Institutional Outcomes does the co-curricular activity align? Critical Thinking, Communication, or Social and Cultural Awareness
4. Enter **one** outcome for the co-curricular activity and indicate with **which Institutional Outcome it is aligned** (e.g., Critical Thinking: <insert learning outcome>).
5. Enter an **additional** outcome for the co-curricular activity and indicate with **which Institutional Outcome it is aligned** (e.g., Social and Cultural Awareness: <insert learning outcome>). If you have no additional learning outcomes to report, enter "NA."
6. Enter the performance benchmark for **each** outcome being assessed (e.g., X% of students had to perform at 75% or higher on an activity/test/quiz, X% of students had to earn X score on a specified scale)?
7. Enter the assessment method(s) that was/were utilized to determine if students met the outcome(s).
8. Enter the students' performance relative to **each** benchmark (e.g., the percentage of students that met the benchmark for an assignment/activity/exam or the average performance of students on an assignment/activity/exam).
9. Overall, how did the students perform relative to the benchmark(s)?
10. If the students did not meet the benchmark for **any** of the assessed outcomes, what changes will be made to ensure improvement in student performance (e.g., changes to activities, assessment methods, or outcomes if applicable)?
11. Describe how any changes to activities, assessment methods, or outcomes will be assessed for effectiveness and in what timeframe.

**The information contained in this form is submitted via electronic format to the Institutional Research Office per the procedures outlined in this assessment plan. Please see Appendix III for an example.

Closing Statement

The *MCCC Instructional Assessment Plan* is a living, evolving document with the intent to guide assessment of learning outcomes at the institutional outcomes, general education, program, course, course-section, and co-curricular levels.

"Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education" (Angelo, *AAHE Bulletin*, 1995, p. 7).

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Additional Resources

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APPENDIX I

Definitions

Academic Achievement: Student performance of program and General Education Outcomes; measured by various assessment methods pertaining to the stated outcomes.

Assessment: Is an ongoing process aligned with the mission of the college, aimed at understanding and improving student learning. The purpose of assessment is to gather data on student achievement, analyze the data, and use the data to report and improve student learning.

Assessment Measurement Device: Quantitative description of student learning and qualitative description of student attitude.

Assessment Method: Refers to the opportunities instructors provide for students to learn and then demonstrate the knowledge and skills specified in the outcomes. Evidence may be provided by exams, student presentations, individual or group projects, portfolio development, juried evaluation, writing samples, pre-post-testing, laboratory practical, journals, outcomes on standardized tests (i.e. national or state licensure, certifications, and/or professional exams), or panel evaluation of capstone projects.

Benchmark: A description of the expected level of student performance on a specific learning outcome.

Co-Curricular: Any student learning activity that reinforces one or more of MCCC institutional outcomes of critical thinking, communication, and social and cultural awareness, but may or may not carry course credit.

Competency: The knowledge, skills, abilities, and behaviors critical to student achievement; identifies what we want the students to learn.

Course-Level Assessment: This level of assessment refers to the systematic evaluation of the achievement of course learning outcomes as specified in each course's Course Outcome Summary. Faculty teaching the course will gather aggregate data on student achievement across all sections of a course, analyze the data, and make appropriate changes to improve student learning.

Course-Section-Level Assessment: Course-section-level assessment is intended for individual faculty who wish to improve his or her teaching and student learning in a specific section of a course. Individual faculty gather data on student achievement of course learning outcomes within their course-section, analyze the data, and make appropriate changes.

Direct Measure: Demonstrates that learning has occurred relating to a specific competency. Evidence is provided by student products or performances. Evidence may be provided by laboratory demonstrations, project demonstrations, student performances or presentations, and computer simulations.

Formal Assessment: Structured assessment procedures with specific guidelines for administration, scoring, and interpretation of results.

General Education Satisfier Course: A course which in itself meets the skills, knowledge, abilities, and behaviors defined in the General Education goals and competencies. Not all courses are considered General Education satisfier courses. A course will satisfy a General Education competency if all of the learning objectives are met in the course. However, it is understood that the purpose of the course is to teach and evaluate these objectives. In other words, the learning objectives are germane to the course, not supplemental or peripheral. For example, to meet the "Write Effectively" competency, the substance of the course must meet the objective; it is not enough to have a writing assignment as part of the course-section. No satisfier course can fulfill more than one competency.

Indirect Measure: These reveal characteristics associated with student learning, but only imply that learning occurred. Evidence may be provided by student perceptions of learning, completion rates, graduation rates, satisfaction surveys, essays, interviews, and/or focus groups.

Institutional Effectiveness: Relates directly to the College Mission, Vision, Core Values, and strategic plan. This level of assessment includes course-section-, course-, and program-level assessment, as well as assessment of food services, facilities maintenance, and student support services.

Institutional-Level Assessment: A process to assure that graduating students have the competencies consistent with the General Education goals. MCCC strives to give students an education that includes skills, knowledge, and critical insight to become capable, well informed and responsible citizens, to have the opportunity to thrive in an increasingly global community, and become successful in life.

Institutional Outcomes: Critical Thinking, Communication, and Social and Cultural Awareness. These outcomes are what most college programs teach and reinforce.

Learning Objective: Expected goal of a curriculum, course, lesson or activity in terms of demonstrable specific skills or knowledge that will be acquired by a student as a result of instruction

Learning Outcome: Significant and essential learning that students have achieved at the end of a course/program. Learning outcomes are broader in scope than learning objectives. The term learning outcome can refer to course-section student-learning

outcome, course student-learning outcome, program student-learning outcome, or general education outcome

Mapping: Refers to the process of equating course-level outcomes to program-level outcomes to ensure that course student-learning outcomes are aligned with and support program-level student-learning outcomes.

Mission Statement: A statement that defines the purpose of an institution.

Course Outcome Summary: A document designed to facilitate teaching and learning, which contains the course description, specific content to be covered, and learning outcomes.

Program-Level Assessment: Program-level assessment is a systematic way of monitoring whether students have actually acquired the skills, knowledge, and competencies intended by their program of study. The main purpose of the program assessment process is to evaluate how well intended program-level student-learning outcomes were achieved and develop strategies for improvement.

Rubric: A scoring guide describing the criteria used to score or grade a learning outcome. It is one way to provide measurable data.

Transfer Degree: The Associates of Arts, Associates of Science, and Associates of Fine Arts Degrees are considered transfer degrees at the college. The HLC uses the term Transfer Program to indicate what MCCC calls Transfer Degrees.

APPENDIX II

Details of Revisions 2018 Forward

- 11/28/18 General Education Aggregate Form, updated to include the type of assessment used
- 11/28/18 General Education Timeline, updated to assist in completing the full assessment cycle within 7 years
- 4/30/19 Updated form to include new Mission, Vision, and Core Values
- 4/30/19 Updated language under "Mission Statement, Goals," language was changed to clarify faculty retention of assessment reports
- 8/27/19 Added language to "Before the General Education Assessment Activity" to specify timing and limits of number of course-sections to be formally assessed and generally updated to reflect current practice
- 8/27/19 Added language to course and course-section assessment that limits the amount of time that is taken to completely assess all outcomes in a course or course-section
- 9/5/19 New definitions added for learning objective and learning outcome
- 9/5/19 Language changed from class to course-section for clarity
- 9/5/19 Limit of 3 course-sections added to course and course-section information
- 9/5/19 LAC voted to approve updated assessment plan.
- 9/17/19 Faculty Council Approved Plan.
- 4/16/2020 Formal definition of co-curricular activities approved.
- 9/29/2020 Additions to the IAP included adding feedback/ closing the loop language that faculty will use to justify any changes to their course following assessment as well as determining if those changes were beneficial.
- 10/15/2020 Co-curricular assessment plan approved along with a form to be used in assessment. An addition to the plan includes approval of the formation of an LAC subcommittee to determine which clubs/activities meet the definition of co-curricular. Language added to plan to say that co-curricular programs are determined by the "club advisor in coordination with the LAC."
- 10/27/2020 Determined to randomly sample occupational programs for assessment beginning in Winter 2021. Programs selected for assessment will assess one to two outcomes with at least one aligning with an institutional outcome. This first institutional outcome that all occupational programs will assess is critical thinking.
- 10/27/2020 Program faculty will not be required to assess more than one program each year. This is to help program faculty that oversee multiple programs.
- 11/6/2020 Added that a formal letter will to be sent to faculty selected for Gen Ed assessment from the LAC co-chairs. This letter will notify faculty, on behalf of LAC, of their assessment obligations. In addition, the letter discusses the steps faculty mast take to complete the assessment process.
- 11/6/2020 Clarified the data request and submission process along with the data entry process for assessing Gen Ed courses.

- 11/6/2020 Transfer degree material added. Transfer degrees will be assessed on a cycle, with random selection of 1-2 outcomes. Each faculty member will be selected for no more than 3 courses per cycle.

- 11/17/2020 Updated IAP presented to Faculty Council. IAP includes closing the loop language regarding changes based on assessment data, co-curricular assessment definition and procedures, and a template for program mapping to and an evaluation of Institutional Outcomes. In addition, a pre-program level assessment activity was included.

- 12/20 Emails were sent to the program faculty whose occupational program were randomly selected, to co-curricular advisors, and reminders about course-section assessment, all regarding formal assessment for Winter 2021.

- 1/21 LAC took recommendations to Faculty Council to form a study group to look at transfer degree (program) requirements.

- 2/11/21 LAC voted to recommend a pilot course-section assessment process that requests all full-time faculty turn in one course-section assessment to the IR Office at the end of Winter 2021 and again at the end of Fall 2021, while working on course assessment in the Fall 2021.

- 2/25/21 LAC recommended that course assessment take place at the end of Fall 2021; additionally, LAC will make recommendations for permanent course-section assessment during Fall 2021

- 3/30/21 LAC recommended creation of a form for faculty to provide voluntary examples of assessment for inclusion in the report being written for HLC. LAC requests faculty turn in voluntary data during summer 21.

- 4/27/21 Voluntary evidence submission form process finalized. Data will be turned in via Brightspace form to the Institutional Research Office. An email explaining the procedure will be sent to faculty.

- 10/8/21 LAC recommends the establishment of a permanent course-section assessment plan that includes random sampling of sections for course-section level assessment and will include fulltime and adjunct for winter 2022 and forward.

APPENDIX III

Example form:

General Education C5 Assessment (Obj. 1 and 2) AggregateData Submission Form

Following the instructions in the notification email you received from the Institutional Research Office, please enter the aggregate assessment data for your randomly selected course-section(s) in this form. Please complete a separate form for each course-section that was randomly selected.

Your data entry is confidential, where you are only identified by the Institutional Research Office. Your Dean will be notified of your participation in the assessment but will not have access to your specific data entry.

If you have questions related to General Education Assessment, please contact the General Education Assessment Coordinator and Learning Assessment Committee Co-Chair xxx at xxx@monroeccc.edu or (734) xxx- xxxx.

If you have questions related to the data submission process, please contact xxx inInstitutional Research at xxx@monroeccc.edu or (734) xxx- xxxx.

1. Course Section (e.g., HUMAN-151-L1) *

.

2. Total number of students included in the assessment *

.

3. Enter the Section Mean Average for **Objective 1 of C5**:

Competency: Recognize expressions of the human experience.

Objective 1: Evaluate a particular form of creative human expression in the context of the appropriate academic discipline.

*To calculate the section mean average by objective:

1. Using the C5 rubric distributed by the Institutional Research Office, determine the score for each student on a range of 0-4 regarding their skill level in each objective being assessed (assess only **Objective 1** and **Objective 2** for this data collection).

2. Sum each individual student score and divide by the total number of students assessed to calculate the section mean average. Do this for **Objective 1** and **Objective 2**, individually.
*

.

4. Enter the Section Mean Average for **Objective 2 of C5**:

Competency: Recognize expressions of the human experience.

Objective 2: Analyze key events (including historical, social, economic, and/or personal) that influenced a particular form of creative human expression.

*To calculate the section mean average by objective:

1. Using the C5 rubric distributed by the Institutional Research Office, determine the score for each student on a range of 0-4 regarding their skill level in each objective being assessed (assess only **Objective 1** and **Objective 2** for this data collection).

2. Sum each individual student score and divide by the total number of students assessed to calculate the section mean average. Do this for **Objective 1** and **Objective 2**, individually. *

.

5. Which type(s) of measurement device(s) were used to assess students? *

- Direct (e.g., class assignments, projects, demonstrations, portfolios, exams)
- Indirect (e.g., self-reporting or employer surveys, grade point average, graduation and retention rates, percent of students who continue their education or training)
- A combination of direct and indirect

6. Provide examples of the measurement device(s) used to assess students. Note: using multiple methods of assessment is best practice. *

.

7. Please use this link to attach any supporting documentation.

(Non-anonymous question)

Program Assessment Data Submission Form

Following the instructions in the notification email you received from the Institutional Research Office, please enter in this form the aggregate assessment data for **the same learning outcome** from **the same program** you assessed in xxxx.

Your data entry is confidential, where you are only identified by the Institutional Research Office. Your Dean will be notified of your participation in the assessment but will not have access to your specific data entry.

If you have questions related to Program Assessment, please contact the Learning Assessment Committee Co-Chair and Coordinator of Program Assessment xxx at xxx@monroeccc.edu or (734) xxx-xxx.

If you have questions related to the data submission process, please contact xxx inInstitutional Research at xxx@monroeccc.edu or (734) xxx- xxx.

1. Enter the current data collection semester (i.e., the semester data were requested from the Institutional Research Office). *

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2. Enter the degree program being assessed (e.g., Criminal Justice). *

.

3. Enter the program's mission statement. *

.

4. Enter the program learning outcome being assessed? Please include the outcome description as listed in your program mapping document(s) or syllabi. *

.

5. Does this program learning outcome align with any of the below Institutional Outcomes? If so, indicate which or select "NA" for Not Applicable. *

- Critical Thinking
- Communication
- Social and Cultural Awareness
- NA

6. Enter the source(s) of assessment data for this program learning outcome (e.g., the number of sections of a specific course(s) within the program which address the program learning outcome and the number of students included in the assessment). *

.

7. Enter the assessment method(s) used (e.g., exam or quiz questions, project, portfolio, essay, other assignment or activity). *

.

8. Enter the measurement device(s) used (e.g., grading rubric). *

.

9. Enter the performance benchmark for the learning outcome being assessed (e.g., X% of students had to perform at 75% or higher on an activity/test/quiz, X% of students had to earn X score on a specified scale). *

.

10. Enter the students' performance relative to the benchmark (e.g., the percentage of students that met the benchmark for an assignment/activity/exam or the average performance of students on an assignment/activity/exam). *

.

11. How did the students perform relative to the benchmark? *

- ( ) Did not meet
- (•) Met
- ( ) Exceeded

12. Describe the most valuable findings from the assessment. *

.

13. Describe how you will apply these findings (e.g., changes to the course-section(s) or course(s) used as data sources for the assessment, overall changes to the program). *

.

14. Describe your plan for implementing changes, if applicable, and follow-up assessment. *

.

15. Please use this link to attach any supporting documentation.

(Non-anonymous question □)

Course-Section Assessment Data Submission Form

Following the instructions in the notification email you received from the Institutional Research Office, please enter in this form the aggregate assessment data for **one** learning outcome from **one** course-section that you assessed in the xxxx data collection. If you submitteddata in xxxx for a course that is only offered every Winter semester, please indicate thatwhere appropriate in your response(s) below. As indicated by "comparison to the previous semester," please respond to questions 9-14 based on **comparison of the most recent consecutive two semesters of data (i.e., Fall 2020 and Fall 2021 or Winter 2021 and Fall 2021). This also applies to courses that are offered every other year (i.e., compare Fall 2019 to Fall 2021).**

Your data entry is confidential, where you are only identified by the Institutional Research Office. Your Dean will be notified of your participation in the assessment but will not have access to your specific data entry.

If you have questions related to Course-Section Assessment, please contact the Learning Assessment Committee Co-Chairs xxx at xxx@monroeccc.edu or (734) xxx-xxxx and xxx at xxx@monroeccc.edu or (734) xxx-xxx.

If you have questions related to the data submission process, please contact xxx inInstitutional Research at xxx@monroeccc.edu or (734) xxx- xxx.

1. Enter the current data collection semester (i.e., the semester data were requested from the Institutional Research Office). *

.

2. Enter the course-section being assessed (e.g., ENGL-151-L1). *

.

3. Is this the first time you are teaching a section of this course? *

- Yes
- No

4. Enter the learning outcome being assessed? Please include the outcome description as listed in your course outcome summary or syllabi. *

.

5. Enter the assessment method(s) used (e.g., exam or quiz questions, project, portfolio, essay, other assignment or activity). *

.

6. Enter the performance benchmark for the learning outcome being assessed (e.g., X% of students had to perform at 75% or higher on an activity/test/quiz, X% of students had to earn X score on a specified scale)? *

.

7. Enter the students' performance relative to the benchmark (e.g., the percentage of students that met the benchmark for an assignment/activity/exam or the average performance of students on an assignment/activity/exam). *

.

8. How did the students perform relative to the benchmark? *

- Did not meet
- Met
- Exceeded

9. How does students' performance compare to the previous semester? *

- Increased performance
- Consistent performance (no change)
- Decreased performance
- Not Applicable (only if this is the first time you are teaching a section of this course)

10. Based on findings from the assessment and comparison to the previous semester what changes should be made to the learning outcome? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.** *

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11. Based on findings from the assessment and comparison to the previous semester what changes should be made to the course-section? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.** *

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12. Based on findings from the assessment and comparison to the previous semester what changes should be made to the assessment method(s)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.** *

.

13. Based on findings from the assessment and comparison to the previous semester what changes should be made to the measurement device(s)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.** *

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14. Based on findings from the assessment and comparison to the previous semester what changes should be made to the teaching strategy(ies)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.** *

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15. If changes are being made to the course-section, what strategy(ies) will be employed to assess effectiveness? When will this post-assessment be conducted? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.** *

.

16. If you have collected post-assessment data on changes to this course-section based on previous assessment findings, what are the results (i.e., was the change effective, will it be continued or modified)? **If this is the first semester you are teaching a section of this course, enter "NA" for Not Applicable. Note, you should not enter "NA" if you did not respond "Yes" to Question 3.** *

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.

17. Please use this link to attach any supporting documentation.

(Non-anonymous question □)

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Co-Curricular Assessment Data Submission Form

As indicated in the instructions in the email you received from the Institutional Research Office, please submit the aggregate data for your co-curricular activity in this form. Please submit data for 1-2 outcomes aligned with at least one of the following Institutional Outcomes: Communication, Critical Thinking, Social and Cultural Awareness.

Your data entry is confidential, where you are only identified by the Institutional Research Office. The Co-Chairs of the Learning Assessment Committee and the Vice President of Instruction will be notified of your participation in the assessment but will not have access to your specific data entry.

If you have questions related to Co-Curricular Assessment, please contact the Learning Assessment Committee Co-Chairs xxx at xxx@monroeccc.edu or (734) xxx-xxxx and xxx at xxxxxx@monroeccc.edu or (734) xxx-xxxx.

If you have questions related to the data submission process, please contact xxx inInstitutional Research at xxx@monroeccc.edu or (734) 384- 4237.

1. Enter the current data collection semester (i.e., the semester data were requested from the Institutional Research Office). *

.

2. Enter the co-curricular activity being assessed (e.g., Respiratory Therapy Club). *

.

3. With which of the below Institutional Outcomes does the co-curricular activity align? *

- Critical Thinking
- Communication
- Social and Cultural Awareness

4. Enter **one** outcome for the co-curricular activity and indicate with **which Institutional Outcome it is aligned** (e.g., Critical Thinking: <insert learning outcome>). *

.

5. Enter an **additional** outcome for the co-curricular activity and indicate with **which Institutional Outcome it is aligned** (e.g., Social and Cultural Awareness: <insert learning outcome>). If you have no additional learning outcomes to report, enter "NA." *

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6. Enter an **additional** outcome for the co-curricular activity and indicate with **which Institutional Outcome it is aligned** (e.g., Social and Cultural Awareness: <insert learning outcome>). If you have no additional learning outcomes to report, enter "NA."

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7. Enter an **additional** outcome for the co-curricular activity and indicate with **which Institutional Outcome it is aligned** (e.g., Social and Cultural Awareness: <insert learning outcome>). If you have no additional learning outcomes to report, enter "NA." *

8. Enter an **additional** outcome for the co-curricular activity and indicate with **which Institutional Outcome it is aligned** (e.g., Social and Cultural Awareness: <insert learning outcome>). If you have no additional learning outcomes to report, enter "NA." *

.

9. Enter an **additional** outcome for the co-curricular activity and indicate with **which Institutional Outcome it is aligned** (e.g., Social and Cultural Awareness: <insert learning outcome>). If you have no additional learning outcomes to report, enter "NA." *

.

10. Enter the performance benchmark for **each** outcome being assessed (e.g., X% of students had to perform at 75% or higher on an activity/test/quiz, X% of students had to earn X score on a specified scale)? *

.

11. Enter the assessment method(s) that was/were utilized to determine if students met the outcome(s). *

.

12. Enter the students' performance relative to **each** benchmark (e.g., the percentage of students that met the benchmark for an assignment/activity/exam or the average performance of students on an assignment/activity/exam). *

.

13. Overall, how did the students perform relative to the benchmark(s)? *

- ( ) Did not meet
- ( ) Met
- ( ) Exceeded
- ( ) Some benchmarks were met/exceeded and some were unmet

what changes will be made to ensure improvement in student performance (e.g.,changes to activities, assessment methods, or outcomes if applicable)? *

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15. Describe how any changes to activities, assessment methods, or outcomes will beassessed for effectiveness and in what timeframe. *

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16. Please use this link to attach any supporting documentation.

(Non-anonymous question)