

Monroe County Community College Instructional Assessment Plan

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“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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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 provides a variety of higher education opportunities to enrich the lives of the residents of Monroe County.

Vision: Monroe County Community College aspires to be our community's first choice for higher learning.

Core Values: Monroe County Community College is dedicated to

- Comprehensive educational offerings
- Instructional excellence
- Transformational learning
- Cultivation of informed and participating citizens
- Entrepreneurial and responsive leadership to community needs
- Cultural enrichment
- Affordability
- Accessibility
- Valuing human diversity
- Ethical integrity
- Accountability to students and stakeholders
- To be a source of pride for the residents of Monroe County

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, itself a newly created standing committee approved by the Institutional Governance Committee in the winter of 2010, and approved for implementation.

It must be mentioned that 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).

**Specific work on Assessment at MCCC can be found in Appendix I*

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

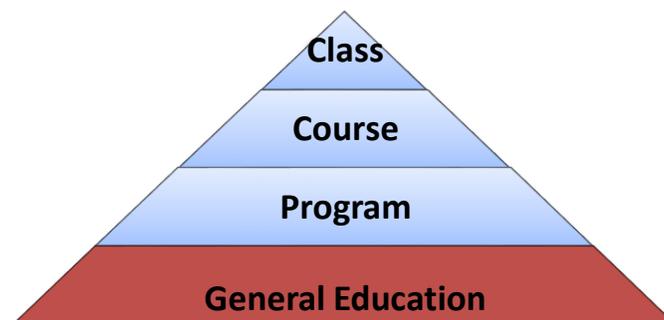
Guided by the College Mission and Values, the Strategic Planning Committee developed several Priorities for MCCC, and defined Strategies to achieve these goals. Assessment of student-learning is an integral part of MCCC's *Strategic Plan 2010-2013* as it directly supports two Priorities and their corresponding strategies:

- Educational Excellence – Facilitate high-quality teaching and learning
 - Strategy – Promote student success by providing comprehensive services and effective pedagogical practices
- Evidence-Based Culture – Commit to data-driven planning, evaluation, and decision making
 - Strategy – Establish processes that will provide reliable evidence of student learning

In addition, among MCCC's Core Values directly applicable to instructional assessment are

- Comprehensive educational offerings
- Instructional excellence
- Transformational learning
- Cultivation of informed and participating citizens
- Ethical integrity
- Accountability to students and stakeholders

Hence, assessment is an effective means toward achieving MCCC's strategic priorities and supporting the College's Mission to enrich lives and its Core Values by connecting core competencies to the program, course, and class-level goals.



Mission Statement

MCCC will systematically assess student academic achievement at the institutional, program, course, and class 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, and class 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 provide feedback on student learning in a systematic, organized manner
 - Share results of assessment with both internal and external constituencies as appropriate, including creating and maintaining web pages focused on assessment
 - Prepare and distribute reports on assessment practices and results annually
- To engage in continuous self-analysis of the assessment of student learning 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 class-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

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 to 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.

General Education Assessment

General education assessment of student learning is 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 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 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~~ 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 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 class. 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.
3. Appropriate faculty will develop rubrics to assess the General Education competencies.

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 Coordinator of Research, Evaluation, and Assessment. This person will collate and analyze the aggregate data.

Sample Aggregate sheet can be found after the rubrics

2. Disseminate the information
Results of General Education assessment of student learning will be reported by the Coordinator of Research, Evaluation, and Assessment 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.
4. Repeat the assessment process according to the timeline below.

Winter 2015

- **Understand and apply current and appropriate technology tools and resources**
- **Understand the processes that influence human values, thoughts, social systems, and behavior**
- **Recognize expressions of the human experience**
- Write effectively
- Use mathematics to effectively model and evaluate quantitative relationships
- Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting

Spring/Summer 2015

- **Understand and apply current and appropriate technology tools and resources**
- **Understand the processes that influence human values, thoughts, social systems, and behavior**
- **Recognize expressions of the human experience**
- Write effectively
- Use mathematics to effectively model and evaluate quantitative relationships
- Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting

Fall 2015

- **Understand and apply current and appropriate technology tools and resources**
- **Understand the processes that influence human values, thoughts, social systems, and behavior**
- **Recognize expressions of the human experience**
- Write effectively
- Use mathematics to effectively model and evaluate quantitative relationships
- Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting

Winter 2016

- **Understand and apply current and appropriate technology tools and resources**
- **Understand the processes that influence human values, thoughts, social systems, and behavior**
- **Recognize expressions of the human experience**
- Write effectively
- **Use mathematics to effectively model and evaluate quantitative relationships**
- **Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting**

Spring/Summer 2016

- **Understand and apply current and appropriate technology tools and resources**
- **Understand the processes that influence human values, thoughts, social systems, and behavior**
- **Recognize expressions of the human experience**
- Write effectively
- **Use mathematics to effectively model and evaluate quantitative relationships**
- **Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting**

Fall 2016

- Understand and apply current and appropriate technology tools and resources
- Understand the processes that influence human values, thoughts, social systems, and behavior
- Recognize expressions of the human experience
- Write effectively
- Use mathematics to effectively model and evaluate quantitative relationships
- Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting

Winter 2017

- Understand and apply current and appropriate technology tools and resources
- Understand the processes that influence human values, thoughts, social systems, and behavior
- Recognize expressions of the human experience
- Write effectively
- Use mathematics to effectively model and evaluate quantitative relationships
- Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting

Spring/Summer 2017

- Understand and apply current and appropriate technology tools and resources
- Understand the processes that influence human values, thoughts, social systems, and behavior
- Recognize expressions of the human experience
- Write effectively
- Use mathematics to effectively model and evaluate quantitative relationships
- Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting

Fall 2017

- Understand and apply current and appropriate technology tools and resources
- Understand the processes that influence human values, thoughts, social systems, and behavior
- Recognize expressions of the human experience
- Write effectively
- Use mathematics to effectively model and evaluate quantitative relationships
- Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting

Winter 2018

- Understand and apply current and appropriate technology tools and resources
- Understand the processes that influence human values, thoughts, social systems, and behavior
- Recognize expressions of the human experience
- Write effectively
- Use mathematics to effectively model and evaluate quantitative relationships
- Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting

Spring/Summer 2018

- Understand and apply current and appropriate technology tools and resources
- Understand the processes that influence human values, thoughts, social systems, and behavior
- Recognize expressions of the human experience
- Write effectively
- Use mathematics to effectively model and evaluate quantitative relationships
- Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting

Fall 2018

- **Understand and apply current and appropriate technology tools and resources**
- **Understand the processes that influence human values, thoughts, social systems, and behavior**
- **Recognize expressions of the human experience**
- Write effectively
- Use mathematics to effectively model and evaluate quantitative relationships
- Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting

Winter 2019

- **Understand and apply current and appropriate technology tools and resources**
- **Understand the processes that influence human values, thoughts, social systems, and behavior**
- **Recognize expressions of the human experience**
- **Write effectively**
- **Use mathematics to effectively model and evaluate quantitative relationships**
- **Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting**

Spring/Summer 2019

- **Understand and apply current and appropriate technology tools and resources**
- **Understand the processes that influence human values, thoughts, social systems, and behavior**
- **Recognize expressions of the human experience**
- **Write effectively**
- **Use mathematics to effectively model and evaluate quantitative relationships**
- **Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting**

Fall 2019

- **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**
- **Recognize expressions of the human experience**
- **Write effectively**
- **Use mathematics to effectively model and evaluate quantitative relationships**
- **Understand the processes that influence human values, thoughts, social systems, and behavior**

Bold font

Assessment

Regular font

No Assessment (under review by *ad hoc* groups)

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 evaluate 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 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.

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 demonstrate 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 interpretation 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.			Students will effectively exchange ideas and information using multiple methods of communication.			
Learning Outcome: Students will use computer technology to retrieve and communicate information.			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.			Students will effectively exchange ideas and information using multiple methods of communication.			
Learning Outcome: Students will write Standard American English in a clear, correct, and organized manner for a variety of purposes and audiences.			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.	<ul style="list-style-type: none"> Clearly and consistently demonstrates understanding of "vocabulary" of discipline Clearly, consistently, and appropriately evaluates creative human expressions within context of discipline 	<ul style="list-style-type: none"> Demonstrates general understanding of "vocabulary" of discipline With guidance, demonstrates ability to evaluate creative human expressions within context of discipline 	<ul style="list-style-type: none"> Demonstrates inconsistent understanding of "vocabulary" of discipline Even with guidance, cannot clearly, consistently, and appropriately evaluate creative human expressions within context of discipline 	<ul style="list-style-type: none"> Even with guidance has difficulty understanding "vocabulary" of discipline Even with guidance has difficulty evaluating creative human expressions within context of discipline 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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).	<ul style="list-style-type: none"> Performance clearly, consistently, and appropriately meets all assigned criteria Performance demonstrates mastery of the form 	<ul style="list-style-type: none"> Performance meets most of assigned criteria Performance demonstrates a strong understanding of the form 	<ul style="list-style-type: none"> Performance is inconsistent in meeting assigned criteria Performance demonstrates only a basic understanding of the form 	<ul style="list-style-type: none"> Performance does not meet assigned criteria Performance demonstrates a less than a basic understanding of the form 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Student can recognize several processes by which individuals acquire social knowledge attitudes and beliefs. 	<ul style="list-style-type: none"> Student can recognize more than one process by which individuals acquire social knowledge attitudes and beliefs. 	<ul style="list-style-type: none"> Student can recognize at least one process by which individuals acquire social knowledge attitudes and beliefs. 	<ul style="list-style-type: none"> Student can sometimes recognize at least one process by which individuals acquire social knowledge attitudes and beliefs. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Student can recognize several influences on social behavior and social systems. 	<ul style="list-style-type: none"> Student can recognize more than one influence on social behavior and social systems. 	<ul style="list-style-type: none"> Student can recognize at least one influence on social behavior and social systems. 	<ul style="list-style-type: none"> Student can sometimes recognize at least one influence on social behavior and social systems. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Student can recognize human diversity and is able to identify several characteristics of a culture outside of his or her own. 	<ul style="list-style-type: none"> Student can recognize human diversity and is able to identify more than one characteristic of a culture outside of his or her own. 	<ul style="list-style-type: none"> Student can recognize human diversity and is able to identify at least one characteristic of a culture outside of his or her own. 	<ul style="list-style-type: none"> Student can sometimes recognize human diversity but is unable to identify characteristics of a culture outside of his or her own. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	

Sample Aggregate Sheet

General Education Assessment Section Aggregate Sheet

Instructor # _____ Course/Sec. _____ Semester/Year _____

Total number of students assessed _____

Goal: Social and Cultural Awareness

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

Section Mean
by Objective

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

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

Analyze key events (including historical, social, economic, and/or personal) that demonstrate how a particular form of creative human expression influenced other works.

Create or reconstruct an expression of the human experience and share with others (*if the class is performance based*).

Section Mean Average of All Objectives

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 that sets the tone from which the program-level student-learning outcomes will be developed
 - 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 that course-level student-learning outcomes are aligned with and support program-level student-learning
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

After the Program–Level Assessment Activity

Refer to the form on page 15

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/updated be implemented?
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. Set the timetable for the next assessment cycle and establish what program student learning outcomes will be measured, evaluated and analyzed next.

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	

After the Program-Level Assessment Activity

Program-Level Assessment Reporting Template			
Program Information			
Degree Program:	Examples: AFA in Fine Arts, AS in Nursing (RN), AAS in Accounting, AS in Chemistry		
Division:	Examples: Humanities, Health Sciences, Business, Math and Science		
Year and Semester:	Enter semester and year in which the program assessment results are being reported (e.g. Fall 2012)		
Contact Information			
Department/Area of study	Example: Fine Arts, Nursing, Accounting, Chemistry		
Faculty Name(s)	This should be the faculty person(s) who coordinated the program assessment effort		
Email Address(es) and Phone Extension(s)			
Division Dean			
Email Address and Phone Extension			
Program Learning Outcomes <i>State each program learning outcome evaluated</i>			
Insert outcome 1			
Insert outcome 2			
Insert outcome 3			
Insert outcome 4			
Insert outcome 5			
Insert outcome 6			
Assessment Methods, Devices, Results, and Benchmarks			
Data Source	Describe where and when data was collected, how and if students were sampled, and sample size.		
Assessment Method(s)	Describe in detail the method of assessment you used (e.g., capstone project, course-embedded assessment, standardized instrument, etc.) for each outcome and briefly describe the task.		
Assessment Measurement Device(s)	Describe how you scored the assessment. For example, did you use a rubric or answer key, or was it scored by a testing company?		
Assessment Results	<i>After analyzing your numerical data, present the summary data in a quantitative manner by program outcome.</i>		
	Outcome 1:		
	Outcome 2:		
	Outcome 3:		
	Outcome 4:		
	Outcome 5:		
	Outcome 6:		
Benchmark(s)	On the basis of your assessment results that you collected this year, what goals will you establish for next year? In this space provide a target using the template (bold statement) below. ((Insert target figure) % of students will achieve [insert desired scale level] level of performance in [insert dimension of assignment or learning outcome]) .		
Dissemination and Use			
What were the most valuable things you learned?			
How will these findings be used?	In this space describe how the data will be used. Below are some examples to think about. Changes to the Assessment Plan: in data collection methods, changes in targets/standards, changes in the sampling Changes to the Curriculum: changes in 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 advising standards or processes, improvements in technology, changes in frequency or scheduling of course		
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.		
* Adapted from the Assessment Plan template created by IR&DS (Institutional Research & Decision Support) at Stanford University, 2010			

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 Outline of Instruction. 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 that 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

Refer to the form on pages 16 and 17

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 Outline of Instruction
3. State the competencies as learning outcomes
4. Create benchmarks that the students are expected to reach or exceed
5. Describe the method(s) used to assess the learning outcome(s)
6. Describe the measurement devices used to collect, examine, and interpret the data

After the Course-Level Assessment Activity

Refer to the form on pages 16 and 17

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. Repeat the assessment process for two (2) years (F, W, Sp, Su) or some other pre-determined time before choosing a new learning outcome and starting the process anew

Reporting Format

Course-Level Assessment Form

Name of Course: _____ Semester/Year _____

Learning Outcome Description: *<Please identify and describe in the space below the student learning outcome which you intend to assess in this course.>*

General Education Competency Description: *<Please identify and describe in the space below the General Education competencies which you intend to assess in this course.>*

General Education Goal(s): *<Please identify and describe in the space below the General Education goals which you intend to assess in this course.>*

*Disclaimer: this course may or may not be considered a General Education satisfier.

Examples of direct methods	Examples of indirect methods
<ul style="list-style-type: none">✓ class assignments✓ projects✓ demonstrations✓ portfolios✓ exams	<ul style="list-style-type: none">✓ 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	
<ul style="list-style-type: none">✓ rubric✓ pre/post test questions✓ common test questions	

These are examples, others are possible.

Before the Course-Level Assessment Activity

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

After the Course-Level Assessment Activity

<p>Assessment Results What were the results of the assessment process? (List results for each method, if more than one were used.)</p>	<replace this text with the data for this outcome in narrative, table, and/or graph form>
<p>Share and Interpret Course Assessment Data within faculty group 1) How did group performance compare to the benchmark? 2) How does the data compare to the previous year, if applicable? 3) Based on the analysis 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?</p>	<replace this text with the answers to the questions to the left>
<p>Dissemination of Course Assessment Data outside of faculty group Who are the appropriate people/groups to disseminate findings to?</p>	<replace this text with the answer to the question to the left>
<p>Course Assessment Timeline What frequency is this outcome being measured (i.e. each semester, yearly, every other year, etc.) and why?</p>	<replace this text with the answer to the question to the left>

Class-Level Assessment

Class-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 class, analyze the data, and make appropriate changes.

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

Before the Class-Level Assessment Activity

Refer to the form on pages 20 and 21

1. Choose one or two, no more, outcomes to be assessed from the course Outline of Instruction
2. State the competencies as learning outcomes
3. Create benchmarks that the students are expected to reach or exceed
4. Describe the method(s) used to assess the learning outcome(s)
5. Describe the measurement devices used to collect, examine, and interpret the data

After the Class-Level Assessment Activity

Refer to the form on page 21

1. Collect and collate the aggregate data from all sections of the course
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) years (F, W, Sp, Su) or some other pre-determined time before choosing a new learning outcome and starting the process anew

Reporting Format

Class-Level Assessment Form

Name of Course _____ Semester/Year _____

Learning Outcome Description: *<Please identify and describe in the space below the student learning outcome which you intend to assess in this class>*

General Education Competency Description: *<Please identify and describe in the space below the General Education competencies which you intend to assess in this class>*

General Education Goals: *<Please identify and describe in the space below the General Education goals which you intend to assess in this class>*

*Disclaimer: this course may or may not be considered a General Education satisfier.

Examples of direct methods	Examples of indirect methods
<ul style="list-style-type: none"> ✓ class assignments ✓ projects ✓ demonstrations ✓ portfolios ✓ exams 	<ul style="list-style-type: none"> ✓ self-reporting or employer surveys ✓ grade point average ✓ graduation and retention rates ✓ percent of students who continue their education or training
<p>Examples of Measurement devices</p> <ul style="list-style-type: none"> ✓ rubric ✓ pre/post test questions ✓ common test questions 	

These are examples, others are possible.

Before the Class-Level Assessment Activity

<p>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?</p>	<replace this text with a benchmark and rationale>
<p>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?</p>	<replace this text with the answers to the questions to the left>
<p>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)?</p>	<replace this text with description of the measurement devices used to collect, examine and interpret the data>

After the Class-Level Assessment Activity

Assessment Results What were the results of the assessment process? (List results for each method, if more than one were used)	<replace this text with the data for this outcome in narrative, table, and/or graph form>
Share and Interpret Course Assessment Data within faculty group 1) How did group performance compare to the benchmark? 2) How does the data compare to the previous year, if applicable? 3) Based on the analysis 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?	<replace this text with the answers to the questions to the left>
Dissemination of Course Assessment Data outside of faculty group Who are the appropriate people/groups to disseminate findings to?	<replace this text with the answer to the question to the left>
Course Assessment Timeline What frequency is this outcome being measured (i.e. each semester, yearly, every other year, etc.) and why?	<replace this text with the answer to the question to the left>

Closing Statement

The *MCCC Instructional Assessment Plan* is a living, evolving document with the intent to guide assessment of learning outcomes at the institutional (General Education), program, course, and class 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).

References

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Specific Work on Assessment at MCCC

National/State Licensure Assessment

The Nursing and Respiratory Therapy Programs have a strong history of formalized assessment because of their affiliation with state and national licensure standards. These health fields have been leaders in assessment at MCCC.

From 1992 through 2004 the culinary program was nationally accredited through the American Culinary Federation Education Foundation Institute (ACFEI), later renamed to the American Culinary Foundation (ACF). Therefore, upon graduation MCCC culinary students were eligible to receive the nationally recognized status of ACF Certified Culinarian. In 2005, the culinary program did not apply for re-accreditation.

Institutional-Level Assessment

From 1995 through 2006 writing was assessed to discover if four core writing outcomes were being achieved by student writers. Samples from a variety of academic disciplines, including ENGL 090 and ENGL 151, were scored using a rubric. In 2008, after a two-year hiatus a different writing assessment program was established, collecting data from researched-based writing samples taken from non-English composition courses and comparing them with samples taken from ENGL 152 and ENGL 254 courses (where elements of academic research are taught).

Program-Level Assessment

Outside of the healthcare fields, sporadic attempts to assess student learning at the program level—some more successful than others—have been in place since 1995.

- Records maintained and actual program review reports in the Business Division office indicate that in 1981, the Business Division and Technology Division faculty began formal assessment of their occupational career programs following the PROE (Program Review in Occupational Education) self-study model. PROE originally was a component of the Michigan Community College Occupational Education Evaluation System (MCCOEES). PROE assessment was accomplished and reported every three years from 1981 to 1987. While the PROE model was adapted and updated over time (it currently, as of December 28, 2007, falls under the venue of the Michigan Department of Education within the state's career and technical programs area and is part of the state plan for the Carl D. Perkins Program), PROE self-study assessment reviews have continued in multiple program areas in the

Business and Technology divisions somewhere between every three to five to seven years from 1988 through the current year of 2010.

- In addition, to the PROE assessments, in-depth program review assessments providing both a qualitative and quantitative gathering of data, analysis, evaluation, reporting, and plans of action were conducted by faculty on a three to five year interval from 1989 through 1998 for occupational programs in the Technology Division and Business Division. Sometime between 1999 and 2000, there was a decision or lapse somewhere as the individual MCCC career program in-depth program review assessments that had been conducted over a nine year period were “put on the shelf” and the career program reviews once again encompassed only the program areas for which the college received Perkins dollars, meaning a single assessment model, the PROE assessment model, was being used by faculty to gather, analysis, evaluate, and report career program assessment findings.

Course-Level Assessment

At the course-level, assessment of student learning has been successful, but less consistent. In 2003, a model for course assessment was published, including a Course Assessment Plan reporting form. This reporting form was used across disciplines for a few years; currently few, if any, faculty use it.

- In 2002 and 2006 POLSC 151 instructors investigated a pre-/post-test strategy for assessment. Both attempts met with limited success. At this time there is no assessment strategy in place for this area of study.
- Since 2004, a mandatory common final has been given in MATH 150 and MATH 151. Data are collected, collated, and reviewed by appropriate faculty. Selected sections of MATH 171 use a pre-post- test in order to assess the effectiveness of class instruction for that particular semester.
- Since 2003, all CHEM 151 students are given the American Chemical Society First-Term General Chemistry Exam, and results are used to improve instruction.

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, per-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.

Class-Level Assessment: Class-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 class, analyze the data, and make appropriate changes.

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 Outline of Instruction. 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.

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 performance or presentation, 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 class. 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 class-, 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.

Learning Outcome: Competencies stated in an observable or measurable way; identifies what the students actually learned in a measurable way.

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.

Outline of Instruction: 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.