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Structure of Assessment at Malcolm X College
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The Big Picture

Malcolm X College Mission Statement: Malcolm X College provides accessible liberal arts and health-focused education that fosters personal and professional achievement.

Malcolm X College Vision Statement: Malcolm X College will be a leader in post-secondary education to enlighten and empower the community.

Malcolm X College Core Values

- **Accountability**: We emphasize diligence and innovation in order to promote efficient and effective learning.
- **Communication**: In order to promote understanding and accessibility we encourage sharing ideas and information.
- **Community**: We support our community by promoting collaboration and cooperation in activities that enhance the quality of life.
- **Diversity**: We value differences among individuals and prepare ourselves to live successfully in a global society.
- **Integrity**: Our policies and practices center around honesty, professional ethics, responsibility, and fairness.
- **Learning**: We promote student-centered learning and lifelong learning among faculty, staff, and students.
- **Quality**: We emphasize continuous improvement in the quality of student learning experiences.
- **Respect**: We appreciate and consider the choices, endeavors and relationships of others.
- **Service**: We are committed to providing supportive services that meet the needs of our students.

Assessment Structure Mission Statement: The structure of assessment at Malcolm X College empowers administrators, faculty members, and staff to improve student learning and the student experience by acting on valid and reliable data collected using a variety of Measurement strategies.

Assessment Structure Vision Statement: Through intentional Measurement of student learning outcomes, the faculty and staff of Malcolm X College will continually implement innovations to improve student learning at the classroom, department/program, and institutional level.
Philosophy of assessment:

Figure 1. Triangular theory of assessment.¹

Efforts at improving the quality of teaching and learning at our institution are rooted in pursuit of our educational mission. Improvement stems from regularly conducted, effective Measurement of important outcomes. Through a thorough evaluation of the epistemology of each discipline by subject matter experts, the important outcomes can be properly articulated. The selection of tools to measure knowledge, be they exam items, affective questionnaires, or rubrics for performative or written work, must be done with the important outcomes in mind. Once data has been collected establishing the level of achievement of important outcomes (using effective Measurement tools), interpretation leads to improvement efforts. Interpretation includes the establishment of benchmarks, discussion among peers, and assignment of success to students. This tripartite conceptual framework of assessment is summarized in Figure 1. The three pieces of the triangle, when working successfully, empower instructors to improve student learning.

Despite being an essential first step, interpreting the results of effective Measurement of important outcomes does not adequately complete the cycle of assessment. “Closing the loop” is the phrase often used to encapsulate the most important part of assessment: using student data to improve student learning through classroom innovation. This is the result of a faculty member, department, or institution critically evaluating the results of a Measurement effort and implementing strategic changes in the interest of improvement in student learning. If each of the pieces of the triangle has been adequately addressed, the result of the evaluation will be an action plan for improving student learning. Importantly, student learning results from the construction of knowledge based on contextualized information delivery both inside and outside the classroom. By creating environments that best facilitate the construction of knowledge, student integration of the epistemology of the discipline can occur. Innovation is part of the effective Measurement of important outcomes because expectations, outcomes, Measurement tools, and interpretation strategies will change over time.

This model for assessment spans the traditionally divided summative and formative space. For example, a mid-class check for understanding can result in a redirection of a discussion, or the addition of context to an example provided in the classroom. This type of Measurement and innovation is known as formative assessment, and works to improve student learning in real time. Working to improve course strategies based on the results of a final examination, traditionally called summative assessment, uses the same technique. The assessment triangle applies in various situations, and considering these three components will allow for clarity when deciding which path to take based on assessment data.

In order to adhere to the Higher Learning Commission’s standard 4.B: “The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning,” Malcolm X College must continue the dedication its faculty and staff have committed to assessment efforts in past accreditation efforts. Maintaining a standard of evidence for the institutional level student learning outcomes will allow for strategic interventions that will improve learning in both areas. Improving teaching and learning requires an understanding of student knowledge, determined through valid and reliable data collection. Through structured data collection and coordinated reporting procedures, the Assessment Structure will facilitate the generation of useful data that will result in actionable items for the improvement of student learning.

Assessment Program Goals:

1. Assessment efforts will work to improve student learning.
2. The Assessment Structure will work to sustain assessment efforts.
3. Each academic and student services department will implement valid and reliable data collection strategies in the Measurement of programmatic and course- or event- level student learning outcomes through a robust level of evidence.
4. The Institutional Student Learning Outcomes Committee will implement sound data collection strategies in the Measurement of institutional student learning outcomes.
5. The Student Learning Outcomes Assessment Committee will track divisional assessment efforts through planning and annual reporting and devise solutions for assessment problems through interprofessional problem-solving.
6. Assessment efforts will encourage data-driven decision making at all levels of the institution.
7. Reporting of assessment outcomes and the results of interventions will be communicated to the entire campus community through the Assessment Structure.
8. Professional development opportunities and workshops offered through the Assessment Structure will empower faculty to use assessment to improve student learning.
9. College-wide campus Assessment Events will highlight successful interventions based on assessments and generate a cultural focus on assessment.
10. Documentation requirements related to accreditation and compliance will be maintained consistently.
Assessment Structure

**Figure 2. Structure of assessment responsibilities**

**Assessment Advisory Board:** The charge of the Assessment Advisory Board is to highlight and emphasize assessment throughout the institution through data-driven institutional effectiveness initiatives. The Assessment Advisory Board will consist of the Director of Assessment and Evaluation, the Vice President for Academic and Student Affairs, the Vice President for Institutional Effectiveness, the Dean of Instruction, the Dean of Health Sciences, the Dean of Nursing, the Dean of Adult Education, and the Dean of Student Services. The Assessment Advisory Board will meet once per semester, in mid-October and mid-March. Meetings will be structured in the interest of promoting a space where representatives can share successes and challenges in Department/Program Assessment and where updates on the progress of the Institutional Student Learning Outcomes can be addressed. The Assessment Advisory Board will hear recommendations for institutional interventions designed to improve student outcomes from the Assessment Committees and decide on their implementation through discussion and majority vote. The Assessment Advisory Board will also award Assessment Prizes annually to the faculty members and staff demonstrating a commitment to assessment excellence, and formally host an Assessment Event at the end of each semester that will feature a poster presentation session for faculty members and staff to share and be recognized.

**Assessment Committees.** There will be two Assessment Committees, focusing on different areas of student assessment. The Institutional Student Learning Outcomes Committee focuses on campus-wide assessment efforts. The Student Learning Outcomes Assessment Committee focuses on learning in the general education, health sciences, nursing, adult/continuing education, and student services spheres to ensure assessment is consistent in these spaces. Liaisons from each academic and student services unit will be appointed to serve as part of the Student Learning Outcomes Assessment Committee, while positions on the Institutional Student Learning Outcomes Committee will come from middle-level leadership to ensure that the institutional outcomes expand beyond individual department/programs. These
committees will meet monthly in the interest of promoting a space to share accountability and success, share challenges, and promote continuous improvement. Figure 2 demonstrates the structure of the relationship between these committees and the Assessment Advisory Board.

The charge of the **Institutional Student Learning Outcomes Committee** is to conduct institutional assessment. This group will generate assessment efforts that span across the General Education, Adult Education, Health Sciences, Nursing, and Student Services divisions, supporting solutions for improved quality of teaching and learning as well as co-curricular programming through the assessment of Institutional Student Learning Outcomes (ISLOs). The members of this committee are representatives from middle management (Associate Dean level) from each of the major units of the institution. Monthly (August – May) meetings will be structured to determine the definitions, Measurement tools, and Measurement strategy of the institutional student learning outcomes. Reaffirmation of the ISLOs will be conducted in this committee by reviewing the outcomes defined by each individual unit. In addition to these responsibilities, the Committee will work with all available stakeholders to decide upon initiatives derived from data targeted at improving student success of these outcomes. The committee will decide by simple majority vote which ideas for ISLO modification, ISLO Measurement, and institutional initiatives will be recommended to the Assessment Advisory Board. The committee will be led by the Director of Assessment and Evaluation and a Co-Chair, to be elected by simple majority each academic year.

The charge of the **Assessment Committee** will be to share more detailed information about assessment efforts for each individual department/program both inside and outside of the classroom. Faculty members will be invited to participate along with the departments from the Student Services division. The monthly (August- May) meetings of the committee will allow each department to report a monthly result and propose initiatives that will support improved student learning and experiences. This Committee will review the assessment plans (on 3 or 5-year cycles) and assessment reports of each individual department/program each year. The Committee will be led by two co-chairs, to be elected by simple majority from the ranks for faculty and staff participants. Simple majority vote will determine if the Committee seeks to escalate any ideas or initiatives to the Assessment Advisory Board. Similarly, the Committee will request professional development offerings through reports to the Board. Finally, the Committee will report recommendations for the Assessment Prizes awarded by the Assessment Advisory Board. The Director of Assessment and Evaluation will manage the reporting and organization of annual assessment reports and the rotating schedule of assessment plans, and provide this information to the Committee.
Roles within the Assessment Structure

Figure 3. Summary of roles.

- **Director of Assessment and Evaluation**
  - Coordinate and support assessment across the institution

- **Vice Presidents**
  - Champion assessment among staff

- **Deans**
  - Encourage meaningful improvement of student learning through assessment

- **Associate Deans**
  - Guide institutional student learning outcomes assessment

- **Department/Program Liaisons**
  - Document department/program assessment plan successes and challenges

- **Individual Faculty members and Staff**
  - Improve the student experience through assessment

- **Students**
  - Demonstrate what they know and can do through assessment efforts to the best of their ability

The **Director of Assessment and Evaluation** is asked to:

- **Coordinate and support** assessment across the institution
- **Serve as the liaison** between individual assessment efforts and administrative leadership.
- **Consistently implement** the Institutional Assessment Plan, ensuring that documentation for department/program assessment plans and annual reports are maintained, maintain minutes from each meeting of the Board and the Committees and upload on the Assessment SharePoint.
- **Provide support** for assessment efforts at the course/event level.
- **Provide professional development** opportunities (i.e., workshops) around assessment.
Members of the Assessment Advisory Board (Deans and Vice Presidents) are asked to:

- Champion assessment among their staff
- Encourage meaningful improvement in student learning through assessment
- Support the institutional effectiveness interventions designed by the Committees
- Escalate recognition for successful assessment projects through Assessment Prizes

Members of the Institutional Student Learning Outcomes Committee are asked to:

- Guide Institutional Student Learning Outcomes assessment
- Maintain a review of the individual Student Learning Outcomes from each of their departments and programs to search for commonalities when changes occur.

Department/Program Liaisons are asked to:

- Document department/program assessment plan challenges and successes. Maintain the department/program Assessment Plan (DAP) and complete an Annual Review (optional Template in Appendix) each academic year.
- Attend the monthly meetings of the Student Learning Outcomes Assessment Committee.
- Map Program and Course SLOs to ISLOs

Individual faculty members and staff are asked to:

- Improve the student experience through assessment.
- Seek continuous improvement for student achievement based on data-driven decisions (There is an end-of-course/event self-reflection in the Appendix to help guide this process).

Students are asked to:

- Demonstrate what they know and can do through assessment efforts to the best of their ability.
Each academic and student services department/program at the institution has overarching goals for student learning outside of specific classroom knowledge, some of which are defined by specialized accrediting bodies and some of which are defined by department/program priorities. These goals have been translated into institutional student learning outcomes (ISLOs); these outcomes represent what the faculty and staff of Malcolm X College hope all students who attend the institution will know and be able to do. The description of these outcomes and the plan for measuring them are included below.

Expressed as broad outcomes, the strategies for assessing the ISLOs will adapt to the cultural context in which they are enacted. For example, the Measurement of Cultural Understanding and Sensitivity within a health science discipline might reflect the results of a simulated activity in which a student interacts with individuals of varying backgrounds. In the co-curricular space, students may host a community service event in which they demonstrate their understanding of differences through civic engagement. In a general education classroom, students may present to each other the work of scientists from varying backgrounds to significant
contributions to the body of knowledge. Collecting Measurements of student ILSO attainment is the pivotal role of the ISLO Committee.

Once the data has been collected, the Director of Assessment and Evaluation will compile and present the evidence to the faculty and staff of the College. Then, the ISLO Committee will discuss results in consultation with subject matter experts in each of the ISLOs (for example, through consultation with the social sciences department, the Committee can gain insight into the results of an assessment of Cultural Understanding and Sensitivity). A template for this consultation can be found in the Appendix.

The results of the analyses of ILSOs will be used to drive strategic initiatives to improve the student experience at Malcolm X College. The most important aspect of this level of assessment is that large-scale initiatives can address classroom learning, student services offerings, and structural improvements that help administrators, faculty, and staff reach their collective goals for student outcomes. This level of assessment has been in place at Malcolm X College, however, the ISLOs will be revisited based on past feedback. The ISLO Committee will make recommendations to the Assessment Advisory Board in the interest of raising key issues and ensuring that each division is represented in the data-driven decision-making process.
### Institutional Student Learning Outcomes

<table>
<thead>
<tr>
<th>Title</th>
<th>Outcome</th>
<th>Measurables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical thinking</td>
<td>Create, critique, and evaluate ideas, arguments, and conclusions based on analyses conducted by self and others</td>
<td>(Create) Generate justification/ explanation of one’s own reasoning for an idea, argument, or conclusion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Critique) Identify strengths and weaknesses in ideas, arguments, and conclusions presented for analysis.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Evaluate) Provide alternative conceptions for ideas, arguments, and conclusions generated by self or presented for analysis.</td>
</tr>
<tr>
<td>2. Quantitative Reasoning</td>
<td>Interpret, communicate, and use computational, graphical, mathematical, and logical information.</td>
<td>(Interpret) Accurately translate quantitative information from computational, graphical, mathematical, and logical sources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Communicate) Effectively communicate quantitative information symbolically, numerically, verbally, and visually/ graphically.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Use) Deploy computational, graphical, mathematical, and logical information to develop solutions and solve problems.</td>
</tr>
<tr>
<td>3. Oral &amp; Written Communication</td>
<td>Construct and deliver oral and written communication products that meet the expectations of appropriate academic, public, and private audiences aligned with standards of English language grammar and speech.</td>
<td>(Construct) Use appropriate and accurate evidence supportive of a clear focus through a coherent organizational structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Deliver) Use precise, appropriate, and mechanically- sound language in the demonstration of effective communication skills.</td>
</tr>
<tr>
<td>4. Cultural Understanding &amp; Sensitivity</td>
<td>Acknowledge and maximize diversity in its varied forms to find common ground and enhance global citizenship</td>
<td>(Acknowledge) Deploy interpersonal skills and civic engagement in ways that encourage a respect for the diversity of human expression.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Maximize) Use and synthesize knowledge of human and natural diversity in order to develop solutions to local and global scientific and socio-cultural challenges.</td>
</tr>
<tr>
<td>5. Scientific Competency &amp; Literacy</td>
<td>Identify, interpret, and apply scientific principles and concepts to the process of scientific inquiry.</td>
<td>(Identify) Systematically investigate unifying themes, principles, and patterns in human activity and the natural world.</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6. Information &amp; Technological Literacy</td>
<td>Access, identify, and utilize verifiable information and incorporate appropriate technological tools across disciplines</td>
<td>(Access) Locate information from various print and electronic sources; locate various technological tools within disciplines.</td>
</tr>
</tbody>
</table>
Cycle for Assessment of ISLOs

Upon ratification by the Associate Deans of each Division, instrument selection and administration will begin. This process will allow for the beginning of a cycle in which two of the ISLOs will be at each of the stages each fall and spring semester. The stages are found in Figure 5.

Figure 5. Stages of ISLO Assessment Cycle.

<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Fa19</th>
<th>Sp20</th>
<th>Fa20</th>
<th>Sp21</th>
<th>Fa21</th>
<th>Sp22</th>
<th>Fa22</th>
<th>Sp23</th>
<th>Fa23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>M</td>
<td>A</td>
<td>C</td>
<td>I</td>
<td>M</td>
<td>A</td>
<td>C</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>Cultural Understanding &amp; Sensitivity</td>
<td>M A C I</td>
<td>M A C I</td>
<td>M A C I</td>
<td>M A C I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Competency &amp; Literacy</td>
<td>M A C I</td>
<td>M A C I</td>
<td>M A C I</td>
<td>M A C I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>A C I M A C I M A C I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information &amp; Technological Literacy</td>
<td>M A C I M A C I M A C I</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Note. “M” stands for the Measure stage, “A” for the Analyze stage, “C” for the Consult State, and “I” for the Intervene stage.

Importantly, not all of these stages will require a full semester for completion. This schedule remains flexible to adapt to the needs of the data collected, of the faculty member consultants, and of the interventions designed.
Deadlines and Responsibility:

The Measurements of student attainment of these ISLOs will be conducted per the schedule above. Data collection will involve the administration of a Measurement tool (selected by the ISLO Committee) to the students in a course, or administration of a rubric to a pre-existing assignment or exam from a course. Data collection and analysis will be done under the supervision of the ISLO Committee. Analysis by the Director of Assessment and Evaluation will be conducted after administration, with reporting and presenting of data in the next semester’s second month. The design of an intervention will occur during brainstorming on the ISLO Committee with consultation with subject-matter specialists during the next semester. These interventions, after approval by the Assessment Advisory Board, will begin implementation coming in the third semester after the initial administration of the Measurement tool.
**Department/Program Assessment Plan (DAP)**

Departments and programs are the bodies within which the student experience is coordinated. The assessment of the student learning outcomes assigned to each of these units is essential to continuous improvement. As such, the DAP lays out a structure upon which departments and programs maintain their outcomes, instruments, interpretation, and efforts at improvement. This DAP’s most important function is to facilitate the improvement of teaching and learning at Malcolm X College, however, it can also enable ease of use for reference by administrative and accountability bodies. Each academic and student services department will maintain a programmatic assessment plan; the timeline and structure of that plan will vary based on the department. A sample template can be found in the Appendix. The Director of Assessment and Evaluation will maintain these DAPs in a shared online environment with the institution in the interest of enhanced transparency in assessment efforts. Updates on the progress toward achieving the goals set forth in the DAP will be reported annually and reviewed by the Student Learning Outcomes Assessment Committee to identify successes.

**Figure 6: DAP Timeline**

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**Fall 2019**
- DAP Collection

**Spring 2020**
- Upon completion, Liaisons update Annual Reviews

**Fall 2020**
- Committee evaluates Reviews
- Continued efforts, DAP revisions and discussions
Course/Event-Level Assessment

Courses and events (where events include advising appointments, student club meetings, etc.) are the most relevant student-facing facet of Malcolm X College. Effective course/event level assessment is, therefore, the best way of collecting information about what is happening inside the black box of the college experience for our students. As such, this level of assessment is the most reflective and can be the most responsive to student needs. It is recommended that each faculty member and facilitator engage in the generation of a course or event level assessment plan. The most important part about assessment is the improvement of student learning through responsive instructional practices. Therefore, each semester, every instructor or facilitator will be asked to complete a reflection (template in the Appendix) in which the assessment strategies are broadly described, any interventions are identified, and success detailed. In this way, Malcolm X College will gain information about what works for the students enrolled at the institution. These reflections will be collected by the Director of Assessment and Evaluation, and used to design interventions with demonstrated success.
Appendices

Appendix 1: Glossary of Terms

Assessment: A comprehensive process that: is structured, ongoing, systematic, and sustainable; is focused on understanding and improving student learning, student development, student engagement, and student achievement; uses assessment results (aggregate data and information) to improve pedagogy, classroom instruction, the curriculum, learning resources, and student services.

Formative Assessment: Assessment is used to find out how students are learning while in process of delivering content from the module or subject.

Summative Assessment: Assessment to gauge student learning after the module or subject has been taught.

Competencies: Indicators/skills that constitute a Student Learning Outcome, and used to measure learning of that outcome.

Course Objectives: Statements that typically focus on what subject matter faculty will cover in a particular section of a course, but not on what a student will be expected to know or do. (Example from ESL Level 5: “This course focuses on developing your communicative abilities in order for you to engage fully in academic situations. Activities include listening tasks, movie viewing, guided conversations, group discussion, class presentations, and pronunciation practice.”).

Departments: A specialized area dedicated to a particular program or an aggregate of specialized areas, used to assess student learning and acquisition of skills/knowledge proficiency across all disciplines and pathways taught within the specialized areas. Examples include the Life Sciences Department and the Student Activities Department.

Direct Measures: Instruments or methods that provide observable evidence of the student’s acquisition of knowledge and skills. The attainment or acquisition of the knowledge or skill is directly demonstrated through a variety of means (e.g., performance on: written tests; oral examinations; lab experiments; capstone experiences; qualitative internal or external juried review of scientific projects; national licensure, certification, and professional examinations; externally reviewed exhibitions and performances in the arts; print based or electronic portfolios; external assessment of performance during internships based on stated program objectives).

Disciplines: A specific/particular field, focus, or branch of study within a specialized academic or service that imparts a highly specified set of skills, knowledge or other training vis-à-vis courses; used to assessed student learning outcomes across all courses that impart the skills/knowledge critical to a specific/particular field or focus of training. For example, the Biology Department houses the Disciplines of Anatomy, Physiology, Microbiology
The Social Sciences Department houses the Disciplines of Psychology, Political Science, Sociology.

**Division:** An aggregate of Programs or Departments, including the General Education Division, Health Sciences Division, Nursing Division, Adult Education Division, and Student Services Division.

**Evaluation:** A method by which judgments are made about the relative value, worth, usefulness, quality, efficiency, effectiveness, or productivity of academic programs, functional units, policies, procedures, processes, practices, and people.

**Indirect Measures:** Instruments or methods that provide insight into students’ perceptions of their learning or of the learning environment. The most common Indirect Measure is the survey, typically of students, employers, internship supervisors, and alumni. Other Indirect measures include exit interviews of graduates, focus groups, graduate follow up studies, retention rates, transfer rates, length of time to degree, graduation rates, and job placement data.

**Institutional/Institution:** Term synonymous with the College; reference to activities evaluating or occurring throughout the entire College.

**Instruments:** Measures or methods of assessing learning. They include both quantitative and qualitative Measures of learning. Typical instruments that M the Cognitive and Behavioral Domains are: Criterion-referenced Tests: Instruments that M student performance according to predetermined competencies, criteria, and/or performance standards, Norm-referenced Tests: Instruments that M student knowledge or performance relative to the achievement of a peer group, Standardized Tests: an instrument of student evaluation that is administered and scored in the same manner, using the same markers and rubrics of performance consistently and persistently across evaluated populations. Typically, markers and rubrics have been developed/agreed upon by experts and professionals in a particular discipline, who decide the expected knowledge, skills, and/or performance from students given a particular amount of exposure or study within the discipline.

**Locally Developed Measures:** Instruments of student learning developed by faculty and staff within the institution.

**Portfolios:** Print-based or electronic collections of student artifacts that are collected in a purposeful manner over time to provide evidence of student development and learning.

**Scoring Rubrics:** Instruments that allow for differentiating scale or range of performance levels. Rubrics provide the criteria or performance standards by which a product or performance will be assessed.

**Objectives:** “A statement derived from the goal that defines the circumstances by which it will be known if the desired change has occurred” (Gloria Rogers & Jean Sando, 1996, Stepping
Professionalism: Used by C2C and Nursing programs frequently; term for the performance/display of the set of skills, knowledge, and sociocultural behaviors specific to a work/employment environment.

Programmatic Outcomes: Measurable indicators of productivity (often quantitative but can also be qualitative) that give insight into the successful operations of programs, departments, and services. Examples of Programmatic Outcomes: Retention, Completion, Job placement, Licensure exam pass rates, Attrition.

Programs: Academic pursuit resulting in a career certificate, especially in the Health Sciences Division (e.g., Mortuary Science, Physical Therapy Assistant)

Student Learning Outcomes: Gains, skills, knowledge that students are expected to learn as a result of engagement within any sector of an institution. A specific statement that identifies what precisely a student will be able to know, do, or perform (cognitive or behavioral domains) or act responsibly in an ethical, professional, or civic manner or take social responsibility (affective domain) as the result of an educational experience (e.g., internship, service learning), course, or program. Learning outcomes identify the standards for achievement or the criteria for performance that will meet the stated course.
Appendix 2: Tips for getting started with department/program assessment

Assessment planning

To devise an assessment plan for a program from scratch, several components are required:

1. The first is a list of the student learning outcomes for the program. Ask yourself, are these outcomes in alignment with the college or department/program mission? How do they align with accrediting body outcomes? How do they align with industry standards or criteria from your discipline’s professional organization?

2. The second is a map of where these outcomes are addressed. Ask yourself, which courses directly address this outcome? Which outside activities might address this outcome? This map is included in the Department/Program Assessment Plan Template.

3. The third is to operationalize the outcome. What does it mean that someone will do or know when they have achieved it? (For example, someone could communicate in writing two or more schemes for the synthesis of a target molecule after completing a program in chemistry.)

4. The fourth component is to select Measurement tools designed to measure the outcome. Ask yourself, can this tool measure this outcome effectively? Is this a direct or indirect measure of the outcome? Is there evidence that this data collected via this tool is valid and reliable (aka accurate and precise)?

5. Collect some data!

6. Analyze the data!

7. Discuss with faculty and students

8. Identify successes and gaps and work to address those gaps through interventions, revisions, etc.

9. Collect more data!

10. Determine if actions were successful.

Reporting Sample Template

<table>
<thead>
<tr>
<th>SLO</th>
<th>Measurement</th>
<th>Past Achievement</th>
<th>Past Attempts at Repair</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a statement of what a student will know or be able to do after engagement with the material</td>
<td>This is an item, or a section of a rubric, etc.</td>
<td>Any data?</td>
<td>Did anything fix it?</td>
</tr>
</tbody>
</table>
Appendix 3: Resources

Do you want to learn more about assessment? Check out these links!

Join a listserv! https://www.coe.uky.edu/lists/helists.php


A Student Affairs assessment Dropbox full of tools:
https://www.dropbox.com/sh/yzw7zl4z4h8k051/AAD8dufv4wxRGZGddvkWanZja

The VALUE Rubrics are used widely and will continue to be! https://www.aacu.org/value-rubrics

Writing Effective Items

Check out this website for a guide to what kind of verbs you should include in exam or assignment items to have students demonstrate the type of knowledge you want them to show
https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf
Appendix 4: Templates for Reporting

All are available on Assessment SharePoint:
https://cccedu.sharepoint.com/sites/assesssmentcommittee14
Department/Program Assessment Plan (DAP) Template

The DAP can be completed in whatever format best suits the needs of the department or program, however, the points below should be addressed somewhere within the format. A DAP must be on file for each division at all times; a DAP can cover from one year to five years but typically spans three years. New DAP submissions will be evaluated by the Student Learning Outcomes Assessment Committee. DAPs are submitted to the MXC Assessment SharePoint: https://cccedu.sharepoint.com/sites/assesssmentcommittee14. These are uploaded by the Assessment Liaison, Program/Medical Director, or Director. The Director of Assessment and Evaluation maintains and continuously checks in on the progress of DAPs.

1. Mission statement of department and program.

2. The SLOs that are to be assessed. These should be at the level of the division, however, course/event-level SLOs can be included here.

3. How will you determine if these SLOs are being met? Where will the data come from? (Examples: pre/post-tests, portfolios, papers, surveys, focus groups, standardized tests, etc.)

4. How will you score/judge the assessments? (Here you would include rubrics, computer programs, etc.)

5. How will you use this data? In other words, what is the purpose of this assessment? What are you trying to learn and for what purpose?

6. What is your timetable for this assessment? What will be your timetable for doing assessment in the future?

Feel free to format as a table, as demonstrated here:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Method of Assessment – Exam name and item number, etc.</th>
<th>Bloom’s Taxonomy Level</th>
<th>Threshold required</th>
<th>Analysis</th>
<th>Any evidence-based ideas for improvement?</th>
</tr>
</thead>
<tbody>
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Institutional - Content Expert Consultation/Feedback Reporting Template

This template will be filled out in conjunction with the expert consultant, the Director of Assessment and Evaluation, and volunteer members of the ISLO Committee. They will be uploaded to the Assessment SharePoint Site:

https://cccedu.sharepoint.com/sites/assessmentcommittee14/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2Fassessmentcommittee14%2FShared%20Documents%2FCompiled%20Summer%202019%2FInstitutional%20Outcomes&viewid=5b1f7b92%2D37a3%2D4dab%2D8346%2D4484e2a18bd8

Institutional SLO Report:
Department/Program Consulted:
Consultant(s):
Date of Consultation:

Consultation/Feedback Questions:

1. What do see in the results?

2. What do you think explains these results?

3. What do you think the department/programs can do to help improve these results?

4. What do you think instructors can do, at the course level, to improve these results?

General Feedback/Recommendations/Other Comments:
Department/Program- Monthly Check-In Form

Monthly Assessment Check-In. These forms are to be completed by the Liaison, Program/Medical Director, or Director and uploaded to the DAP folder for the department/program in the Assessment SharePoint Site:
https://cccedu.sharepoint.com/sites/assessmentcommittee14/Shared%20Documents/Forms/AllItems.aspx?viewid=5b1f7b92%2D37a3%2D4dab%2D8346%2D4484e2a18bd8

Each month, you are to select a single SLO from the program. This can be repeated month-to-month, or changed, based on initiatives in the department. Take a snapshot of what the achievement Measurements for that particular outcome look like this month, and report out! These will be presented in brief at each assessment subcommittee meeting. The goal of this is to allow the subcommittee to brainstorm methods for improvement.

<table>
<thead>
<tr>
<th>SLO Focus</th>
<th></th>
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<tbody>
<tr>
<td>How is achievement of the outcome Measured?</td>
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<tr>
<td>Based on current achievement Measurements, what changes can be made to improve the success of students on this outcome?</td>
<td></td>
</tr>
<tr>
<td>Based on any past changes, is achievement higher or lower? Why?</td>
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</tbody>
</table>
Individual (Faculty Member, Facilitator) - End-of-Course/Event Reflection

Each semester, this review form is required at the Course level. This simple series of questions will allow the faculty member to communicate the success of assessment activities. This form is to be completed for each section of each course. The format and any additional information are flexible.

1. Broadly describe how you Md student learning in this course. Include both mid-course and final Measurements.

2. What did you do while teaching this semester to improve student learning? Did you make any changes based on whether or not students were meeting the level of achievement you expected? How did these changes work?

3. What would you like to do in future semesters to improve student learning?
An annual review of assessment activities is another required reporting outcome. These will be completed by the Assessment Liaison, Program/Medical Director, or Director and uploaded to the Assessment SharePoint site: https://cccedu.sharepoint.com/sites/assessmentcommittee14/Shared%20Documents/Forms/AllItems.aspx?viewid=5b1f7b92%2D37a3%2D4dab%2D8346%2D4484e2a18bd8. These will be maintained and discussed in individual meetings with the Director of Assessment and Evaluation.

Department Assessment Plan Progress Reporting Template

<table>
<thead>
<tr>
<th>SLO</th>
<th>Method of Assessment – Exam name and item number, etc.</th>
<th>% achieved (pre/post, if appropriate)</th>
<th>Threshold met? Yes or no</th>
<th>Analysis</th>
<th>Plan for improvement</th>
</tr>
</thead>
</table>

1. Describe any interventions that you enacted this year, and discuss whether or not they were successful

2. Please analyze this year’s data. What does the data show about student learning? Do they reach your department’s threshold data points? What can/will you do to improve student achievement of these SLOs?