



Assessment Structure Structure of Assessment at Malcolm X College: Handbook

Updated: May 2021

Contents

The Big Picture	3
Malcolm X College Mission Statement:	3
Malcolm X College Vision	3
Malcolm X College Strategic Levers	3
Malcolm X College Core Values	3
Assessment Structure Mission Statement	4
Assessment Structure Vision Statement	4
Assessment Philosophy	4
Assessment Program Goals:	6
Rationale	6
Assessment Structure	7
Administration.	7
Assessment Advisory Board:	7
Assessment Committees	7
Roles within the Assessment Structure	9
Department and Program Liaisons.....	9
Institutional Assessment Plan	10
Institutional Student Learning Outcomes	11
Cycle for Assessment of ISLOs	13
Deadlines and Responsibility:	13
Divisional (Program, Department, Unit, etc.) Assessment Plan (DAP)	14
Course/Event-Level Assessment.....	15
Appendices.....	16
Appendix 1: Glossary of Terms	16
Appendix 2: Tips for getting started with departmental/program assessment	19
Appendix 3: Resources	20
Appendix 4: Templates for Reporting (All are available on Assessment SharePoint)	21
Division – (Program, Department, Unit) – Divisional Assessment Plan (DAP) Template	22
Institutional - Content Expert Consultation/Feedback Reporting Template	23



Assessment Structure

Divisional (Program, Department, Unit) - Monthly Check-In Form	24
Individual (Faculty Member, Facilitator) - End-of-Course/Event Reflection.....	25
Divisional (Program, Department, Unit) - Annual Review Form.....	26



Assessment Structure

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

Malcolm X College serves with urgency as a catalyst for social change and economic growth in the Chicago community. We have the power to make change. In order to do that, we will:

- Provide affordable, accessible, and exceptional education
- Drive dynamic economic mobility in the lives of our students

Malcolm X College Strategic Levers

- **Student Experience Goal** – Create an exceptional student experience. We promise that every experience with City Colleges, from pre-admissions to completion, will be exceptional. Every student will be able to maximize their learning inside and outside the classroom, navigate our institution with ease, make significant progress towards their goals, and feel welcome and supported by all City Colleges employees.
- **Equity Goal** – Significantly narrow achievement gaps. We will become a “student-ready” and equitable institution that is designed for all students to thrive—especially those from historically and present-day marginalized communities. We will equip students with the support and resources they need to succeed in the classroom and beyond.
- **Economic Responsiveness Goal** – Respond to the economic needs of the City Colleges of Chicago. We will be forward-looking and agile in developing pathways and forging partnerships that unlock transformational career opportunities for CCC students and fuel the Chicago workforce with talent that is prepared to meet the needs of the economy.
- **Excellence Goal** – Build a culture of excellence. We will build a culture of excellence that inspires everyone to become the ‘best in class’ for our students and community. We hold ourselves accountable to delivering academics, experiences, and services of the highest quality. Our faculty and staff will continue to receive professional development across the district to continuously improve their practices.
- **Institutional Collaboration** – Create a collaborative and connected ecosystem. We will create a more collaborative and connected ecosystem to foster coordination and communication that supports student success. At each college and across the district, we will implement people, data, and technology solutions to create holistic best practices with an inclusive approach to problem solving.
- **Institutional Health:** Develop, monitor, and improve critical institutional health measures. We will develop, monitor, and improve critical institutional health metrics that ensure financial sustainability and the well-being of our institution.

Malcolm X College Core Values

- **Accountability:** We emphasize diligence and innovation in order to promote efficient and effective learning.
- **Community:** We support our community by promoting collaboration and cooperation in activities that enhance the quality of life.

Assessment Structure

- **Diversity:** We value differences among individuals and prepare ourselves to live successfully in a global society.
- **Empowerment:** We lift up people, voices, and ideas.
- **Learning:** We promote student-centered learning and lifelong learning among faculty, staff, and students.
- **Respect:** We appreciate and consider the choices, endeavors, and relationships of others.

Assessment Structure Mission Statement: The structure of assessment at Malcolm X College empowers 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, program, and institutional level.

Assessment Philosophy

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, 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 can lead 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. If an individual faculty member or group of instructors realizes an issue within one point of the framework, as often occurs in practice, the others can be adjusted accordingly to ensure an effective system.

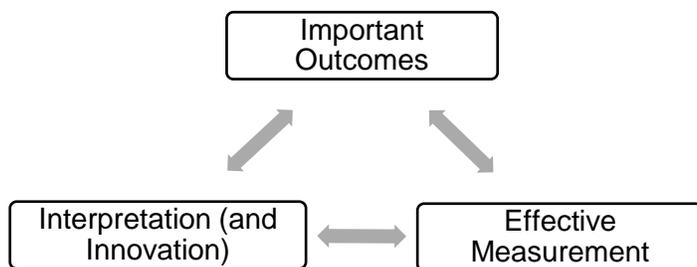


Figure 1. Triangular theory of assessment. From: National Research Council (2001) *Knowing What Students Know: The Science and Design of Educational Assessment*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/10019>.

Assessment Structure

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 results of the evaluation will be an action plan for improving student learning. Importantly, student learning does not happen in a bubble in the classroom, but 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. The Appendix contains additional definitions of key terms.

Assessment Structure

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 Ad-Hoc Committees 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.

Rationale: 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. The standard highlights both co-curricular and classroom assessment goals; 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. Data-driven decision-making is essential to achieving the institutional mission of delivering accessible liberal arts and health-focused education, so, 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 Structure

Assessment Structure

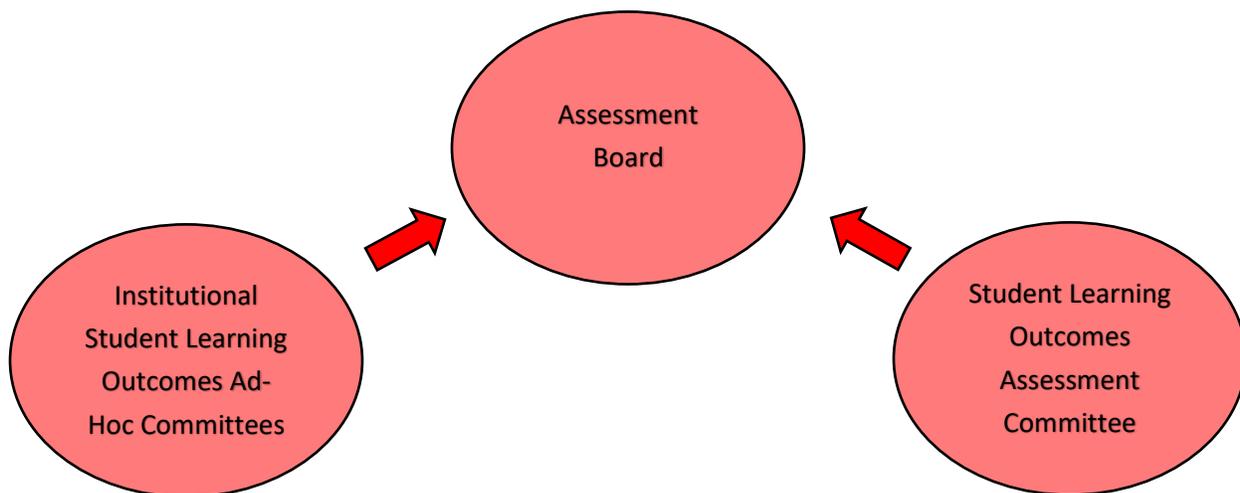
Administration. Assessment across the institution is coordinated and supported by the Director of Assessment and Evaluation, who serves as the liaison between assessment efforts and administrative leadership. The tasks of the Director include consistently implementing the Institutional Assessment Plan, ensuring that documentation for department/program assessment plans and annual reports are maintained, providing support for assessment efforts at the course/event level, providing professional development opportunities (i.e., workshops) around assessment, and maintaining records of the assessment efforts put forth by the faculty and staff.

Assessment Advisory Board: **The charge of the Assessment Board is to highlight and emphasize assessment throughout the institution through assessment 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, the Dean of Continuing Education, and the Dean of Student Services. The Assessment Board will meet once per semester, on the Friday closest to the 15th of October and March. Meetings will be structured in the interest of promoting a space where representatives can share successes and challenges and updates on the progress of the Institutional Student Learning Outcomes can be addressed. The Assessment Board will hear recommendations for institutional interventions designed to improve outcome success from the Assessment Committees and decide on their implementation through discussion and majority vote. The Assessment 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 house a poster presentation session for faculty members and staff to share and be recognized.

Assessment Committees. The collaborative work of assessment will be completed by Committees focusing on different areas of student assessment. The Institutional Student Learning Outcomes Ad-Hoc Committees focus 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 Advisory Board will come from institutional leadership. 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 Board.

Assessment Structure

Figure 2. Structure of assessment board and committees.



The charge of the **Institutional Student Learning Outcomes Ad-Hoc Committees** is to conduct institutional assessment. These groups 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 at middle management (Associate Dean level) from each of the major units of the institution as well as subject matter experts in each of the ISLOs. Meetings are structured to meet emergent goals across ISLO assessment efforts, including the determination of the definitions, measurement tools, and measurement strategy of the institutional student learning outcomes. Reaffirmation of the ISLOs will be conducted in one ad-hoc committee by reviewing the outcomes defined by each individual unit. In addition to these responsibilities, this group will work with all available stakeholders to decide upon initiatives derived from data targeted at improving student success on these outcomes. The committee will decide by simple majority vote which ideas for ILSO modification, ISLO measurement, and institutional initiatives will be recommended to the Assessment Board. The committee will be facilitated by the Director of Assessment and Evaluation. An elected Chair role should be developed to lead this group.

The charge of the **Student Learning Outcomes Assessment Committee** will be to share more detailed information about assessment efforts for each individual division (program, department, unit, etc.) both inside and outside of the classroom. 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 which 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 division 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 Structure

Assessment 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 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

Department and Program Liaisons will be selected by each department and program. There is no limit on the number of years one can serve as a Liaison. As a Department/Program Liaison you **will be asked to complete** the following:

1. Attend the monthly meetings of the Student Learning Outcomes Assessment Committee.
2. At each meeting, present the brief Monthly Meeting Update. It is your responsibility to maintain a running activity of one program-level student learning outcome per semester which you will record efforts at assessment of, preferably throughout the curriculum, and any changes made. This small step will allow for great improvement over time!
3. Update and maintain the Assessment SharePoint page for your Division's assessment plan and annual assessment reports.
4. Maintain the department's assessment plan and provide annual reporting on achievement of goals. This includes maintaining each individual course outcome assessment document and reporting on them in aggregate. All common assessment tools should be maintained as well.
5. Help maintain the cycle of assessment! Keep assessing, reporting on assessment, using what you learn from the process in your departments/programs, courses and services, and reporting out on the processes and outcomes of using what you learned!



Assessment Structure

Institutional Assessment Plan

Each academic and student services department 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 divisional priorities. These goals have been translated in to 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 promote 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 ISLO 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 in to 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 ISLOs 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 efforts at improving this situation include the collective action of the Assessment Structure, including the voices of key decision-makers along with student-facing faculty and staff. The ISLO Committee will make recommendations to the Assessment Board in the interest of raising key issues and ensuring that each division is represented in the data-driven decision-making process.

Assessment Structure

Institutional Student Learning Outcomes

Title	Outcome	Measurables
1. Critical thinking	Create, critique, and evaluate ideas, arguments, and conclusions based on analyses conducted by self and others	<p>(Create) Generate justification/explanation of one's own reasoning for an idea, argument, or conclusion.</p> <p>(Critique) Identify strengths and weaknesses in ideas, arguments, and conclusions presented for analysis.</p> <p>(Evaluate) Provide alternative conceptions for ideas, arguments, and conclusions generated by self or presented for analysis.</p>
2. Quantitative Reasoning	Interpret, use, and synthesize computational, graphical, mathematical, and logical information.	<p>(Interpretation) Accurately translates quantitative information from computational, graphical, mathematical, and logical sources.</p> <p>(Use) Effectively communicates quantitative information symbolically, numerically, verbally, and visually/graphically.</p> <p>(Synthesis) Deploy computational, graphical, mathematical, and logical information to develop solutions and solve problems.</p>
3. Oral and Written Communication	Construct and deliver oral and written communication products which meet the expectations of appropriate academic, public, and private audiences aligned with standards of grammar and speech.	<p>(Constructs) Use appropriate and accurate evidence supportive of a clear focus through a coherent organizational structure</p> <p>(Delivers) Use precise, appropriate, and mechanically-sound language in the demonstration of effective communication skills</p>
4. Cultural Understanding and Sensitivity	Acknowledge and maximize diversity in its varied forms to find common ground and enhance global citizenship	<p>(Acknowledge) Deploy interpersonal skills and civic engagement in ways that encourage a respect for the diversity of human expression.</p> <p>(Maximize) Use and synthesize knowledge of human and natural diversity in order to develop solutions to local and global scientific and socio-cultural challenges.</p>
4. Scientific Competency and Literacy	Identify, interpret, and apply scientific principles and	<p>(Identify) Systematically investigate unifying themes, principles, and patterns in human activity and the natural world.</p>

Assessment Structure

	<p>concepts to the process of scientific inquiry.</p>	<p>(Interpret) Demonstrate scientific fluency in the interpretation and evaluation of research. (Apply) Utilize scientific and procedural knowledge to develop solutions for personal and universal problems.</p>
<p>5. Information and Technological Literacy</p>	<p>Access, identify, and utilize verifiable information and incorporate appropriate technological tools across disciplines</p>	<p>(Access) Locate information from various print and electronic sources; locate various technological tools within disciplines. (Identify) Discern the quality of information gathered from various print and electronic sources; discern the appropriateness of various technological tools for disciplinary activity. (Utilize) Incorporate appropriately accurate information in making claims; Incorporate appropriate technological tools into one's discipline</p>



Assessment Structure

Cycle for Assessment of ISLOs

These objectives must first be formally ratified by the entire institution. Upon that ratification, 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 as follows:

1. Administration of Measurement
2. Data analysis, compilation, and presentation to faculty and staff
3. Intervention design & administration.

	AY19-20	AY20-21	AY21-22	AY22-23
1. Critical thinking			Measure	Analysis
2. Quantitative Reasoning	Analysis	Intervention	Measure	Analysis
3. Oral & Written Communication				
4. Cultural Understanding and Sensitivity		Measure	Analysis	Intervention
5. Scientific Competency and Literacy				Measure
6. Information Technological Literacy	Measure	Analysis	Intervention	

Deadlines and Responsibility:

The measurements of student attainment of these ISLOs will be conducted according to an individual plan designed by the Ad-Hoc Committees. This collection will involve the administration of a measurement tool (selected by the Committee) to the students in a course, or administration of a rubric to a pre-existing assignment or exam from a course. 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 Ad-Hoc Committees with consultation with subject-matter specialists during the next semester. These interventions, after approval by the Assessment Board, will begin implementation coming in the third semester after the initial administration of the measurement tool.



Assessment Structure

Divisional (Program, Department, Unit, etc.) Assessment Plan (DAP)

Divisions 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 Divisional Assessment Plan lays out a structure upon which units maintain their outcomes, instruments, interpretation, and efforts at improvement. This structure will enable ease of use for reference by administrative and accountability bodies, however, its more important function is to facilitate the improvement of teaching and learning at Malcolm X College. Each academic and student services department is bound to maintain a programmatic assessment plan, but the timeline and structure of that plan will vary based on the department. A 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.



Assessment Structure

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, however, this will not be tracked at the institutional level. The most important part about assessment is the improvement of student learning through responsive instruction. Therefore, each semester, every instructor will be expected 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.



Assessment Structure

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.

Benchmark A Benchmark serves as a point of reference from which measurements may be made, a standard by which success may be measured or judged. Examples: 80% of students will correctly answer at least 75% of the test questions; 75% of students will score at least 3 out of 5 on the rubric for this writing assignment; Student participation will increase by 10% over the baseline established in 2014; 80% of students participating in this activity will rate it as satisfactory or better than satisfactory.

Co-Curricular Assessment: Referring to the assessment of student learning outcomes that are affiliated with a program of study such as a course or degree program but enhanced through activities outside of the classroom. For example, when a faculty member collaborates with the Black Student Union to host an event that emphasizes some of the students learning outcomes for the African-American Studies course, this is co-curricular assessment. Not all assessment in the student services division is necessarily co-curricular, but all should be discussed for the potential for conducting co-curricular assessment.

Extra-Curricular Assessment: Referring to the assessment of learning outcomes that occur outside of the classroom and not affiliated with the student learning outcomes of a course or program of study like a degree program. In the student services areas, this is the most frequent variety of assessment.

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.”)



Assessment Structure

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.

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

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 measure the Cognitive and Behavioral Domains are: Criterion-referenced Tests: Instruments that measure student performance according to predetermined competencies, criteria, and/or performance standards, norm-referenced Tests: Instruments that measure 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



Assessment Structure

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

Mission statement. The mission statement should communicate the purpose of the program or unit in a short and simple fashion. The mission statement should make it clear what the unit intends to achieve, not only to those in the unit, but also to the University, and to the various other stakeholders (students, Board members, legislators, the public, etc.).

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 Ahead: An Assessment Plan Development Guide. Terre Haute, IN: Rose-Hulman Institute of Technology).

Outcome. An outcome is an end result or final product resulting from an action. Outcomes are the indicators of your unit’s effectiveness in accomplishing its mission and contributing to the overall mission of the University. Outcomes must be stated in measurable terms. The outcomes for your unit should be things over which your unit has some influence or control.

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 achievement

Professionalism: used by CTE 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: aggregate of departments that center a common core of required and elected courses

(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.

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 will a student 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



Assessment Structure

Appendix 2: Tips for getting started with departmental/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 of the program. Ask yourself, are these outcomes in alignment with the college or department 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 discuss this outcome? Which outside activities might address this outcome? This map is included in the Academic 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. Then 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
9. Collect more data!
10. Determine if interventions were successful.

Test Blueprint Template

SLO	Measurement	Past Achievement	Past Attempts at Repair
This is a statement of what a student will know or be able to do after engaged in the material	This is an item, or a section of a rubric, etc.	Any data?	Did anything fix it?



Assessment Structure

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>

Hear it from someone at another university! <http://manoa.hawaii.edu/assessment/>, <https://www.k-state.edu/assessment/toolkit/>, <https://offices.depaul.edu/student-affairs/about/assessment/Pages/resources.aspx>

A student affairs (aka co-curricular) 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>



Assessment Structure

Appendix 4: Templates for Reporting (All are available on Assessment SharePoint)



Assessment Structure

Division – (Program, Department, Unit) – Divisional Assessment Plan (DAP) Template

The DAP can be completed in whatever format best suits the needs of the division, 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.

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:

SLO	Method of Assessment – Exam name and item number, etc.		Threshold required	Analysis	Any evidence-based ideas for improvement?



Assessment Structure

Institutional - Content Expert Consultation/Feedback Reporting Template

Institutional SLO Report:

Department/Program Consulted:

Consultant(s):

Date of Consultation:

Consultation/Feedback Questions:

1. What do you see in the results?
2. What do you explain 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:



Assessment Structure

Divisional (Program, Department, Unit) - Monthly Check-In Form Monthly Assessment Check-In

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.

SLO Focus	
How is achievement of the outcome measured?	
Based on current achievement measurements, what changes can be made to improve the success of students on this outcome?	
Based on any past changes, is achievement higher or lower? Why?	



Assessment Structure

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 measured 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?



Assessment Structure

Divisional (Program, Department, Unit) - Annual Review Form

An annual review of assessment activities is another required reporting outcome.

Department Assessment Plan Progress Reporting Template

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

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?