

# Student Learning Assessment: What Are The Expectations? Who Does What?

## I. What Illustrates That Cloud County Community College Embraces Assessment?

### A. Assessment is valued by all elements of the college.

1. Assessment has become an institutional priority, a way of life.
2. Assessment is a tool to improve all student learning
  - a. General education classes
  - b. Transfer classes and programs
  - c. Vocational classes and programs
  - d. Distance learning
  - e. All on and off campus classes
3. Assessment progresses from a necessary response to the demands of accountability to a continuing source of knowledge for institutional improvement.

### B. Assessment is an integral part of the college mission.

1. The mission statement clearly states the importance of student learning
2. Every academic program has a published statement of its purpose and educational goals, which reflects the institutions Mission and Purpose statements.
3. Assessment program materials developed at the institutional level reflect the emphasis of the Mission and Purposes statements on the importance of identifying learner expectations, on determining the outcomes of assessing student learning across academic programs and on using assessment results to improve student learning.

## II. Who has assessment responsibilities?

### A. Board and Administration

### B. Faculty

1. As a group - all full-time and adjunct faculty
2. Within Divisions
3. Within Departments
4. Within Committees
5. As individuals

### C. Students

### D. Assessment Committee

### E. General Education Assessment Committee

### F. Assessment Coordinator

### G. Division Chairs

### H. Faculty Development Coordinator

### III. Who Does What in a Successful Assessment Program?

- A. Board and Administration - Provide the resources and the structures to make successful assessment possible.
1. The Board, the CEO, and the executive and academic officers of the institution express their understanding and support for assessment verbally and in writing. If the Board is not educated to the importance of assessment, they should be provided with the opportunity to gain that understanding.
  2. Informed board members are helpful in championing institutional improvement efforts and making such efforts an ongoing institutional priority.
  3. The CEO insures the integration of the assessment process with planning and budgeting.
  4. The institution maintains an assessment budget line with its own account number. That budget is sufficient to sustain a comprehensive assessment program.
  5. The institution maintains a system of data collection.
  6. Senior administrators authorize various campus offices to provide the services needed to carry out the assessment efforts.
    - a. Offer consultation in research and evaluation, design, portfolios, and local development of direct measures.
    - b. Enhance effective decision making and foster accountability by facilitating assessment activities and facilitating the integration of planning and budgeting processes with the results of assessment
    - c. Maintain data that are summarized and published annually and provide on-line access to data for academic departments.
    - d. Provide instructional support resources, consultation, and workshops for assessment activities.
  7. Senior administrators authorize special projects to enhance the assessment program (e.g. pilot projects, summer stipends, departmental grants and support for assessment symposia).
  8. Senior administrators support changes in modes of instruction, staffing, curriculum, student and academic services proposed by the faculty on the basis of assessment results.
  9. There is an organizational chart and an annual calendar of the implementation of the assessment program.
  10. The assessment program is provided with a Coordinator who reports directly to the CAO.
  11. The CEO or CAO creates a standing Assessment Committee, typically comprised of faculty, academic administrators, and representatives of the OIR and student government.
  12. The CAO has oversight responsibility for the ongoing operation of the assessment program and for promoting the use of assessment results to effect improvements in student learning.
  13. The CAO delegates to unit heads sufficient authority to conduct effective assessment programs.
  14. The CAO arranges for awards and public recognition to individuals, groups, and academic units making noteworthy progress in assessing and improving student learning.
- B. The Faculty – Use assessment to improve student learning.
1. Identify course objectives that reflect their expertise and learner expectations.
  2. Effectively communicate with students about the purposes of assessment at the institution and their roles in the assessment program.

3. Create syllabi that state measurable objectives for student learning and provide for the assessment of student's academic achievement. These objectives reflect course and program goals
4. Work in Departments and Divisions to determine program goals.
5. Develop measurable objectives for each program goal.
6. Work individually, in Departments, in Divisions and with students to identify ways to improve student learning based on the results of assessments.
7. Become knowledgeable about current assessment practices and continue to explore how assessment impacts on current learning theories.
8. Seek help from internal and external sources who are more knowledgeable about assessment.
9. Work as a Committee of the Whole to determine the goals for general education.
10. Work on committees formed to facilitate student learning.

#### C. Students

1. Students need to be systematically involved in decisions about student learning objectives, assessment and proposed improvements suggested by assessment results.
2. Student government members frequently serve on Assessment Committees and become knowledgeable about the institution's assessment program.
3. Students reflect upon the work they have produced over the course of their academic program, put their thoughts in writing and include judgments about how their work does or does not demonstrate attainment of the institutions expected outcomes.
4. Student leaders educate their peers about the assessment program through conversations, public presentations, and articles in the student newspaper.

#### D. The Assessment Committee

1. Is composed of
  - a. Division Chairs
  - b. Director of Counseling and Advising
  - c. Director of Learning Skills Center
  - d. Coordinator of Faculty Development
  - e. Representative of the Office of Institutional Research
  - f. Coordinator of Special Populations and Assessment
  - g. Assessment Coordinator.
  - h. Dean of Academic Affairs.
  - i. 2 Student Representatives
  - j. 2 Faculty members at large
2. Evaluates annually the comprehensive assessment program and implements changes to improve the process
3. Reviews assessment reports and provides analysis and suggestions to faculty in the programs.
4. Works with unit heads and with faculty and student government leaders to develop effective feedback loops so that assessment information can be shared with all institutional constituencies and used to improve student learning.
5. Evaluates and documents the effectiveness of the changes in curriculum, academic resources and support services made to improve student learning.
6. Solicits proposals and awards funding for departmental assessment activities and initiatives.

7. Creates a procedure for an annual report to the CAO of accomplishments, obstacles encountered, or changes recommended and accommodated through modification of the previous year's assessment plan.
- E. The General Education Committee.
1. Is composed of
    - a. Assessment Coordinator.
    - b. A Faculty member appointed from each Division by the Division Chair.
  2. Coordinates the assessment of general education courses.
  3. Evaluates the results of general education assessment.
  4. Reviews the general education assessment process.
  5. Implements changes in the general education assessment process.
  6. Meets on a bi-monthly basis or more frequently.
- F. Assessment Coordinator
1. Chairs the General Education Committee.
  2. Chairs the Assessment Committee.
  3. Ombudsman for the assessment process at the course, program and division level.
  4. Provides a monthly Assessment Newsletter.
  5. Creates an assessment resource manual to provide key assessment principals, concepts, models and procedures.
  6. Is available as a resource to instructors.
- G. Division Chairpersons
1. Have responsibility for maintaining a successful assessment program as a part of their formal job description.
  2. Oversee the creation of appropriate syllabi within the division.
  3. Allocate budget resources to support changes indicated by assessment results.
  4. Facilitate department and divisional discussions and decisions pertaining to assessment.
  5. Oversee the annual review and updating of assessment progress.
  6. Insure that department and divisional decisions about assessment are implemented within the division.
- H. Faculty Development Coordinator
1. Organizes information and resources to facilitate faculty understanding of the way students learn and the potentials of various instructional methodologies.
  2. Provides information, feedback and encouragement to individual instructors as they attempt pedagogical improvements.
  3. Coordinates efforts with the assessment components of the college to close the loop of student learning enhancement.
  4. Serves on the Assessment Committee.
  5. Assists with the Assessment Newsletter.