

Cloud County Community College

Assessment Handbook

Last Compilation Date: August 2008

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## Introduction

*"Seriously, I wish I had never heard of assessment!!!"*

*"I wish that I were convinced that all of this (assessment) would truly improve student learning."*

These quotes from two Cloud County faculty members reflect our frustrations, doubts, and hopes. The undeniable truth is that, in and of itself, assessment will not improve student learning. Assessment can only tell us whether student learning occurred and to what degree it did or did not occur. So why do it? Two reasons: 1) Accountability - Assessment information is necessary and useful because it helps the college fulfill its obligation to be accountable to our various constituencies. 2) Foundational - Assessment information does serve as a starting point. When combined with other information and actions it can, in fact, lead to improved student learning

Students, parents, taxpayers, state and national legislators are among our important constituencies. North Central's Higher Learning Commission represents these constituencies in the accrediting process. In their last accreditation visit the consultant evaluators found CCCC's assessment labors insufficient. They judged us to be at the 1<sup>st</sup> level of implementation. We are charged with reaching the 3<sup>rd</sup> level. In order to do that we must expand and improve our efforts.

This notebook is a summary of our *efforts* to provide better accountability to our constituents and to use assessment to improve student learning.

## Organization

- Immediately following are two documents - the Levels of Implementation and a Compilation of advice from the consultant-evaluators - that indicate what we need to accomplish to attain our assessment goals.
- The next part of the notebook outlines the plan that has evolved since the visit by the consultant-evaluators. As you know part of this plan has already been implemented or piloted. The entire plan is to be operational by fall of 2003.
- The next section delineates specific assessment duties to be fulfilled by individuals - Instructors, Administrators, Deans, Board of Trustee members, Coordinators, and Students.
- The last section is a compilation of assessment results.

*NCA / The Higher Learning Commission  
March 2002  
Addendum to the Handbook of Accreditation, Second Edition*

*The following is a new Chapter Reference for Chapter 4—insert after page 67.  
It provides an important new tool for institutions and Consultant-Evaluators.*

## Chapter Reference A

### ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT: LEVELS OF IMPLEMENTATION

Updated March 2002

#### INTRODUCTION

The *Levels of Implementation* are a tool (1) to assist institutions in understanding and strengthening their programs for assessment of student academic achievement and (2) to provide evaluation teams with some useful characteristics, or descriptors, of progress to inform their consultation and their recommendations related to those programs.

The clusters of characteristics contained in *Levels of Implementation* emerge from rigorously applied research analysis of content found in team reports, the source of Consultant-Evaluators' discussion of assessment at scores of institutions. The term, *Levels of Implementation*, as used in this document, is to be understood as descriptive and not definitive. Therefore, the *Levels of Implementation* provide markers of the progress institutions have made in developing their assessment programs. **As institutions and teams use the Levels, it is unlikely they will find any assessment program exhibiting all of the characteristics associated with a particular level at any given time. Moreover, not every assessment program will progress through each level and characteristic before it becomes an effective, ongoing system of processes that results in the continuous improvement of student learning. The Commission's research continues, and as its learning grows, these characteristics will be modified and updated.**

Instead of a structured, uniform set of levels of implementation of assessment, the complexity of the *Levels of Implementation* indicates fluid and dynamic patterns of characteristics. **The patterns of characteristics across the levels are fluid because within any one institution, different individual units may exhibit characteristics that cut across two or even all three levels. They are dynamic because the goal of assessment is continual improvement of student learning not completion of items on a checklist. Clearly, though, there is a basic assumption that the characteristics are cumulative in nature. That is, not all of the characteristics of Level Two are restated in Level Three, but it is assumed that most of them continue.**

## INSTITUTIONS

Institutions should find the *Levels of Implementation* useful. Colleges and universities may find it informative to compare their own assessment program against the patterns of characteristics provided for each Level. This gives them a way of evaluating their progress in implementing their assessment plans. The *Levels of Implementation* do not provide a perfect continuum for each pattern of characteristics, but institutions may find it helpful to use the characteristics of the levels to get a sense of where they were one, two, or three years earlier and where they are today. Colleges or universities that have been unable to move their assessment programs forward can compare the characteristics of the level at which they judge their assessment program to be with those of the next higher level, identifying what changes they wish to make for the program to move forward. They can then create action plans to accelerate their progress. Institutions may also find the *Levels* to be a means of confirming that their assessment programs exhibit characteristics that indicate they are successfully implementing their assessment program. Institutions might choose to include in their self-study documents the evaluation of their assessment programs derived from the use of the *Levels*.

## EVALUATION TEAMS

Evaluation teams may find the *Levels of Implementation* a useful resource in suggesting the types and range of questions that might be asked about the progress an institution and each of its academic programs is making in assessing and improving student learning. Use of the *Levels* by all teams in evaluating assessment programs of institutions should promote consistency across teams in the advice they give and, if appropriate, the ongoing monitoring by the Commission that they recommend.

As a team reviews an institution's progress in assessment, it needs to consider its basic obligations.

- No matter the level of the institution's implementation of assessment, the team needs to **give the institution the best consulting advice possible**.
- No matter the level of the institution's implementation of assessment, the team needs to **recognize the accomplishments** made by the institution in implementing an effective assessment program.
- To **determine the appropriateness of Commission follow-up**, the team is well advised to limit that follow-up to these specific situations:
  1. Call for a focused visit when the predominant pattern of characteristics locates the institution at Level One and the team finds little evidence that much progress is being made toward Level Two.
  2. Call for a monitoring report (within 3 years) when the predominant pattern of characteristics locates the institution at Level One and the team finds good evidence that progress is being made toward Level Two.
  3. Call for a progress report when an institution at Level Two appears not to be using or lacks the capacity to use data from the assessment program to improve its academic programs and enhance effective student learning.

March 2000: Updated March 2002

## I. INSTITUTIONAL CULTURE: a. Collective / Shared Values

### Beginning Implementation of Assessment Programs

#### LEVEL ONE

— **Collective / Shared Values** —

- A shared understanding of the purposes, advantages, and limitations of assessment has not evolved or is just emerging.
- There is not an institution-wide understanding of the strategies to be used in conducting an effective assessment program.

### Making Progress in Implementing Assessment Programs

#### LEVEL TWO

— **Collective / Shared Values** —

- A shared understanding of the purposes, advantages, and limitations of assessment exists and is broadening to include areas beyond the instructional division.
- Student learning and assessment of student academic achievement are valued across the institution, departments, and programs.
- Some but not all academic programs have developed statements of purpose and educational goals that reflect the institutional mission and specifically mention the department's focus on improving student learning, and the importance they attribute to assessing student learning as a means to that end.
- The institution has yet to extend its assessment program to include all of its academic programs.
- Assessment of general education skills, competencies, and capacities is progressing but has not been fully implemented or was begun but has stalled.

### Maturing Stages of Continuous Improvement

#### LEVEL THREE

— **Collective / Shared Values** —

- Assessment has become an institutional priority, a way of life.
- Students, faculty, and staff view assessment activities as a part of the institution's culture and as a resource and tool to be used in improving student learning at all degree and program levels.
- Academic units and programs consider assessment of student learning to be integral to their educational operations.
- Assessment of student learning is an integral component of each academic program offered by the institution, including distance learning, non-traditional, off-campus and adult degree programs.
- Academic units and programs regard assessment findings as a source of knowledge essential for continuous improvement in instruction and program offerings.
- Institutional decisions are tied to assessment results.

## I. INSTITUTIONAL CULTURE: b. Mission

### Beginning Implementation of Assessment Programs

#### LEVEL ONE

— Mission —

- Neither the institutional statements of Mission or Purposes nor statements of educational goals includes wording about student learning.
- The statement of departmental purposes and the statement of educational goals of some or all academic units do not show an easily identifiable relationship to the institutional mission and goals.

### Making Progress in Implementing Assessment Programs

#### LEVEL TWO

— Mission —

- The institutional statements of Mission or Purposes or statement of educational goals indicate the value the institution places upon student learning.
- Some but not all of the institution's assessment efforts are recognizably expressive of the sentiments about the importance of assessing and improving student learning found in the Mission and Purposes statements.

### Maturing Stages of Continuous Improvement

#### LEVEL THREE

— Mission —

- The characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- Every academic program has a published statement of its purpose and educational goals, developed by the academic unit's faculty, which reflects the institution's Mission and Purposes statements, including those portions directly focused on assessing and improving student learning.
- The assessment program materials developed at the institutional level reflect the emphasis of the Mission and Purposes statements on the importance of identifying learning expectations, on determining the outcomes of assessing student learning across academic programs, and on using assessment results to improve student learning.

## II. SHARED RESPONSIBILITY: a. Faculty

### Beginning Implementation of Assessment Programs

#### LEVEL ONE

— Faculty —

- " Only a few academic departments or programs have described measurable objectives for each of their educational goals.
- " Most academic programs have not identified and used direct measures of student learning.
- " Programmatic or departmental faculty members depend exclusively on indirect measures of learning.
- " A few academic units have begun to expand assessment activities beyond teacher evaluation of student learning and grades awarded in courses.
- " Faculty and staff are questioning the efficacy of the assessment program, and their buy-in to date is minimal.
- " Quantitative and qualitative measures are not aligned with academic program goals and objectives.
- " Assessment of student learning is limited to those programs whose professional agencies mandate it.
- " Many programmatic or departmental faculty are not engaged in assessment activities that get to the core of measuring student-learning outcomes.

### Implementing Assessment Programs

#### LEVEL TWO

— Faculty —

- Faculty in many or most departments have developed measurable objectives for each of the program's educational goals.
- Faculty members are taking responsibility for ensuring that direct and indirect measures of student learning are aligned with the program's educational goals and measurable objectives.
- The Faculty Senate, Assessment Committee, Curriculum Committee, other faculty bodies, and individual faculty leaders accept responsibility for becoming knowledgeable and remaining current in the field of assessment.
- Faculty members are becoming knowledgeable about the assessment program, its structures, components, and timetable.
- Faculty members are learning the vocabulary and practices used in effective assessment activities and are increasingly contributing to assessment discussions and activities.
- After receiving assessment data, faculty members are working to "close the feedback loop" by reviewing assessment information and identifying areas of strength and areas for possible improvement of student learning.
- Groups of faculty identified by the institution receive assessment reports and provide suggestions and recommendations to appropriate constituencies.

### Maturing Stages of Continuous Improvement

#### LEVEL THREE

— Faculty —

- " All of the characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- " Faculty members engage in effective assessment practices.
- " Faculty members routinely collaborate to determine appropriate measures for publicly stated goals, objectives, and intended outcomes and to justify and recommend improvements based on corresponding results.
- " Faculty members speak both publicly and privately in support of assessment.
- " Faculty members systematically educate persons unfamiliar with institutional and departmental assessment programs about their value.
- " Faculty members continually explore the uses of assessment in the context of research on learning theories, constructing vs. acquiring knowledge, and active learning strategies.
- " Faculty members routinely link their assessment findings to decision making and instructional and program improvement.

Faculty — continued on following page

## Levels of Implementation — Patterns of Characteristics

Updated: March 1, 2002

## II. SHARED RESPONSIBILITY: a. Faculty

Beginning Implementation of Assessment Programs  
**LEVEL ONE**

*Faculty – continued from previous page*

A substantial number of faculty members across the institution do not differentiate between grading in individual courses and the broader measurement of student outcomes across an academic program.

Making Progress in Implementing Assessment Programs  
**LEVEL TWO**

Maturing Stages of Continuous Improvement  
**LEVEL THREE**

### Levels of Implementation – Patterns of Characteristics

Updated: March 1, 2002

## II. SHARED RESPONSIBILITY: b. Administration and Board

### Beginning Implementation of Assessment Programs

#### LEVEL ONE

##### — Administration and Board —

- Concerns about the assessment plan identified in the last Evaluation Team's Report and/or the APR review (assessment panel review) have not been addressed or not adequately addressed.

### Making Progress in Implementing Assessment Programs

#### LEVEL TWO

##### — Administration and Board —

- The Board, the CEO, and the executive officers of the institution express their understanding of the meaning, goals, characteristics, and value of the assessment program, verbally and in written communication.
- The CAO has oversight responsibility for the ongoing operation of the assessment program and for promoting the use of assessment results to effect desired improvements in student learning, performance, development, and achievement.
- The CAO arranges for awards and public recognition to individuals, groups, and academic units making noteworthy progress in assessing and improving student learning.
- Deans, directors, and other academic officers demonstrate their commitment to the assessment program by informing senior administrators about assessment results and needs to make improvements in instruction, staffing, curriculum, and student and academic services.
- Unit heads devise strategies to ensure that their academic departments/programs implement the assessment plans they developed or develop them more fully.

### Maturing Stages of Continuous Improvement

#### LEVEL THREE

##### — Administration and Board —

- All of the characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- Board members routinely champion institutional and other improvement efforts that are based on assessment findings.
- Board members advocate the continual improvement of student learning as an institutional priority.
- Senior administrators annually provide resources for the assessment program and provide additional resources necessary to enhance assessment practices and improve faculty's understanding of assessment principles and use of assessment results.
- Senior administrators routinely authorize various campus offices (e.g., institutional research) to provide the support services needed to carry out the assessment programs.
- Senior administrators regularly provide resources for special projects to enhance the assessment program (e.g., pilot projects, summer stipends, departmental grants, and support for assessment symposia).

## II. SHARED RESPONSIBILITY: c. Students

### Beginning Implementation of Assessment Programs

#### LEVEL ONE

##### — Students —

- n Students know little or nothing about the assessment program. They do not understand how it will be carried out, their role in its success, or how it could be useful to them and future cohorts of students.
- n Prospective and incoming students are provided with few or no explicit public statements regarding the institution's expectations for student learning and the student's role and responsibility in that effort.

### Making Progress in Implementing Assessment Programs

#### LEVEL TWO

##### — Students —

- Students are becoming knowledgeable about the institution's assessment program.
- There is student representation (undergraduate and graduate, as appropriate) on the assessment committees organized within the institution.
- The institution effectively communicates with students about the purposes of assessment at the institution and their roles in the assessment program.

### Maturing Stages of Continuous Improvement

#### LEVEL THREE

##### — Students —

- u Throughout their academic programs, students are provided formal occasions to reflect upon their academic work and express their thoughts, in oral and written forms, about the levels of success they think they have experienced in achieving the learning outcomes identified and expected by faculty.
- u Students are regularly required to present oral and written explanations of how work products they have selected demonstrate attainment of publicly stated goals and objectives for their learning.
- u Student leaders educate their peers about the assessment program through conversations, public presentations, and/or articles in the student newspaper.
- u Students routinely participate in discussions with the unit faculty about improvements that might be made in areas of learning where assessment results indicate a need for strengthening.

## Levels of Implementation — Patterns of Characteristics

Updated: March 1, 2002

### III. INSTITUTIONAL SUPPORT: a. Resources

#### Beginning Implementation of Assessment Programs

##### LEVEL ONE

— Resources —

- The institution has not designated funds in its operating budget to support a comprehensive assessment program.
- The institution does not understand or clarify the difference between the evaluation of resources and processes and the assessment of student learning.
- Sufficient resources have yet to be allocated in the annual E&G operations budget to operate and sustain a comprehensive assessment program.
- The institution does not protect the assessment program from the funding vicissitudes of particular schools, colleges, and units.

#### Making Progress in Implementing Assessment Programs

##### LEVEL TWO

— Resources —

- The CEO and CAO annually negotiate a budget for the assessment program sufficient to provide the technological support, physical facilities, and space needed to sustain a viable assessment program and for making professional development opportunities available.
- In institutions without an Office of Institutional Research (OIR), knowledgeable staff and/or faculty members are given release time or additional compensation to provide these services.
- Unit heads endorse the use of departmental funds for professional development in assessment, for faculty release time, and other expenses associated with the department's assessment activities and initiatives based on assessment findings intended to improve student learning.
- Resources are made available to assessment committees seeking to develop skills in assessing student learning.
- Resources are made available to departments seeking to implement their assessment programs and to test changes intended to improve student learning.
- The institution provides resources to support an annual assessment reporting cycle and its feedback processes.
- Assessment information sources such as an assessment newsletter and/or an assessment resource manual are made available to faculty to provide them with key assessment principles, concepts, models, and procedures.

#### Maturing Stages of Continuous Improvement

##### LEVEL THREE

— Resources —

- All of the characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- A budget line has been established and sufficient resources are allocated in the annual E&G operations budget to sustain a comprehensive assessment program.
- Funds are available and sufficient to support consultation, workshops, and professional development for faculty in the area of assessment of student learning.
- The Assessment Committee solicits proposals and awards funding for programmatic and departmental assessment activities and initiatives.
- Individuals who have administrative assignments (including deans and department heads) are given the responsibility and authority to use budgeted resources to support academic changes based on assessment findings.

### Levels of Implementation — Patterns of Characteristics

Updated: March 1, 2002

### III. INSTITUTIONAL SUPPORT: b. Structures

#### Beginning Implementation of Assessment Programs

##### LEVEL ONE

###### — Structures —

- u The structure of the assessment program is beginning to take shape.
- u There is little or no infrastructure to support the institution's assessment program.

#### Making Progress in Implementing Assessment Programs

##### LEVEL TWO

###### — Structures —

- There is an organizational chart and an annual calendar of the implementation of the assessment program.
- The assessment program is provided with a Coordinator/Director who reports directly to the CAO.
- The CEO or CAO has established a standing Assessment Committee, typically comprised of faculty, academic administrators, and representatives of the OIR and student government.
- The administration has enlarged the responsibility of the OIR to include instruction and support to the Assessment Committee, academic unit heads, and academic departmental or program faculty.
- The CAO delegates unit heads sufficient authority and resources to conduct an effective assessment program.
- Unit leaders (department heads) have responsibility for maintaining successful assessment programs as a part of their formal position descriptions.
- Some or many academic units and the Curriculum Committee are requiring that faculty members indicate on the syllabi of previously approved courses and in the proposal for new courses, and for new or revised programs, the measurable objectives for student learning and how student learning will be assessed.

*Structures — continued on following page*

#### Maturing Stages of Continuous Improvement

##### LEVEL THREE

###### — Structures —

- u All of the characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- u Syllabi for courses being currently offered and all submitted courses and programs state measurable objectives for student learning and provide for the assessment of students' academic achievement.
- u The institution maintains a system of data collection that helps sustain an effective assessment program.
- u The comprehensive assessment program is evaluated regularly and is modified as necessary for optimal effectiveness.
- u Institutional and departmental assessment programs are annually reviewed and annually updated.
- u The effectiveness of the changes in curriculum, academic resources, and support services made to improve student learning is evaluated and documented.
- u The institution, through its organizational structure, provides financial resources and other support for all aspects of the assessment program, including research and evaluation design, data collection and maintenance, decision-making, and consultation services.
- u The institution, through its organizational structure, provides on-line access to assessment data for academic departments and programs.

*Structures — continued on following page*

### Levels of Implementation — Patterns of Characteristics

**Updated: March 1, 2002**

### III. INSTITUTIONAL SUPPORT: b. Structures (continued)

#### Beginning Implementation of Assessment Programs

##### LEVEL ONE

#### Making Progress in Implementing Assessment Programs

##### LEVEL TWO

*Structures – continued from previous page*

- Members of the Assessment Committee serve as coaches and facilitators to individuals and departments working to develop or improve their assessment programs and activities.
- The Assessment Committee is working with unit heads and with faculty and student government leaders to develop effective feedback loops so that information (about assessment results and the changes tried where those results suggest improvement is needed) can be shared with all institutional constituencies and used to improve student learning.

#### Maturing Stages of Continuous Improvement

##### LEVEL THREE

*Structures – continued from previous page*

- u The institution, through its organizational structure, continually fosters accountability by facilitating the integration of planning and budgeting processes with the results of assessment.
- u The institution, through its organizational structure, systematically and routinely links assessment outcomes to the allocation of resources for the improvement of student learning.
- u Academic unit heads report annually to the chief academic officer on accomplishments and challenges relating to the unit's assessment program.
- u Academic unit heads report annually to the chief academic officer on recommended and implemented changes in the previous year's assessment plan.
- u Information about assessment activities and their results are communicated regularly to the campus community.

## IV. EFFICACY OF ASSESSMENT

### Beginning Implementation of Assessment Programs

#### LEVEL ONE

##### — Efficacy —

- u Implementation of the assessment program is in its infancy, is progressing at a slower than desired pace, or has stalled.
- u There is minimal evidence that the assessment program is stable and will be sustainable.
- u Confusion exists regarding the different purposes and relationships among: placement testing, faculty evaluation, program review, institutional effectiveness, and the assessment of student learning.
- u Assessment of general education skills, competencies, and capacities has not been implemented or has stalled.
- u Reported learner outcomes do not correspond with publicly stated goals and objectives for student learning.
- u Few academic programs and departments are collecting, interpreting, or using data about student learning beyond the level of the individual classroom.
- u Few if any academic programs are using assessment results to improve student learning.
- u The assessment program is not designed to provide useful data, which could impact change.
- u The data are being collected but not disseminated to constituencies.

### Making Progress in Implementing Assessment Programs

#### LEVEL TWO

##### — Efficacy —

- Considerable program-level data about student and program performance are available, but individual units vary widely in the degree to which they are using this information to improve the quality of educational experiences.
- Assessment data are inconsistently used as the basis for making changes across the institution.
- The data the assessment program collects are not useful in guiding effective change.
- Assessment data are being collected and reported but not being used to improve student learning.
- Faculty members are increasingly engaged in interpreting assessment results, discussing their implications, and recommending changes in academic programs and other areas in order to improve student learning.
- Many academic units or programs are collecting, interpreting, and using the results obtained from assessing student learning in general education, in undergraduate majors, and in graduate and professional programs.
- Assessment findings about the state of student learning are beginning to be incorporated into reviews of the academic program and into the self-study of institutional effectiveness.

### Maturing Stages of Continuous Improvement

#### LEVEL THREE

##### — Efficacy —

- u All of the characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.
- u Student learning is central to the culture of the institution and finding ways to improve it is ongoing.
- u A "culture of evidence" has emerged, sustained by a faculty and administrative commitment to excellent teaching and effective learning.
- u Explicit statements regarding the institution's expectations for student learning are widely publicized.
- u Programmatic benchmarks are established against which students' learning outcomes are assessed.
- u The institution publicly and regularly celebrates demonstrated student learning, performance, and achievement.

## Levels of Implementation — Patterns of Characteristics

Updated: March 1, 2002

## IV. EFFICACY OF ASSESSMENT (continued)

Beginning Implementation of  
Assessment Programs

### LEVEL ONE

Making Progress in  
Implementing Assessment Programs

### LEVEL TWO

Maturing Stages of  
Continuous Improvement

### LEVEL THREE

— continued from previous page —

#### — Efficacy —

- The conclusions faculty reach after reviewing the assessment results and the recommendations that they make regarding proposed changes in teaching methods, curriculum, course content, instructional resources, and in academic support services are beginning to be incorporated into regular departmental and/or institutional planning and budgeting processes and included in the determination of the priorities for funding and implementation.

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. F. Assessment Coordinator
- F. Division Chairs
- G. 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
 

<ol style="list-style-type: none"> <li>a. Division Chairs</li> <li>b. Director of Counseling and Advising</li> <li>c. Director of Learning Skills Center</li> <li>d. Coordinator of Faculty Development</li> <li>e. Representative of the Office of Institutional Research</li> <li>f. Coordinator of Special Populations and Assessment</li> </ol>	<ol style="list-style-type: none"> <li>g. Assessment Coordinator.</li> <li>h. Dean of Academic Affairs.</li> <li>i. 2 Student Representatives</li> <li>j. 2 Faculty members at large</li> </ol>
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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. 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.

#### F. 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.

#### G. 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.

### Cloud County Community College Mission Statement

It is the mission of Cloud County Community College to provide physical and human resources for students to increase their knowledge and capacity to learn. As the life-long learners, Cloud County's faculty, administration, staff, and board of trustees share the obligation to promote the continual assessment of what students should learn, what they are learning and what Cloud County can do to improve the depth and breadth of that learning. This learning environment extends through a variety of academic, vocational, technological, developmental, social and cultural experiences. Cloud County provides these educational opportunities to the people of North Central Kansas and to others who can expect to benefit from them.

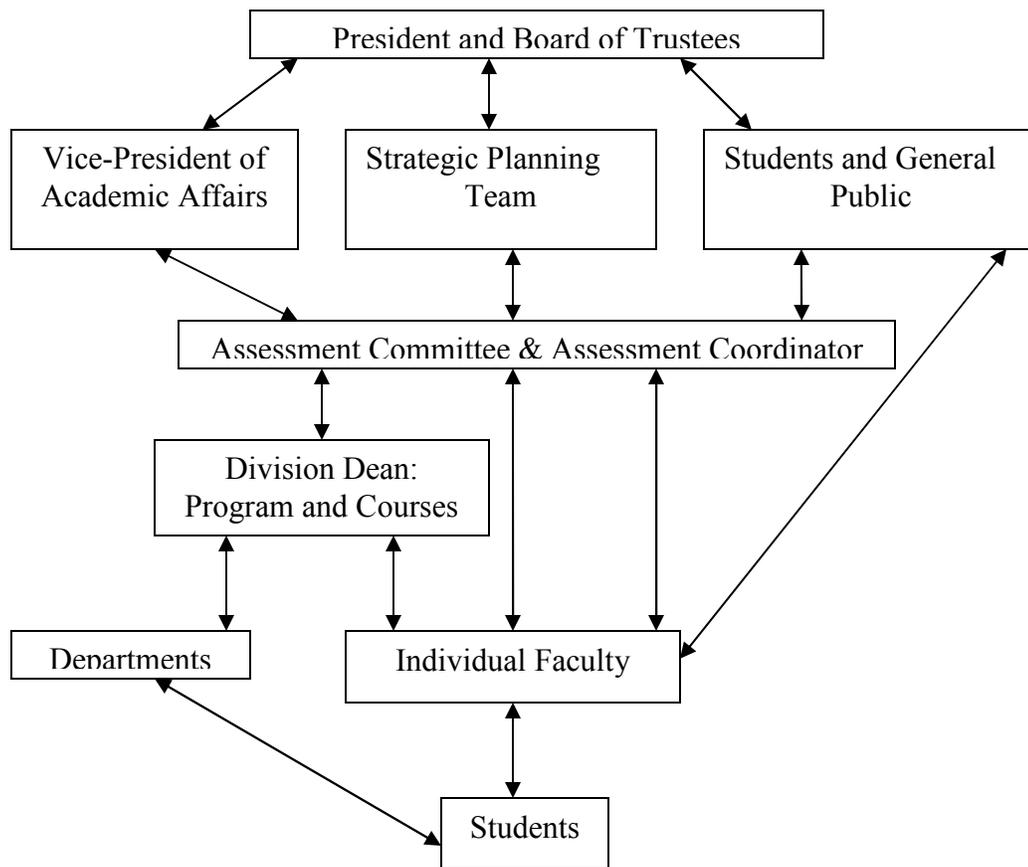
### Academic Assessment Mission Statement

The college mission statement identifies the enhancement of student learning as the central purpose for the existence of Cloud County Community College. Assessment is, in part, a way of measuring the extent of student learning. As such, it fulfills a valuable role in informing the public and controlling agencies the extent to which Cloud County is fulfilling its mission.

However, the greater value of assessment is as a tool to help improve student learning. With regard to student learning, Cloud County's campus community bases their actions on assumptions about how students learn, when they learn, what qualities identify good instructors, what pedagogies work best, what student experiences encourage/discourage learning, how student individuality affects learning, and what role the physical environment plays in learning. The answers to these and to other pertinent questions are neither simple nor self-evident. When the actions of students, the board of trustees, administrators, faculty and staff are based on accurate assumptions, learning is enhanced. When actions taken are based on less accurate beliefs, learning suffers. Assessment helps Cloud County develop more accurate assumptions about if, when, what, and how students learn. The practice helps identify the cause and effect relationship between the factors that impact student learning and the extent of that learning. It, therefore, helps determine what modifications should be made in our pursuit of our mission, and the efficacy of those modifications.

The assessment of student learning, the interpretation of the results of assessment, and the use of those findings to motivate improvement requires the participation of students, the board of trustees, administrators, faculty and staff individually and collectively.

## ORGANIZATIONAL CHART



## The Assessment Committee's Strategic Plan

Revised 3/4/03-10/13/06  
Spring 2007

### I. Development and Implementation of Assessment Plan

- 1) Continue to evaluate, refine, and expand procedures for the assessment of vocational programs and courses. >Present – Ongoing. \*Department, Dean, Assessment Committee. #Minutes.
- 2) Continue to evaluate, refine, and expand procedures for assessment of general education “A” list courses. . >Present – Ongoing, \*General Education Committee, Divisions, Faculty as a Committee of the Whole. #Evaluators Report, Minutes.
- 3) Course goals for all courses are delineated and evaluated. >Present – Ongoing, \*Individual Faculty, Deans, Assessment Committee, #Syllabi, Instructor Reports, Dean’s Reports, Assessment Committee Minutes/Recommendations.
- 4) Course syllabi define and explain the student outcomes assessed in the course. Students entering a course or program understand what is expected of them in terms of outcomes. . >Present – Ongoing. \*Instructors, Deans, Assessment Coordinator. #Syllabi.
- 5) Students are systematically involved in the continued evolution of the outcomes assessment of general education. >Present – Ongoing. \*Education Instructor, Education Students, Assessment Coordinator. #Minutes of General Education Committee, Minutes of Assessment Committee, Faculty Reports, Dean’s Reports.
- 6) Departmental/Program Goals are delineated and evaluated. >Fall 2003 – Ongoing. \*Departments, Deans, Assessment Committee. #Department Reports, Dean’s Report, Assessment Committee Minutes/Recommendations.
- 7) Develop and implement a plan to assess on-line courses. >Spring 2004 – Ongoing. \*Dean of Outreach Education, Assessment Coordinator, Vice-President of Academic Affairs, Assessment Committee. #Plan in Place, Report of Online Assessment Results. #Report of Online Assessment Results brought to Assessment Committee and made accessible to students.
- 8) Develop and implement a plan to assess developmental education. >Fall 2002 – Ongoing. \*Director of Learning Skills Center, Internal Research Office, Assessment Committee. #Report brought to Assessment Committee.
- 9) The college will use assessment information to make changes throughout the institution. There is evidence of the pedagogical impact on instruction resulting from the collection of assessment data. >Present – Ongoing. \*Instructors, Deans, Vice-President of Academic Affairs, Assessment Committee. #Faculty Reports, Dean’s Reports.

- 
- 10) Update timeline/calendar of assessment for current and future years.  
>Present – Ongoing. \*Assessment Coordinator, Assessment Committee.  
#Timeline/Calendar.
  - 11) Hire an outside consultant to evaluate the general education rubric and goals. >Summer 2003, Yearly thereafter. \*Assessment Coordinator, Deans.  
#Consultant Report.

## II. Assessment Information Dissemination.

- 1) Create and implement a formal plan of assessment information dissemination.  
>Spring 2003. \*Assessment Coordinator. #Plan
- 2) Put syllabi on the Cloud County web site. >Spring 2003\* VP of Academic Affairs /Webmaster #Web Site. Make sure assessment information is posted and regularly reviewed.
- 3) Create a web site to facilitate faculty access to scholarship pertaining to student learning. >Fall 2003. \*Assessment Coordinator, Faculty Development Coordinator, LRC Director. #Web site.
- 4) Include written statements in college publications detailing the importance and utility of student learning outcomes assessment. >Present – Ongoing.  
\*Assessment Coordinator, Assessment Committee. # Statements.
- 5) Identify the centrality of student learning and the assessment of student academic achievement in the mission and purpose statement. >Present – Ongoing.  
\*Assessment coordinator, Assessment Committee. #Mission and Purpose Statement.
- 6) The college's philosophy of general education is in the student handbook.  
>Present – Ongoing. \*Assessment Coordinator. #Student Handbook.
- 7) The importance and utility of student outcomes assessment are delineated in Cloud County's catalogue, course syllabi, student handbook, and web page.  
>Present – Ongoing. \*Assessment Coordinator. #Publications, Web Page.
- 8) The board of trustees has professional development training as to the importance of the assessment of student learning. >Present – Ongoing. \*President, Board of Trustees, Assessment Coordinator. #President's Report. The Assessment coordinator will communicate with the board about the financial commitment necessary.

## III. Faculty Development

- 1) Increase faculty participation in assessment. >Present – Ongoing. \*Deans, Department Chairs, Assessment Coordinator. #Dean's Report.
- 2) Increase participation in faculty development opportunities, such as faculty forums and professional workshops. Enhance faculty knowledge of assessment strategies, share best practices and mentor each other. >Present – Ongoing.  
\*Assessment Coordinator, Faculty Development Coordinator, Vice-President of Instruction. #Faculty Development Coordinator Report.
- 3) Create a monthly assessment/faculty development newsletter. >Present – Ongoing. \*Assessment Coordinator, Faculty Development Coordinator.  
#Newsletter.

- 4) Create 2-3 person cadres who systematically study learning theory, pedagogy and assessment. Coordinate with Title III> Spring 2003. \*Faculty Development Coordinator's Report will include in-service and forum reports.
- 5) Expand the professional library with emphasis on learning theory, pedagogy, and assessment. >Fall 2003. \*LRC Director, Faculty Development Coordinator, Assessment Coordinator
- 6) Continue online access to abstracts of academic journals. >Present – Ongoing. \*LRC Director. #Internet Access.
- 7) Increase line item budget for faculty development. >Present – Ongoing. \*President, Board of Trustees, Vice President of Administrative Services. #Budget.
- 8) Create and update an assessment resource manual to provide key assessment principles, concepts models, and procedures. >Fall 2003 – Ongoing. \*Assessment Coordinator. #Manual.
- 9) All adjunct faculty are knowledgeable about the processes – assessment takes place everywhere. >Present – Ongoing. \*Deans, Vice-President of Academic Affairs, Assessment Coordinator. #Report

#### Miscellaneous

- 1) Faculty who make contributions to student learning are honored and rewarded. >Fall 2003. \*President, Board of Trustees, Vice-President of Academic Affairs, Coordinator of Assessment, Assessment Committee. #Reward

> Designates Timeline

\*Designates Primary Responsibility

# Designates Evidence

## Tiers of Assessment

1. General Education Goals – Established in 1999 – Revised Yearly
  - a. The general education goals established by the faculty as a Committee of the Whole will be evaluated according to the following timeline. In academic years with odd numbered falls and even numbered springs –Mathematics, Writing and Social Science will be evaluated. In academic years with even numbered falls and odd numbered springs –Mathematics, Science, Speech, and Humanities will be evaluated.
  - b. General Education artifacts will be collected each semester and evaluated during the summer according to the rubrics established by the faculty. The evaluation reports will be presented to the General Education Committee and the Assessment Committee at the beginning of the next academic year.
  
2. Individual Course Goals – Established prior to the 2002-2003 academic year – Each instructor establishes course goals for every course they teach and measures 1 or 2 of these goals each semester. The instructor submits a written report<sup>1</sup> to the Dean of their Division. The Dean submits a compilation<sup>2</sup> of their division to the Assessment Coordinator and the Assessment Committee. The course assessment reports will be done on a calendar year basis. Instructors will evaluate the spring semester and the next fall semester. Their report will be submitted no later than February 15 of the next calendar year. The Dean’s compilation will be due no later than March 15.  
*(The February 2004 report will describe the course assessment efforts of the fall of 2003. Each subsequent February report will describe the course assessment efforts of a calendar year.)*  
*(Each course taught by the instructor should be evaluated at least once over the course of two calendar years)*
  
3. Common Department /Program Goals – These are goals/competencies that are common to every course within the Department/Program. These goals will be in place by the start of the fall 2003 semester. The instructors in the Department/Program will assess during the semester 1 or 2 of these goals. They will compile a report<sup>3</sup> for the Division Dean. The Dean will submit a summary<sup>4</sup> of these reports to the Assessment Coordinator and the Assessment Committee. The department/program assessment reports will be done on a calendar year basis. Instructors will evaluate the spring semester and the next fall semester. Their report will be submitted no later than February 15 of the next calendar year. The Dean’s summary will be due no later than March 15.  
*(The February 2004 report will describe the Department/Program assessment effort of the fall of 2003. Each subsequent February report will describe the assessment efforts of a calendar year.)*  
*(Each Department/Program should be evaluated at least once over the course of two calendar years)*

4. Exit Program Goals/Competencies: These are goals/competencies that students are expected to achieve upon completion of a program. The assessment of these exit program goals are scheduled by the vocational department/division under which they operate.

5. Online Courses: These courses will be assessed in the same manner that parallel on-campus courses are assessed.

6. Developmental Assessment: Not presently in place.

7. Vocational Placement and Transfer Rates

8. Student satisfaction surveys – at completion & one year after completion

9. Employer Follow-Ups

10. Graduation rates

1 The report will indicate the results of the assessment and any change implemented because of the results of the assessment.

2 The compilation will include compliance rates, success rates, and an overview of plans to increase success.

3 This report will be similar to the course report except that it will address department/program goals

4 This summary will be similar to the course compilation except that it will address department/program goals.

Timeline: March 2003 – Summer 2008

April 17, 2003: Assessment in-service will be devoted to finalizing Department/Program goals.

Summer 2003: Humanities, Speech, and Science general education artifacts are scored by faculty and outside evaluators. Mathematic assessments are scored by the Mathematics Assessment Coordinator. Reports are submitted to the Assessment Coordinator.

Fall of 2003: Each syllabus will include the Course Goals. If the course is a general education course, the syllabi will include the General Education Goals. If the course is part of a department/program, it will include a Common Department/Program Goals. If the course is a part of a program, the syllabi will include the Exit Program Goals/Competencies.

All instructors will assess at least one of their courses. They will assess one or two individual goals and, if applicable, one or two department/program goals.

The General Education Committee will submit suggested changes in assessment to the faculty and the Assessment Committee. The faculty will consider general education assessment goals and procedures. Changes will be implemented upon faculty approval.

Instructors of general education courses in Mathematics, Science, Social Science and English will assess their general education goal(s) in the manner that has been developed by the faculty as a whole. These goal(s) are included in this notebook. *(An electronic version of the general education goals will be available by March 13, 2003 from the Assessment Coordinator.)*

Spring of 2004: Each syllabus will include the Course Goals. If the course is a general education course, the syllabi will include the General Education Goals. If the course is part of a department/program, it will include a Common Department/Program Goals. If the course is a part of a program, the syllabi will include the Exit Program Goals/Competencies.

All instructors will assess at least one of their courses. They will assess one or two individual goals and, if applicable, one or two department/program goals.

Instructors of general education courses in Mathematics, Science, Social Science and English will assess their general education goal(s) in the manner that has been developed by the faculty as a whole. These goal(s) are included in this notebook. *(An electronic version of the general*

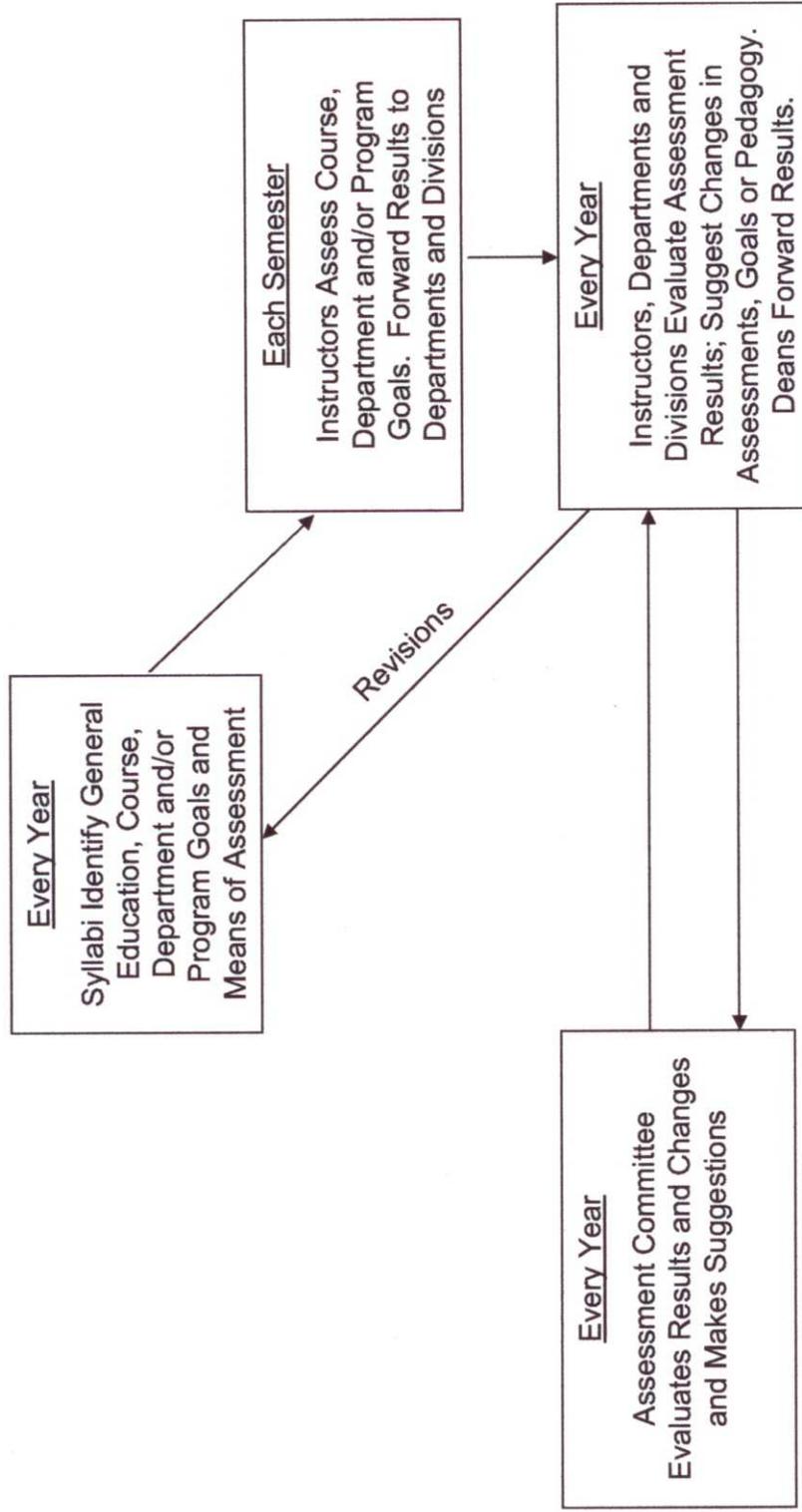
*education goals will be available by March 13, 2003 from the Assessment Coordinator.)*

- Feb. 15, 2004: Instructors will submit the course evaluation forms and the department/program evaluation forms to the Dean of the Division.
- March 15, 2004: Deans will submit a compilation of the Instructor's report to the Assessment committee.
- May 15, 2004: Assessment Committee will report suggested changes in assessment to the CAO, the Deans and the General Education Committee.
- Summer 2004: Social Science and Writing general education artifacts are scored by faculty and outside evaluators. Mathematic assessments are scored by the Mathematic Assessment Coordinator. Reports are submitted to the Assessment Coordinator.
- Fall 2004: Assessment in-service devoted to review of general education goals, established rubrics and outcomes.
- Spring 2005: Faculty conduct individual course assessment for classes not assessed the previous year. Reports due Feb. 15<sup>th</sup> Deans compile information and complete division assessment. Reports due March 15<sup>th</sup>. The Assessment team reviews information and makes recommendations to faculty for improvements. The departments review information and make agreed upon changes.
- Summer 2005: Humanities, Public Speaking, and Science general education artifacts are scored by faculty and outside evaluators. Mathematic assessments are scored by the Mathematic Assessment Coordinator. Reports are submitted to the Assessment Coordinator.
- Fall 2005: Assessment reports are reviewed by faculty and the assessment team.
- Spring 2006: Faculty conduct individual course assessment for classes not assessed the previous year. Departments complete department assessment. Reports due Feb. 15<sup>th</sup> Deans compile information and complete division assessment. Reports due March 15<sup>th</sup>. The Assessment team reviews information and makes recommendations to faculty for improvements. The departments review information and make agreed upon changes.
- Summer 2006: Social Science, Writing and Science general education artifacts are scored by faculty evaluators. Mathematic assessments are scored by the Mathematic Assessment Coordinator. Reports are submitted to the Assessment Coordinator.

- Fall 2006: Assessment reports are reviewed by faculty and the assessment team. Faculty revised the general education course listing.
- Spring 2007 Faculty conduct individual course assessment for classes not assessed the previous year. Reports due Feb. 15<sup>th</sup> Deans compile information and complete division assessment. Reports due March 15<sup>th</sup>. The Assessment team reviews information and makes recommendations to faculty for improvements. The departments review information and make agreed upon changes.
- Summer 2007 Humanities, Public Speaking, and Science general education artifacts are scored by faculty evaluators. Mathematic assessments are scored by the Mathematic Assessment Coordinator. Reports are submitted to the Assessment Coordinator.  
In-service dedicated to generating ideas for modifying general education goals.
- Fall 2007: Assessment reports are reviewed by faculty and the assessment team. Faculty voted to change department assessment to program/discipline assessment to improve usability of results. Humanities, Social Science, Science and revised rubrics.
- Spring 2008 Faculty conduct individual course assessment for classes not assessed the previous year. Departments complete department assessment. Reports due Feb. 15<sup>th</sup> Deans compile information and complete division assessment. Reports due March 15<sup>th</sup>. The Assessment team reviews information and makes recommendations to faculty for improvements. The departments review information and make agreed upon changes.
- Summer 2008: Social Science, Writing, and Science general education artifacts are scored by faculty and outside evaluators. Mathematic assessments are scored by the Mathematic Assessment Coordinator. Reports are submitted to the Assessment Coordinator.
- Fall 2008 Assessment reports are reviewed by faculty and the assessment team. Department chairs are enlisted to guide department in making recommendations and ensure implementation.

Updated 2008

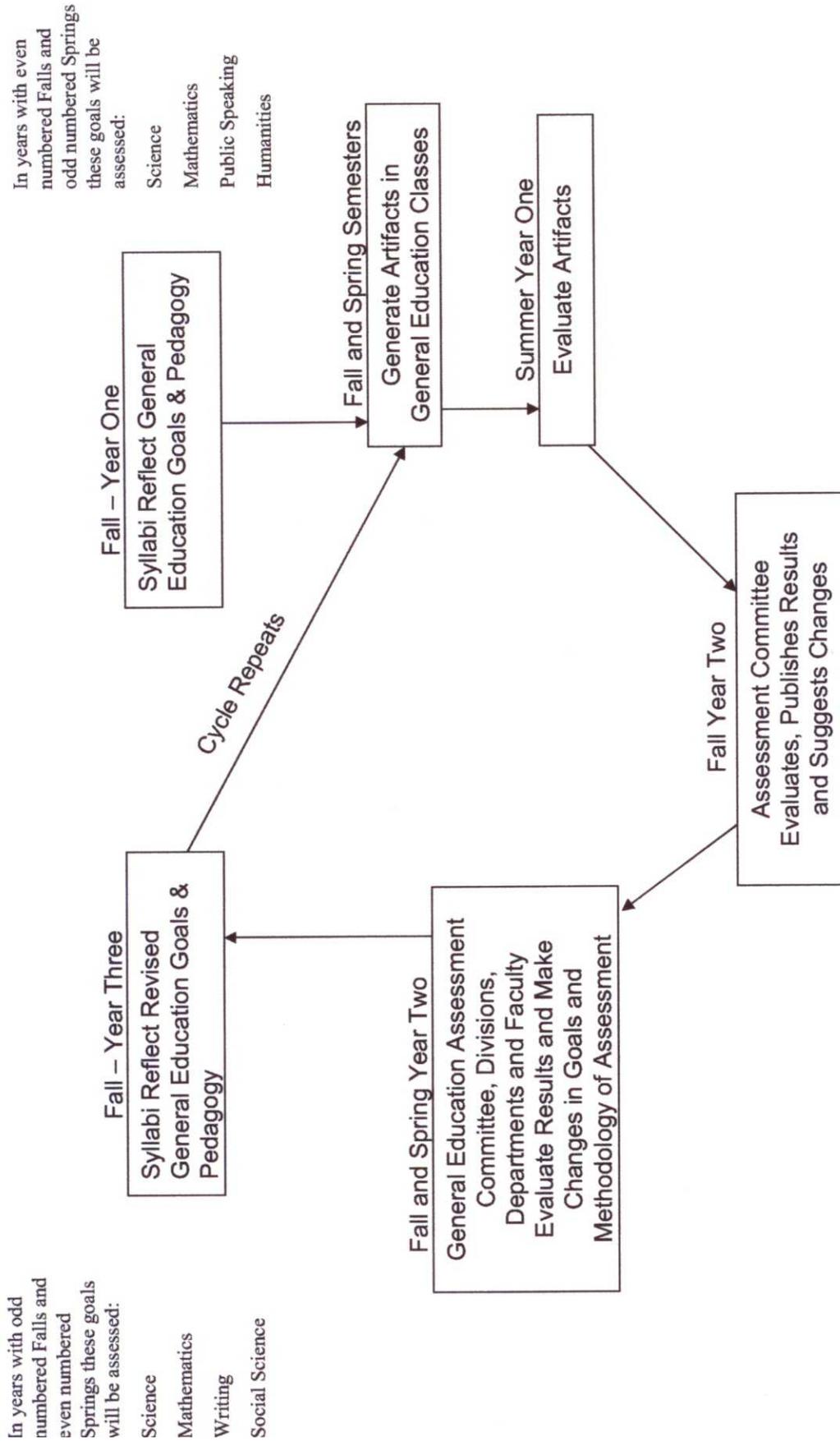
# Course & Program/Department Assessment Cycle



Students are members of all assessment committees. Divisions, departments, faculty, and committees gather more student input through evaluations, surveys and exit interviews.

Outside consultants are hired on a yearly basis to assist the college assessment efforts. The Faculty Development Coordinator and the Assessment Coordinator also provide information and assistance.

# General Education Assessment Cycle



Students are members of all assessment committees. Divisions, departments, faculty, and committees gather more student input through evaluations, surveys and exit interviews

Outside consultants are hired on a yearly basis to assist the college assessment efforts. The Faculty Development Coordinator and the Assessment Coordinator also provide information and assistance

## General Education Course List

General Education (GE) classes are designed to provide a broad-base education. GE courses are not major specific classes. They encourage students to sample across the spectrum in an effort to create connections among disciplines and develop a more global understanding of the world. Classes for the GE list are selected based on their ability to fulfill requirements for most degrees and on their transferability to other institutions. CCCC faculty have developed student outcome goals for GE classes reflecting what students can expect to learn. Each semester artifacts are collected according to an assessment schedule and then evaluated by a group of professionals to determine if students are achieving the goals established by faculty. All General Education courses offered by CCCC are included in general education assessment. Updated 4/2008

### Fine Arts

AR100	Art Appreciation
CM140	Theatre Appreciation
CM148	American Cinema Appreciation
FL105	French I
FL111	Spanish I
FL113	German I
HU201	Humanities I
HU202	Humanities II
MU100	Music Appreciation
MU101	American Music
MU102	World Music

### Philosophy

PH100	Introduction to Philosophy
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### Literature

CM121	Introduction to Literature
CM122	American Literature I
CM123	American Literature II
CM124	World Literature and the Human Experience

### History

SS108	Women in American Society
SS120	Western Civilization I
SS121	Western Civilization II
SS122	U.S. History I
SS123	U.S. History II
SS124	Introduction to History

### Physical Sciences

SC100	Survey of Science (for AAS only)
SC103	Physical Science

SC104	Geology
SC105	General Astronomy
SC107	Meteorology
SC118/AG108	Environmental Quality
SC119/AG109	Environmental Quality Lab
SC130	General Chemistry
SC131	Chemistry I
SC140	College Physics I
SC142	University Physics I

#### Biological Sciences

SC101	General Biology
SC110	Principles of Biology
SC120	Human Anatomy & Physiology I
SC123	Human Physiology

#### Math

MA105	Survey of Math (for AAS only)
MA110	Intermediate Algebra (for AAS and AGS only)
MA111	College Algebra
MA112	Trigonometry
MA115	Linear Algebra and General Calculus
MA120	Analytic Geometry and Calculus I
MA121	Analytic Geometry and Calculus II

#### Communication

CM101	English Composition I
CM102	English Composition II
CM115	Public Speaking I

#### Economics

EC101	Economics I
EC102	Economics II

#### Psychology

SS101	General Psychology
SS105/HE141	Human Growth and Development

#### Physical Education

PE110	Total Fitness
PE134	Personal and Community Health
PE135	Concepts of PE
PE141	Personal Wellness
All Varsity Sports and Activity Courses	

#### Sociology

SS130 Introduction to Sociology  
SS106/HE140 Marriage and Family

Anthropology

SS125 Introduction to Cultural Anthropology

Political Science

SS140 U.S. Government: National  
SS141 U.S. Government: State and Local  
SS142 Current Political Issues

Geography

GE101 World Geography

Revised 4/2008

## WHAT CAN I USE TO ASSESS STUDENT LEARNING?

The following is excerpted from: Lopez, C.L. Opportunities for Improvement: Advice from Consultant-evaluators on Programs to Assess Student Learning. North Central Accreditation, Commission on Institutions of Higher Education, 1997.

### Direct Measures of Student Learning

- the capstone experience
- portfolio assessment
- standardized test
- locally developed tests
- essay questions blind scored by faculty
- qualitative juried review of projects
- externally reviewed products and internship performance

### Indirect Measures of Student Learning

- alumni, employer and student surveys
- exit interviews of graduates and focus groups
- graduate follow-up studies
- retention and transfer studies
- length of time to degree
- SAT scores
- graduation rates and transfer rates
- job placement data

### NON-MEASURES

- grades and grade point averages
- surveys asking students if their personal goals have been met
- instruments designed for specialized program review
- curriculum review reports
- faculty/student ratios
- kinds of courses students select, course enrollments and course profiles
- enrollment trends
- percentage of students who graduate in five years

## Intended Outcomes for General Education:

\*\*\*\*\*

### I. **Communication Goal: Students will be able to communicate effectively orally and in writing.**

A. Writing Outcome: (English Comp. I & II) The student will write a clear, well-organized paper, using documentation when appropriate. The paper will be evaluated using the following criteria:

1. MAIN IDEA - The paper stays on topic, is unified, clear, and meets the requirements of the topic. (defines terms)
2. ORGANIZATION - The paper includes the effective use of modes, has an introduction and conclusion, and uses transitions.
3. CONTENT - contains specific details, full support, and development of ideas.
4. MECHANICS - include usage, sentence construction, spelling, punctuation, and capitalization.

Writing Rubric:

- |               |   |
|---------------|---|
| 5-Superior    | The paper executes all the elements exactly. The paper has style and personality; it has a clear main idea, logical organization, relevant and detailed content, and full command of all mechanics.   |
| 4-Good        | The paper is good in all elements. The main idea is clear, its organization logical, its content, although detailed and relevant, may not have the impact of an exceptional paper; the mechanics are very good, but not excellent.                              |
| 3-Acceptable  | The paper communicates clearly. Its execution might be average on the whole, but there might be flaws in the idea, organization, content or mechanics. there might be an outstanding element present.   |
| 2-Below       | The paper is below average. The main idea might be somewhat vague; organization skewed, content might not be sufficiently relevant or detailed; or mechanics might be flawed. the paper lacks one or two elements. There may be an outstanding element present. |
| 1-Substandard | The paper does not meet standards. The main idea is vague, organization is not apparent, content is irrelevant or lacks detail, and mechanics are highly flawed.  |
| 0 - Artifact  | cannot be evaluated because of appearance or content.   |

85% of student papers examined will achieve a 3 or higher.

The following Guidelines should be added to English syllabi:

- English artifacts must be typed.
- English artifacts must not have students' or instructors' names. Otherwise, the artifacts should be in MLA format.

- English artifacts should be complete essays using one or more of the common rhetorical strategies (e. g. description, exemplification, comparison-contrast, argument, etc.)

Revised 1/14/2008

B. Speaking Outcome: (Public Speaking) The student will deliver a clear, well-organized oral presentation. The student will make an informative or persuasive oral presentation. Enough notice should be given in order to adequately research and develop a 5-7 minute speech. Support for the topic should include an organized outline, outside sources, in addition to personal experience, interview expert opinion and analysis. The student should be aware that in addition to the content, delivery skills are important and will also be evaluated. The assignment will be videotaped for evaluation.

#### Speaking Rubric

5-6= Excellent The communicator presents a message that is exceptionally appropriate for the purpose, situation, and audience with a clear and identifiable goal. The message is substantiated using supporting material that is exceptional in quality and variety. The communicator further uses an exceptionally clear and coherent organizational structure, provides logical content advancement within and transitions between ideas, and employs language that is exceptionally clear, vivid and appropriate. Additionally, the communicator makes exceptional use of vocal variety, articulation, pronunciation, volume and grammatical correctness; and demonstrates a physical and vocal style and manner that gives exceptional reinforcement of the verbal message.

3-4= Satisfactory The communicator presents a message that is appropriate for the purpose, situation, and audience with adequately clear and identifiable goal. The message is substantiated using supporting material that is acceptable in quality and variety. The communicator further uses a reasonable clear and coherent organizational structure, provides logical content advancement within and transitions between ideas, and employs language that is generally clear, vivid and appropriate. Additionally, the communicator uses acceptable pronunciation, volume, and grammatical correctness; and demonstrates a physical and vocal style and manner that gives serviceable reinforcement of the verbal message.

1-2= Unsatisfactory The communicator fails to present a message that is appropriate for the purpose, situation, and audience, and lacks a clear and identifiable goal. The message is substantiated using supporting material deficient in quality, quantity, and variety. The communicator further fails to use a clear and coherent organizational structure, does not provide logical content advancement within or transition between ideas, and employs language that is unclear, uninspired, and inappropriate. Additionally, the communicator fails to use vocal variety and grammatical correctness and demonstrates a physical and vocal style that fails to provide reinforcement of the verbal message.

0= Artifact not scoreable.

75% of the student speeches examined will achieve a 3 or higher.

Update 8/2008

The following Guidelines should be added to Speech syllabi:

Speech Artifact Guidelines

1. A speaker number must be visible during the entire speech.
2. Outlines must be typed and numbered to coordinate with speakers.
3. Instructors must check tapes for picture and sound.

Updated 1 14 2008

**II. Science Goal:** (includes Survey of Science, Physical Science, Geology, General Astronomy, Meteorology, Environmental Quality, General Chemistry, Chemistry I, College Physics I, University Physics I, General Biology, Principles of Biology, Human Anatomy and Physiology I, Human Physiology) **The student enrolled in the science general education courses will demonstrate the ability to apply the scientific process. The context for this measurement will be a student essay, project, or experiment designed by the instructor to assess student abilities.**

Outcome Goal: The following abilities are targeted; the student will

- Recognize the problem to be solved
- Follow written directions accurately
- Demonstrate use of applicable scientific techniques
- Apply deductive reasoning to develop an approach to the problem
- Follow safety guidelines
- Acquire data
- Display data in a clear and organized format
- Collect observations
- Use observations and/or data to reach a relevant conclusion
- Evaluate the validity of the conclusion
- Express ideas, approaches, data, and conclusions in a well-communicated format.

The instructor will collect student assessment materials. Each student's work will be subject to examination by an impartial committee. Using a rubric system, the committee will assess each target area and rank the students ability. Students will be given a number to reflect their understanding/use of the target areas.

4 Above Average  
 3 Average  
 2 Below Average  
 1 Failing  
 0 Goal not relevant to Artifact

Goals:

- 70% of students will achieve an average score of 3 or above on 7 of the 10 goals listed. (Total points scored divided by the number of goals relevant to the artifact; the denominator cannot be less than 7)

**III. Culture Goal: Students will demonstrate knowledge of cultural experiences and expressions.**

A. Social Science: (includes Economics I, Economics II, General Psychology, Human Growth and Development, Total Fitness, Personal Community Health, Concepts of PE, Personal Wellness, Varsity Sports and Activity Courses, Intro. to Sociology, Marriage and Family, Intro. to Cultural Anthropology, U.S. Government National, U.S. Government State and Local, Current Political Issues and World Geography)

Outcomes: Students will demonstrate knowledge of cultural experiences and expressions. Students will demonstrate knowledge of the variability of human behavior. These will be addressed when Soc. Sci. artifacts are evaluated by assessment team

- 0. Artifact is not scoreable.
- 1. Students will identify different cultural responses to environmental demands.
- 2. Students will demonstrate a conceptual understanding of cultural factors that contribute to varying responses to environmental demands.
- 3. Students will demonstrate the ability to analyze and evaluate a variety of ways in which different cultures respond to environmental demands

Outcomes Standards for Social Science: 60% of the students will achieve outcome rubric 2 or 3 on each outcome.

Updated 12/06/07

B. Humanities:(Art Appreciation, Theatre Appreciation, American Cinema Appreciation, Foreign Language classes, Music Appreciation, American Music, World Music, Introduction to Philosophy, Introduction to Literature, American Literature I, American Literature II, World Literature, Women in American Society, Western Civilization I, Western Civilization II, U.S. History I, U.S. History II, Introduction to History)

Outcome: Students will demonstrate understanding of the human condition through art, history, literature, music, theater or philosophy.

- 0. Artifact is not scoreable.
- 1. Students will identify major cultural influences on the human condition.
- 2. Students will identify and demonstrate understanding of the effects of cultural influences on individuals and society.
- 3. Students will identify, demonstrate an understanding of, analyze and synthesize the effects of cultural influences on the human condition with regard to time and place.

Outcomes Standards for Humanities: 85% of the students will achieve outcome rubric 3 or 4 on each outcome.

Updated 12/06/07

**IV. Math Goal:** (includes college algebra, linear algebra and general calc, analytical geometry and calc I, trigonometry) **Students will demonstrate proficiency in mathematical skills.**

There are questions on the exam designed to fulfill the 3 department established outcomes. The math evaluator selects, from the final exam, the questions to be used in measuring each outcome. The evaluator records how many questions each student correctly answered for each outcome and how many students successfully achieved each outcome. From those results the evaluator calculates the percentage of the class that successfully achieved each outcome and what percentage of the total population successfully achieved each outcome for each class.

**Intended outcomes:**

- A. The student will extract, represent, analyze, and interpret data, draw correct conclusions from data, and present data and conclusions.
- B. The student will demonstrate applied mathematics in a career setting in at least one of the following ways: financially, scientifically, agriculturally or other career settings.
- C. The student will use appropriate technology to solve mathematical problems.

**Rubrics and Standards for Outcomes**

- A. Three embedded questions from the final exam will be used to assess outcome A. The student will be assigned a score of 0 if none of these three questions are correctly answered, 1 if one question is correctly answered, 2 if two questions are correctly answered, and 3 if all three questions are correctly answered.

The standard we want to achieve is that at least 75% of the students should score 2 or 3.

- B. Four embedded questions from the final exam will be used to assess outcome B. Each question will address one of the career settings listed above. The student will be assigned a score of 0 if none of the questions are correctly answered, 1 if one of the questions is correctly answered, 2 if two of the questions are correctly answered, 3 if three of the questions are correctly answered, and 4 if all questions are correctly answered.

The standard we want to achieve is that 95% of the students should score at least a 1.

- C. Three embedded questions from the final exam will be used to assess outcome C. The student will be assigned a score of 0 if none of the questions are correctly answered, 1 if one question is correctly answered, 2 if two questions are correctly answered, and 3 if all questions are correctly answered.

The standard we want to achieve is that at least 75% of students score 2 or 3.

I TEACH A GENERAL EDUCATION COURSE WITHIN A DEPARTMENT OR PROGRAM. (Examples: Composition I, College Algebra, Biology, Psychology, Chemistry I)

### **General**

- As a member of the Committee of the Whole all full-time and adjunct faculty help determine the college mission statement, the general education goals and recommend changes in the assessment procedures and policies.
- All faculty members are expected to effectively communicate with students about the purposes of assessment and the student's role in the assessment program. All goals should take into account learner expectations.
- All faculty members are expected to become knowledgeable about current learning theory and assessment practices and continue to explore how assessment can facilitate student learning.
- All faculty members are expected to be willing to work on committees formed to facilitate student learning.

### **Specific**

- Establish and incorporate within the syllabus measurable course goals, rubrics, and means of evaluation for each course you teach.
- Establish and incorporate within the syllabus measurable common department/program goals, rubrics, and means of evaluation in concert with the others who teach within the department/program for each course you teach within the department/program.
- Establish and incorporate within the syllabus general education goals in concert with the members of the appropriate division for each general education course you teach.
- Evaluate some (1 or 2 or more) of the course goals for every course you teach within a 2 year time span, beginning in the calendar year of 2004.
- Evaluate some (1 or 2 or more) of the department/program goals for each course within a department/program within a 2 year time span, beginning in the calendar year of 2004.
- Evaluate the general education goal according to the general education assessment schedule.

In years with an odd numbered fall semester and even numbered spring semester these goals will be assessed: Mathematics, Writing, Social Science, and Science.

In years with an even numbered fall semester and odd numbered spring semester these goals will be assessed: Mathematics, Public Speaking, Humanities, and Science.

- Analyze the results of the course assessment, use the analysis to help plan for the next time you teach the course.

Every course taught has this requirement.

- Write a report to the Division Dean to delineate the course assessment, its results and its consequences. This report is due February 15 of each year.

- Analyze the results of the Department/Program assessment in concert with the other Department/Program instructors.
- Write a report<sup>2</sup> in concert with the other Department/Program instructors to the Division Dean to delineate the course assessment, its results and its consequences. This report is due February 15 of each year.
- Discuss with other members of the division the results of the General Education Assessment. Make changes as deemed appropriate.
- Consider assessment feedback from the General Education Committee and the Assessment Committee. Incorporate changes as deemed appropriate. Incorporate within the syllabus any changes in the course.

1 A form is available for this report

2 A form is available for this report

## I TEACH A VOCATIONAL COURSE

(Examples: Ag Management, Computer Science)

### General

- As a member of the Committee of the Whole all full-time and adjunct faculty help determine the college mission statement, the general education goals and recommend changes in the assessment procedures and policies.
- All faculty members are expected to effectively communicate with students about the purposes of assessment and the student's role in the assessment program. All goals should take into account learner expectations.
- All faculty members are expected to become knowledgeable about current learning theory and assessment practices and continue to explore how assessment can facilitate student learning.
- All faculty members are expected to be willing to work on committees formed to facilitate student learning.

### Specific

- 1 Establish and incorporate within the syllabus course goals, rubrics, and means of evaluation for each course you teach.
- Establish and incorporate within the syllabus common department/program goals, rubrics, and means of evaluation in concert with the others who teach within the department/program for each course you teach within the department/program.
- Establish and incorporate within the syllabus exit department/program competencies.
- Evaluate some (1 or 2 or more) of the course goals for every course you teach within a 2 year time span, beginning in the calendar year of 2004.
- Evaluate some (1 or 2 or more) of the common department/program goals for each course within a department/program within a 2 year time span, beginning in the calendar year of 2004.
- Evaluate the exit department/program competencies according to the procedures established by the Division.
- Analyze the results of the course assessment, use the analysis to help plan for the next time you teach the course.
- Write a report<sup>2</sup> to the Division Dean to delineate the course assessment, its results and its consequences. This report is due February 15 of each year.
- Analyze the results of the Department/Program assessment in concert with the other Department/Program instructors.
- Write a report<sup>1</sup> in concert with the other Department/Program instructors to the Division Dean to delineate the course assessment, its results and its consequences. This report is due February 15 of each year.
- Consider assessment feedback from the Assessment Committee. Incorporate changes as deemed appropriate.
- Incorporate within the syllabus any changes in the course.

1 Every course taught has this requirement.

2 A form is available for this report

I TEACH A NON-VOCATIONAL COURSE WITHIN A DEPARTMENT/PROGRAM THAT IS NOT A GENERAL EDUCATION COURSE (Examples: Creative Writing, Chemistry II)

General

- As a member of the Committee of the Whole all full-time and adjunct faculty help determine the college mission statement, the general education goals and recommend changes in the assessment procedures and policies.
- All faculty members are expected to effectively communicate with students about the purposes of assessment and the student's role in the assessment program. All goals should take into account learner expectations.
- All faculty members are expected to become knowledgeable about current learning theory and assessment practices and continue to explore how assessment can facilitate student learning.
- All faculty members are expected to be willing to work on committees formed to facilitate student learning.

Specific

- 1 Establish and incorporate within the syllabus course goals, rubrics, and means of evaluation for each course you teach.
- Establish and incorporate within the syllabus common department/program goals, rubrics, and means of evaluation in concert with the others who teach within the department/program for each course you teach within the department/program.
- Evaluate some (1 or 2 or more) of the course goals for every course you teach within a 2 year time span, beginning in the calendar year of 2004.
- Evaluate some (1 or 2 or more) of the department/program goals for each course within a department/program within a 2 year time span, beginning in the calendar year of 2004.
- Analyze the results of the course assessment, use the analysis to help plan for the next time you teach the course.
- Write a report<sup>2</sup> to the Division Dean to delineate the course assessment, its results and its consequences. This report is due February 15 of each year.
- Analyze the results of the Department/Program assessment in concert with the other Department/Program instructors.
- Write a report<sup>1</sup> in concert with the other Department/Program instructors to the Division Dean to delineate the course assessment, its results and its consequences. This report is due February 15 of each year.
- Consider assessment feedback from the Assessment Committee. Incorporate changes as deemed appropriate.
- Incorporate within the syllabus any changes in the course.

<sup>1</sup> Every course taught has this requirement.

<sup>2</sup> A form is available for this report

### **Individual Course Assessment Report**

Each course should be assessed at least once every 2 years. Each instructor should assess at least one class each year. The report is due to the department chair by February 15<sup>th</sup> of each year. The report should include information for the entire calendar year (spring 08 and fall 09). If an instructor teaches multiple sections of a course within a year, the information should be combined into one report.

Instructor:

Course:

Date:

Goal(s) Assessed:

Outcome:

Means of Assessment:

Results:

Analysis of Results:

Recommended Action (How can I help the students improve? Are the course goals reasonable? Was the method of assessment effective?):

Revised 4/2008

I AM A DEPARTMENT CHAIRPERSON: The department chairs have the responsibility for maintaining a successful assessment program. This task is a part of their formal job description. They shall:

- Ensures department participation in assessment.
- Distributes assessment information.
- Encourages and supports the efforts of all faculty members, including adjunct faculty, to become more knowledgeable about learning theory, assessment and the assessment process.
- Collects individual course assessments from faculty and tracks faculty participation.
- Gathers individual course assessment schedules from faculty ensuring that all courses within the department are being assessed within a two year cycle.
- Coordinates Program/Discipline Assessment.
- Collects artifacts for general education assessment from on-campus faculty and tracks faculty participation.
- Coordinates discussion within the department and division of assessment results.
- Facilitates the development of recommendations to improve student achievement and the assessment process.
- Monitors timely execution of recommendations to ensure they are implemented for the semester after they are developed.
- Communicates recommendations to the Assessment Coordinator.
- Oversees the annual review and updating of assessment progress.
- Ensures implementation of recommended changes in assessment.
- Nominates instructors for the Individual Assessment Award.
- Oversees the creation of appropriate syllabi within the division.
- Allocates budget resources to support changes indicated by assessment results.

Written 8/2008

## Program/Discipline Assessment Report

Discipline/program is scheduled for every other year, even numbered falls with odd numbered springs (2008-2009). The report should include information for the entire calendar year (spring 08 and fall 09). All sections of all classes within the discipline/program should be included in the assessment. Prior to the spring semester, instructors within the discipline/program should decide which discipline/program goal(s) will be assessed and what (project, assignment, or grade to list a few possible examples) will be used to assess. Individual instructors gather information from their sections and turn it in to the department chair who will complete this report. This report is due to the division dean by February 15<sup>th</sup> of each year.

Instructors:

Course:

Date:

Goal(s) Assessed:

Outcome:

Means of Assessment:

Results:

Analysis of Results:

Recommended Action (How can I help the students improve? Are the course goals reasonable? Was the method of assessment effective?):

Revised 4/2008

I AM A DIVISION DEAN: The division deans have the responsibility for maintaining a successful assessment program. This task is a part of their formal job description. They shall:

- Encourage and support the efforts of all faculty members, including adjunct faculty, to become more knowledgeable about learning theory, assessment and the assessment process.
- Maintain a notebook containing course goals for the courses taught within their divisions.
- Collect Program/Department goals. Turn those goals into the assessment coordinator at the beginning of the fall semester.
- Collect course assessment reports written by the members of their division. These reports are due February 15th of each year.
- Write a report for the Assessment Committee summarizing the results of course assessment within the Division. This report is due March 15th of each year.
- Collect the common department/program assessment reports written by the members of their division. These reports are due February 15th of each year.
- Write a report for the Assessment Committee summarizing the results of common course goals assessments within the Division. This report is due March 15th of each year.
- Oversee the establishment, administration, and evaluation of vocational exit department/program competencies.
- Facilitate department and divisional in-services, discussions, and decisions pertaining to assessment.
- Review assessment results with departments, divisions, the General Education Committee and the Assessment Committee.
- Insure that department and division decisions about assessment are implemented within the division.
- Allocate budget resources to support changes indicated by assessment results.
- Assist the Assessment Coordinator in hiring independent consultants to evaluate Cloud County assessment efforts.
- Serve on the Assessment Committee.

Updated 8/2008



#### I AM A MEMBER OF THE ASSESSMENT COMMITTEE

- Evaluates annually the comprehensive assessment program and implements changes to improve the process
- Works with the campus community, including 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.
- Evaluates and documents the effectiveness of the changes in curriculum, academic resources and support services made to improve student learning.
- Solicits proposals and awards funding for departmental assessment activities and initiatives.

## I AM AN ADMINISTRATOR

- The officers of the institution express their understanding and support for assessment verbally and in writing.
- The CEO insures the integration of the assessment process with planning and budgeting.
- The institution maintains a system of data collection
- Senior administrators authorize various campus offices to provide the services needed to carry out the assessment efforts.
- Offer consultation in research and evaluation, design, portfolios, and local development of direct measures.
- 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
- Maintain data that are summarized and published annually and provide on-line access to data for academic departments.
- Provide instructional support resources, consultation, and workshops for assessment activities.
- Senior administrators authorize special projects to enhance the assessment program (e.g. pilot projects, summer stipends, departmental grants and support for assessment symposia).
- Senior administrators support changes in modes of instruction, staffing, curriculum, student and academic services proposed by the faculty on the basis of assessment results.
- 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.
- The CAO delegates to unit heads sufficient authority to conduct effective assessment programs.
- The CAO arranges for awards and public recognition to individuals, groups, and academic units making noteworthy progress in assessing and improving student learning.
- The assessment program is provided with a Coordinator who reports directly to the CAO.
- The CAO creates a standing Assessment Committee, typically comprised of faculty, academic administrators, and representatives of the OIR and student government.

#### I AM A BOARD OF TRUSTEES MEMBER

- Provide the resources and the structures to make successful assessment possible.
- The Board is educated to the importance of assessment.
- Informed board members are helpful in championing institutional improvement efforts and making such efforts an ongoing institutional priority.
- The Board expresses their understanding and support for assessment verbally and in writing.
- The Board provides a budget sufficient to sustain a comprehensive assessment program.

## I AM THE FACULTY DEVELOPMENT COORDINATOR

- Promotes continuous faculty learning
- Organizes information and resources to facilitate faculty understanding of the way students learn and the potentials of various instructional methodologies.
- Plans faculty forums.
- Plans faculty workshops.
- Helps create 2-3 person cadres to systematically study learning theory, pedagogy and assessment.
- Helps create and maintain a web site to facilitate faculty and student access to scholarship pertaining to student learning.
- Helps expand the professional library with emphasis on learning theory, pedagogy and assessment.
- Provides information, encouragement, and feedback to individual instructors as they attempt pedagogical improvement.
- Conducts research relating to successful faculty development programs.
- Coordinates efforts with the assessment components of the college to close the loop of student learning enhancement.
- Serves on the Assessment Committee.
- Assists with the Assessment Newsletter.
- Writes an annual report to the Assessment Coordinator, due immediately following the spring semester.

## I AM THE ASSESSMENT COORDINATOR

- Fulfills the same assessment responsibilities as other faculty.
- Fulfills the same assessment responsibilities as the other Division Deans.
- Chairs the General Education Committee.
- Chairs the Assessment Committee.
- Oversees the assessment process at the course, program and division level.
- Implements a timeline/calendar of assessment for current and future years
- Creates an organizational chart for the assessment program.
- Helps assure that faculty who make contributions to student learning are honored and rewarded.
- Helps ensure that assessment takes place everywhere. Help Deans inform adjunct faculty about the assessment process.
- Works with the Faculty Development Coordinator to Increase participation in faculty development opportunities, such as faculty forums and professional workshops.
- Works to Increase faculty participation in assessment.
- Helps to hire an outside consultant to evaluate the general education rubric and goals.
- Helps to develop and implement a plan to assess on-line courses.
- Assures that students are systematically involved in the continued evolution of the outcomes assessment of general education.
- Assures that course syllabi define and explain the student outcomes assessed in the course. Assures that students entering a course or program understand what is expected of them in terms of outcomes.
- Serves as a resource to the institution.
- Creates and updates an assessment resource manual to provide key assessment principals, concepts models, and procedures.
- Works to enhance faculty knowledge of assessment strategies, best practices, and faculty to faculty mentoring.
- Provides the Board of Trustees with professional development training as to the importance of assessment to student learning.
- Creates and maintains a web site to facilitate faculty access to scholarship pertaining to student learning.
- Disseminates assessment information
- Creates and implements a formal plan of assessment information dissemination.
- Identifies the centrality of student learning and the assessment of student academic achievement in Cloud County Community College's mission and purpose statement.
- Delineates the importance and utility of student outcomes assessment in Cloud County's catalogue, course syllabi, student handbook, and web page.
- Creates a monthly assessment/faculty development newsletter.
- Assures that the college's philosophy of general education is in the student handbook.
- Includes written statements in college publications detailing the importance and utility of student learning outcomes assessment.
- Puts course syllabi on the Cloud County web site.

Cloud County Community College  
**Student Learning Outcome Assessment Team**

1. Assessment Coordinator
2. Dean of Humanities and Social Science
3. Dean of Sciences and Business
4. Dean of Geary County
5. Dean of Math, Applied Science, Community & Outreach Education
6. Director of Advisement and Counseling
7. Director of Learning Skills Center
8. Coordinator of Faculty Development
9. Vice President of Academic Affairs
10. CCCC faculty
11. CCCC faculty
12. CCCC Student
13. CCCC Student

## I AM AN ARTIFACT EVALUATOR

- Artifact evaluators are not selected based on academic expertise but rather random selection from faculty volunteers.
- Faculty evaluators should represent a multiple divisions of the college.
  - Science committee: one from the science department and two others from the faculty at large. Stipend \$375.00.
  - Social Science/ Humanities/ Public Speaking/Writing: Two division and three department must be represented. At least two members must be full-time instructors. Stipend \$750.00 per area.
- Knowledge of the academic area is not pertinent to the evaluation. The focus on student achievement. Artifact evaluation is to determine if students have been successful in achieving established goals not to evaluate teaching.
- Evaluate artifacts based on established rubrics.
- Team members evaluate the artifacts individually before consulting each other for a consensus score.
- If an artifact is not scoreable, it shouldn't be included in the percentage result.
- Compile a report of the evaluation findings.
- Artifact evaluation takes place during the summer and the report should be submitted to the assessment coordinator by June 30<sup>th</sup>.

Committee instructions: Please review the nominations based on the criteria below. Email your vote for the nominee to be selected to the Vice President of Academic Affairs.

### Individual Assessment Award Policy

All instructors that have completed individual course assessments for the previous two years are eligible.

Instructors will be nominated by Department Heads or Deans. Nominations will be turned in to the Assessment Coordinator by March 1.

The Assessment Coordinator will coordinate a selection committee consisting of the Vice President of Academic Affairs, deans, the assessment coordinator or committee representative, and 3 instructors not nominated.

The Selection Committee will review the following criteria:

The instructor has turned in artifacts each semester as scheduled.

The instructor has turned in individual course assessments the last two years.

The instructor has data collected from the entire calendar year.

The instructor has clearly identified a course goal to assess.

The instructor has developed a rubric to measure student learning.

The instructor has analyzed results and produced a plan to implement what he/she has learned.

The instructor has provided information for discipline/program assessment.

The winner of the individual assessment award will receive a certificate and \$200.00.

Written 02 04 2008

Updated 02 05 2008

### Individual Assessment Award Nomination Form

Please answer the following questions and **attach a copy of the instructor's individual course assessments to this form.**

Instructor Nominated:

Year:

#### General Education Assessment

The instructor has turned in artifacts timely each semester as scheduled:

Individual Course Assessment: The instructor has turned in Individual Course assessment the last two years:

The instructor's individual course assessment has data collected from the entire calendar year (both the previous spring and current fall semesters):

The instructor has clearly identified a course goal to assess:

The instructor has developed a rubric to measure achievement:

The instructor has analyzed results and produced a plan to implement what he/she has learned:

#### Department Assessment

The instructor has made information available for the discipline/program assessment:

#### Additional Comments:

Revised 3/2008

Committee instructions: Please review the nominations based on the criteria below. Email your vote for the nominee to be selected to the Vice President of Academic Affairs.

**Program/Discipline Assessment Award Policy**

All programs and disciplines that complete program/discipline assessment are eligible. Programs and disciplines will be nominated by deans.

The assessment coordinator will coordinate a selection committee consisting of the Vice President of Academic Affairs, deans, the assessment coordinator or committee representative, and 3 instructors from programs or disciplines not nominated.

The selection committee will review the following criteria:

All full-time instructors in the program or discipline have participated in the assessment including full-time instructors from GC.

The assessment includes data from both semesters of the calendar year.

The program or discipline report clearly identifies the program or discipline goals that have been assessed.

The program or discipline has established a means of measuring student success.

The program or discipline has established an outcome for the program or discipline.

The program/discipline report reveals calculated assessment results.

The program or discipline has analyzed the results.

The program or discipline has suggested action to improve student achievement and/or the assessment process.

The winner of program/discipline assessment will receive a certificate and a monetary award offered to the department in the amount of \$25.00 per person to be spent based on a communal decision for dinner out as a group, department shirts, or equipment.

Written 8/2008 revised 9/2008

**Program/Discipline Award Nomination Form**

Please answer the following questions and **attach a copy of the Program's or Disciplines's assessment to this form.**

Program and Discipline Nominated:

Year:

General Education Assessment

The program or discipline has participated in general education assessment as required:

Individual Course Assessment:

The instructors within the program or department have completed individual course assessment as scheduled, assessing each course within a two year cycle.

Program/Discipline Assessment

All instructors within the program/discipline participated in the group assessment.

The group assessment was turned in by Feb. 15<sup>th</sup>.

The program or discipline report clearly identifies the program or discipline goals that have been assessed.

The program or discipline has established a means of measuring student success.

The program or discipline has established an outcome for the program or discipline.

The program/discipline report reveals calculated assessment results.

The program or discipline has analyzed the results.

The program or discipline has suggested action to improve student achievement and/or the assessment process.

Additional Comments:

Written 8/2008 revised

9/2008