Contents

Introduction .................................................................................................................. 1
Purpose of Institutional Learning Outcomes (ILO’s) ....................................................... 2
Assessment Development at Henry Ford College ............................................................ 3
  Assessment Mini Conference ................................................................................... 3
  Transition form General Education to Institutional Learning Outcomes ................. 3
  Template Development ......................................................................................... 3
Strategic Planning On-Line (SPOL) ........................................................................... 4
Roles & Responsibilities ............................................................................................. 4
Course Application Process ....................................................................................... 4
Spotlight on Program Improvements (SPIF) ................................................................. 4
Co-Curricular Assessment ........................................................................................ 4
Higher Learning Commission Assessment Academy ...................................................... 5
Assessment Path from Outcomes to Implementation .................................................. 8
Program Assessment ................................................................................................. 9
  Co-Curricular Assessment ..................................................................................... 9
Institutional Outcome Assessment ............................................................................. 12
Challenges During 2016-2017 Academic Year ............................................................ 13
Opportunities in 2017-2018 Academic Year ............................................................... 14
Assessment Timing Plan ............................................................................................ 15
Introduction

As professional educators, Henry Ford College (HFC) instructors assess student learning on a daily basis. We do this in many informal ways such as discussing content with students, monitoring student discussions, or reviewing student work. Additionally, we do this in formal ways such as grading student quizzes, projects, tests, and other evidence of their learning. We do this work for two purposes. First and most importantly, we do this to inform our practice and to improve student learning. Second, we document our assessment practices to demonstrate to our accrediting body and our community that we are dedicated to improving student learning through exemplary practice.

During the 2016-2017 academic year, we held a mini-conference focused on assessment. Our guest speaker, Douglas Eder, Ph.D., Professor Emerita, Southern Illinois University, shared information on setting benchmarks, provided examples of Co-Curricular data collection, and talked us through a worked example of Introductory, Developing and Competent mapping that enabled many participants to see the connection, value and significance of this mapping to their assessment efforts. Our work continues to be underpinned by Barbara Walvoord’s model of assessment described in her 2010 book, Assessment Clear and Simple: A practical guide for institutions, departments and general education (Second Edition).

In this annual report, we summarize the work of CASL to use Walvoord’s model to assess student learning of our Program, Institutional, and Co-Curricular Learning outcomes. We thank HFC administrators in both Academic and Student Affairs for their support of our efforts. We thank HFC instructors for their willingness to adapt their assessment techniques to reflect Walvoord’s model, and for their efforts to gather data, report results, and create action plans to improve student learning.

CASL Co-Chairs:
Robert James, Cynthia Scheuer, Debra Smith, and Deborah Zopf
Purpose of Institutional Learning Outcomes  
(Prior to 2016-2017 referred to as General Education Outcomes)

Henry Ford College (HFC) defines Institutional Learning Outcomes as the desired knowledge, skills, and behaviors needed by every college graduate. Institutional Outcomes establish a foundation of skills and understandings to enable success in employment and/or further education. In line with our belief that this competence should be defined by the College to meet the needs of the external communities in which its graduates must function, HFC collected and restated expectations identified by employers, alumni and four-year colleges. The following statement of Institutional Learning Outcome (ILO) requirements embodies those expectations.

HFC MISSION STATEMENT RELATIONSHIP TO OUR LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Mission</th>
<th>Institutional Outcomes</th>
<th>Co-Curricular Outcomes</th>
</tr>
</thead>
</table>
| We empower learners through the development of independent, critical and creative thinking. | Critical Thinking & Information Literacy  
• Demonstrate the ability to analyze & evaluate information.  
• Identify the need for research to draw conclusions, formulate inferences, solve problems and make decisions.  
• Demonstrate information literacy skills by locating, evaluating, selecting, organizing, synthesizing and ethically documenting information from multiple sources using both formal and informal formats, as appropriate for diverse writing situations.  
• Communication  
• Effectively communicate ideas appropriate to their discipline using standard English, through written and verbal communication.  
• Quantitative Literacy  
• Apply quantitative skills to analyze situations.  
• Make decisions in a variety of contexts. | Communication  
• Communicate effectively to advocate for themselves.  
• Express themselves clearly both verbally & in writing.  
• Demonstrate professional behavior in all of their interactions. |
| | Civil Society & Culture  
• Compare and contrast the United States with other nations or world regions.  
• Computer Technology  
• Demonstrate skills for computer technology, including Internet, network and advanced file operations.  
• Include organizing, managing, and presenting data using office productivity software.  
• Identify security and integrity threats.  
• Identify unethical actions within their social or professional environments. | Diversity  
• Recognize differences & commonalities.  
• Seek opportunities to learn about others.  
Interpersonal Development  
• Set personal & professional goals.  
• Use college resources to successfully navigate their college experience to achieve academic & personal goals. |
| We foster diversity, tolerance, understanding and acceptance to prepare learners to succeed in a global society. | | |
| We anticipate and respond to the needs of our stakeholders, exceed their expectations and serve the public good. | Civil Society & Culture  
• Address social (economic, political and cultural) issues, patterns of diversity, or aspects of inequality. | Civic Engagement  
• Develop an awareness of the democratic process.  
• Recognize their role to influence issues of public concern. |
Assessment Development at Henry Ford College

The charge of the Committee for the Assessment of Student Learning (CASL) at HFC is to gather information on student learning and development that can be used to increase student achievement. The college’s efforts to improve student learning through instructional and curricular changes are to be informed in part by effective assessment procedures.

Our work to develop assessment procedures that would make sense to our instructors, inform instructors’ work, and document the use of data to make decisions about how to improve student learning moved forward in significant ways during the 2016-2017 academic year. The following is a summary of committee actions:

- **Assessment Mini Conference (September 29-30, 2016):** At this college-wide event, our facilitator, Dr. Douglas Eder clarified our understanding of setting benchmarks, provided us with examples of possible Co-Curricular projects and used a worked example of Introductory, Developing and Competent mapping that deepened our understanding of this valuable tool.

- **Transition from General Education Outcomes to Institutional Learning Outcomes:** This change was more than one of semantics, rather it is a move to think about outcomes as the learning products we envision that all HFC graduates acquire and demonstrate during their program of study. Moving away from a course-centric approach to an outcome-centric approach has enabled us to realize the importance of learning across the curriculum.

- **Template Development:** At the request of faculty, the committee revised and developed several templates and tracking documents to our guide assessment work.
• **Strategic Planning On-Line (SPOL):** The committee determined that this software solution did not enable us to share accurate assessment information in a way that was useful to faculty and staff. We initiated the development of both internal and external-facing websites to meet this need.

• **Assessment Roles and Responsibilities:** These responsibilities were updated to include Co-Curricular assessment and to address the change from General Education course assessment to Institutional Learning Outcome assessment.

• **Course Application Process:** The course application process is no longer needed due to the change from General Education course assessment to Institutional Learning Outcome assessment.

• **Spotlight on Program Improvements (SPIF) (February 13, 2017):** Faculty highlighted assessment results of four programs and two Institutional Learning Outcomes during our second annual SPIF Day. The program featured the following four programs of study: Children and Families, Interior Design, Telecommunication’s and Ophthalmic Technician. The day also featured two Institutional Outcome areas: Critical Thinking and Information Literacy and Written and Oral communication. Each of the programs, and the ILO areas presented an overview, the learning outcomes, assessment information, and plans for future improvements to enhance student learning. All four academic programs have completed a comprehensive five-year review as the basis for the presentation.

• **Co-Curricular Assessment:** A significant accomplishment during the 2016-2017 academic year was the development of Co-Curricular learning outcomes and pilot assessment projects. The CASL co-chairs worked with a committee of nine Student Affairs colleagues to identify and define four Co-Curricular Learning Outcomes: Diversity, Intrapersonal Development, Communication, and Civic Engagement. We
also identified two sub-outcomes for each outcome. The Student Affairs representatives provided support in the following areas: Academic Advising, Assisted Learning Services, Athletics, Career services, Counseling, Enrollment services, Mirror News (our student newspaper), Student Outreach and Support and student Clubs and activities. Assessment projects were mapped by sub-outcome to these areas to ensure that each sub-outcome was addressed and each area had a project to work on. Data was collected and analyzed by colleagues in each distinct Student Affairs area. Improvement actions will be put in place during the fall 2017 semester.

Here is an example of one of our Co-Curricular pilot projects:

**Outcome: Diversity**

**Sub-Outcome: Recognize differences and commonalities**

<table>
<thead>
<tr>
<th>Co-Curricular Learning Area</th>
<th>What students will do to meet the outcome</th>
<th>Measurement Tool (Assessment Method)</th>
<th>Criteria for Success (Achievement Target)</th>
<th>Improvement Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Activities</strong></td>
<td>Students attended Hispanic Heritage event</td>
<td>Student Survey</td>
<td>85% of student responses to survey question 2 will be Agree or Strongly Agree</td>
<td><strong>Results:</strong> The program helped 81% of students recognize that various cultures have different sounds of music. In the comment section, students stated they enjoy hearing the various music styles that are representative of different cultures. <strong>Action:</strong> Collaborate with the Music Appreciation class for students to compare and contrast cultural music styles.</td>
</tr>
</tbody>
</table>

**Higher Learning Commission Assessment Academy:** We are halfway through the academy. We met with our Mentor, Ranfen Li and our Scholar, Susan Murphy in early April 2017 at the HLC assessment conference. During this meeting, we provided a detailed update of our progress and provided support documents. Our mentor feedback directed us to continue our efforts and emphasized that we were on the ‘right track.’ In our 3.0 progress report, we shared our implementation plan for our communication project. The following excerpt from that report details our actions:
Our team prepared an assessment communication plan to support our assessment plan. Henry Ford College’s (HFC) objective is to educate and inform all areas of the college about the work of assessment and the value that it brings to our students.

- One of our first actions, as mentioned in our 2.0 project update, was our general education (now, institutional) outcome sub-committee assessment pilot project presentations at our Spotlight on Program Improvements for the Future (SPIF) event. Last April, we shared the results of our assessment pilot projects for Quantitative Literacy and Computer Technology at SPIF day. In February, we shared our assessment pilot project results for Critical Thinking and Information Literacy, and Written and Oral Communication.

- **Action 2**: Our team identified a need to assist our advisors and counselors with educating our students about how students can achieve our general education (institutional) outcomes throughout their course of study at HFC. We are developing a presentation and some support materials to share with our advisors and counselors explaining the integrated nature of general education courses in our programs of study. We want to enhance their understanding of how a student can achieve our general education (institutional) outcomes throughout their course of study at HFC. We expect our advisors and counselors to share the importance of these foundational courses with students and to help students take these courses at the time at which they need that knowledge and skill to support their required curricular courses. In addition, we will share the integrated nature of general education throughout students’ experiences at HFC. We will demonstrate how general education (institutional) outcomes are threaded throughout programs to assist our advisors and counselors with sharing this information with students.

- **Action 3**: We have prepared information sheets to be used during advisory board meetings to gather information from future employers and stakeholders to ensure HFC’s curriculum aligns with their needs. We have prepared questions about the importance of general education (institutional) outcomes for success at four-year colleges and employment.
These questions will be used during external advisory committee meetings during which program faculty will gather information about the use of knowledge gained through the achievement of general education (institutional) outcomes in four-year college and career experiences.

- **Action 4:** We are developing materials to support interactive faculty discussions about assessment via brown bag meetings in departments. As more faculty are becoming involved with assessment, we are planning brown bag conversations in departments. We are developing materials that include the goals of these conversations, guiding questions, and information to support faculty engagement in assessment.

- **Action 5:** We are asking faculty who have worked on assessment projects to briefly share their experiences via a short video clip. We have used an initial set of video clips during the January 2017 Faculty Organization meeting with positive responses from faculty. Learning from this experience, we are developing questions and identifying faculty for future video recordings for use at future Faculty Organization meetings.

It is our belief that these actions will move our culture toward embracing the work of assessment to advance student learning. This communication plan provides support for our college-wide assessment plan.

- **Assessment Process Map:** The following flowchart is a visual roadmap of HFC’s operationalization of Walvoord’s three-step process. Our map has been updated to reflect the addition of Co-Curricular assessment and the change from General Education to Institutional learning Outcomes.
Assessment Path from Outcomes to Implementation

This flowchart shows the operationalization of Program, Institutional, and Co-Curricular Learning Outcome assessment.
Program Assessment

Program assessment has been ongoing for many years but as the 2015 HLC Re-accreditation report noted it has not been done consistently across all programs. During winter 2017, the CASL co-chairs met with the majority of program coordinators to discuss a systematic way for data to be collected for both PLO’s and ILO’s. For this work, program coordinators completed five-year plans that scheduled the assessment of each ILO and PLO at least one time during the five-year period. The rationale for the five-year plans were specific to each program.

Refer to the Physical Therapist Assistant (PTA) Program Assessment 5-Year plan to assess Program Learning outcomes:

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Review Year 1 2015-16</th>
<th>Review Year 2 2016-17</th>
<th>Review Year 3 2017-18</th>
<th>Review Year 4 2018-19</th>
<th>Review Year 5 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrate competence in physical therapy intervention, from the plan of care established by the Physical Therapist, including review of the plan, provision of appropriate interventions, and progression as indicated.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Demonstrate competence in care collection, based upon the plan of care and patient needs.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Provide appropriate instruction to the patient, client, and/or family based upon the needs.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Document accurate, consistent, legal, and relevant information about treatment interventions.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Communicate effectively, orally and in writing, with the professional team and community for the provision of patient care and the betterment of the profession of physical therapy.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Refer to the Physical Therapist Assistant (PTA) Program Assessment 5-Year plan to assess Institutional Learning Outcomes:

<table>
<thead>
<tr>
<th>Program Assessment: Institutional Outcomes: 5-Year Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name: Physical Therapist Assistant</td>
</tr>
<tr>
<td>Review Year</td>
</tr>
<tr>
<td>Academic Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Institutional Outcome</th>
<th>Review Year</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Civil Society and Culture—U.S. and Global</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will compare and contrast the United States with other nations or world regions, addressing social (economic, political and cultural) issues, patterns of diversity, or aspects of inequality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Communication</td>
<td>2016-17</td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td>Students will effectively communicate ideas appropriate to their discipline using Standard English, through written and verbal communication.</td>
<td>C - PTA 254</td>
<td>D - ENG 231</td>
</tr>
<tr>
<td>3</td>
<td>Computer Technology</td>
<td>2016-17</td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate skills for computer technology, including Internet, network and advanced file operations. Skills will include organizing, managing, and processing data using office productivity software. Students will also identify security and integrity threats and identify unethical actions within their social or professional environments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Critical Thinking and Information Literacy</td>
<td>2016-17</td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate the ability to analyze and evaluate information and identify the need for research to draw conclusions, formulate hypotheses, solve problems and make decisions. Students will also demonstrate information literacy skills by locating, evaluating, selecting, organizing, synthesizing, and ethically documenting information from multiple sources using both informal and formal sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additionally, program coordinators identified the course(s) in which students are assessed at the introductory, developing, or competent level for each ILO and PLO. It is important to note that although we had previously completed IDC mapping, program leads commented that the mapping during winter 2017 made more sense to them because it was focused on their program of study. Refer to the Physical Therapist assistant program mapping snapshot.
ASSESSMENT

To support the five-year review cycle, faculty program leads identified the outcome indicators, data sources, performance benchmarks and the results. Refer to the PTA example below.

This information was rolled into an Annual Report. The Program Annual Report also details the faculty data analysis, identification of student strengths and weaknesses, recommendations for improving student learning, implementation timing and post action implementation re-assessment timing.

**CO-CURRICULAR ASSESSMENT**

Co-Curricular assessment projects are part of CASL Programs. Our pilot projects will be implemented during the 2017-2018 academic year. Based on what we learned from our pilot data collection and analysis, recommendations for Cycle 1 projects will also be implemented during the 2016-2017 academic year.
Institutional Outcome Assessment

Institutional Learning Outcome assessment has been a focus of the College's assessment efforts since the 2015 HLC re-accreditation visit. The Committee for the Assessment of Student Learning (CASL) – General Education has implemented many initiatives to develop a systematic process to study and improve student learning of our five ILO’s. This work has evolved during the past two years and has involved projects to assess all five ILO’s. This assessment has been formative in nature as suggested by Walvoord (2010).

We plan to develop summative assessment projects as part of our cycle 2 assessment work during the 2017-18 academic year. We will gather data from students who are transitioning from college to the workforce or transferring to four-year institutions.

It is important to note that in the past two years some ILO assessment has focused on initial coursework (learning at the introductory level). Two ILO’s (Quantitative Literacy and Written Communication) have begun cross-curricular assessment. In 2017-2018, we expect all ILO’s will be assessed across the curriculum. We will continue to assess all ILO’s each academic year.

Annual Reports: Each sub-committee prepared a brief summary of their data collection process, instructor discussion of student strengths and weaknesses, recommendations for improving the assessment process, recommendations for improving student learning (their action plan), and their action plan implementation.

Rubrics: CASL leadership provided some suggestions near the end of the 2015-2016 academic year for ‘polishing the rubrics’ when the decision was made to use the terms, Introductory, Developing and Competent to describe student learning. This work was completed during the 2016-2017 academic year.
Challenges during the 2016-2017 Academic Year

**Shifting faculty perceptions**

- Assessment is for them (to inform their teaching) rather than about them (to evaluate their teaching).
- Collection of data from standardized tests, course-wide tests to collection of data from artifacts that reflect the learning of course objectives in the classroom.
- Assessment is an ongoing process.
- Student learning of ILO’s extends beyond general education courses that provide the foundation for students’ learning of ILO’s. Students learn the ILO’s at a deeper level and apply this knowledge in courses beyond the general education courses. Thus, assessment of ILO’s extends beyond general education requirements to cross-curricular assessment, which informs the teaching and learning of the ILO’s across the curriculum.
- Student Affairs staff perceptions that assessment is about collecting numbers of students involved in an activity and their satisfaction to gathering data on student learning of Co-Curricular learning outcomes (CLO’s)

**Interacting with faculty across the College**

- Extensive time commitment to accomplish
- Helping faculty understand the work especially those who have not participated in assessment projects in the past. This was most successful when we met one-on-one with faculty.

**Developing a time line that respects faculty teaching demands and enables the completion of assessment in a timely manner.**

**Finding ways to help students understand the ILO’s and goals for their learning.**

**Use of Strategic Planning On Line (SPOL) software for data storage but discovered it was cumbersome for faculty to use and the analyses it produced were difficult to interpret and, in most cases, inaccurate.**
Opportunities in the 2017-2018 Academic Year

- Continue our efforts to help faculty develop recognize that assessment is about helping students learn.
- Initiate Cycle 1 Co-Curricular projects and implement pilot action plans.
- Link assessment with planning and budgeting (Oral communications)
- Learn more about assessment and developing ways to improve student learning
- Embrace reliability and validity.
- Sharing projects that improve student learning with colleagues.
- Identify opportunities for programs in different disciplines to collaborate.
Assessment Timing Plan

The following graphic shows the activities we either have or plan to initiate in each academic year. We intend to introduce one new aspect of assessment during each academic that strengthens our understanding of assessment methods, increases the reliability and validity of our data, generates faculty conversations and innovate solutions to improve student learning.

### CASL Inquiry into Student Learning and Development

**Assessment Timing Plan**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pilot</strong></td>
<td>Institutional Outcomes: Formative data. Purpose: Walk through 3-step process.</td>
<td>Fall 15</td>
<td>Winter16</td>
<td>Winter17</td>
<td>Winter18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td><strong>Cycle #1</strong></td>
<td>Institutional Outcomes: Formative &amp; Summative. Pilot: Co-Curricular.</td>
<td>Fall 16</td>
<td>Winter17</td>
<td>Winter18</td>
<td>Winter19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A, B</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td><strong>Cycle #2</strong></td>
<td>Institutional Outcomes: Formative, Summative (Direct measures &amp; Survey) Group (Indirect measures). Co-Curricular: Cycle #1.</td>
<td>Fall 17</td>
<td>Winter18</td>
<td>Winter19</td>
<td>Winter20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A, B</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td><strong>Cycle #3</strong></td>
<td>Institutional Outcomes: Direct &amp; Indirect measures. Co-Curricular: Cycle #2.</td>
<td>Fall 18</td>
<td>Winter19</td>
<td>Winter20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A, B</td>
<td>B</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

**Abbreviations**

- A = Plan
- B = Collect Data
- C = Implement Action(s) (2 semesters)
- D = Collect Data based on Action(s) (2 semesters)
- E = Recommendations/New Action(s)

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