Committee for the Assessment of Student Learning (CASL)

Work Documents
Welcome to the Committee for the Assessment of Student Learning (CASL)!

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 2015-2016 academic year, we held a mini-conference focused on assessment. Our guest speaker, Barbara Walvoord, Professor Emerita, Notre Dame University, presented background on the increased call for assessment at higher education institutions and a model of assessment that addressed the needs of assessment for accrediting bodies and constituents that was rooted in teaching practice.

Shortly after the mini conference, CASL adopted 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 binder, we summarize the work of CASL to use Walvoord’s model to assess student learning of our outcomes. We thank HFC administrators 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:
Cynthia Scheuer, Debra Smith, and Deborah Zopf
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## Section 1: Assessment

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Definitions

What is Assessment?


What is the Purpose of Assessment?

“To understand how educational programs are working and to determine whether they are contributing to student growth and development” (Palomba & Banta, 2015, p. 2-3).

What is the Goal of Assessment?

“The goal of assessment is information-based decision making” (Walvoord, 2010, p.4).

Assessment is

- A natural, human, scholarly act
- A national education reform movement
- A collaboration built on trust and involvement

Assessment is NOT

- A way to evaluate individual faculty
- A way to hold faculty responsible for students' own shortcomings (Walvoord, 2010, pp. 2-4)

What are Walvoord’s Three Basic Steps of Assessment?

1. Identify learning outcomes
   What do we want our students to be able to know or do when they complete our program of study?

2. Gather information about how well students are achieving the outcomes and why

3. Use the information for improvement (action)
3-Step Assessment Process

Step One: Outcomes

**Defining Question:** What do we want our students to be able to know or do when they complete our program of study?

1. Identify the courses where our students learn the outcome.
2. Identify the courses where our students practice the outcome.
3. Align the course learning outcomes with our Institutional learning outcomes.
4. Identify existing assignments and tests that address the outcome (direct measure).
5. Choose a benchmark or standard (Quantitative: points, percentage, score, Likert scale; Qualitative: narrative) for the achievement of the outcome for each level of performance (Introductory, Developing, and Competent). Establish your benchmark based on expected work or academic standards of achievement in your industry or discipline.

6. Use a set of criteria or questions (your rubric) to evaluate student work.

7. Ask students what they thought they learned (indirect measure) using one of the following: student surveys, interviews, and/or focus groups asking three questions:
   a. How well did you achieve each of the following learning outcomes [use a scale such as “extremely well, very well, adequately, not very well, not at all”]
   b. What aspects of your education in this program (an Institutional Outcome is considered a program) helped you with your learning, and why were they successful?
   c. What might the program do differently that would help you learn more effectively, and how would these actions help? (Walvoord, 2015 Mini Conference material, p. 3).
Step Two: Information (Evidence)

Defining Question: What did you find out? How well are students achieving the outcome?

Identify a sample of student work to reach a reasonable conclusion about how well students are achieving the outcome. Make sure your sample reflect all your students.

“You are not trying to achieve the perfect research design. You are trying to gather enough data to provide a reasonable basis for action. You are looking for something to work on” (Walvoord, 2010, p.4).

1. Evaluate your students’ work using your rubric or a list of criteria or a common rubric. Identify student strengths and weaknesses (Walvoord, 2010, p.22).

2. Compare your results to your performance benchmark.

Look for common themes or difficulties that are mentioned most often (Walvoord, 2010, p. 23).

3. Organize the results for discussion with your team. Focus on the information you need for wise action.
Step Three: Action

Defining Question: How can we use the information to improve student learning?

1. Using the information collected, aggregated and organized in Step Two, the team will “interpret, prioritize and decide upon a sustainable, reasonable course of action to improve student learning” (Walvoord, 2010, p. 69).

2. For this further analysis and prioritizing, consider:
   a. What is most important?
   b. Which areas show the greatest problems with learning?

3. Propose “action(s) that seem likely to enhance student learning and that are feasible given the department’s resources” (Walvoord, 2010, p. 70).

4. Add your recommendations for improving student learning to your annual report.

5. Identify who will be responsible for implementing the action(s) and the implementation timing and suggested post implementation timing for data collection to determine the effectiveness of your action(s). Enter this information on your annual report.

Re-Assessment

1. Follow-up on how well your actions are achieving the intended result over time. Tobias, 1992 as cited in Walvoord, 2010, p. 70 reports that the successful preparation of undergraduates takes consistent, steady attention and action.

2. After your action(s) have been in place for at least one semester and you have collected data related to its effectiveness, describe what worked, what did not work, and what you will change based on the results. Enter this information on your annual report.

**Henry Ford College Mission Statement**

**Relationship to our Learning Outcomes**

Henry Ford College transforms lives and builds better futures by providing **outstanding education**. As a student-focused, evidence–based college, our success is measured by the success of our students.

<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. |
| We foster diversity, tolerance, understanding and acceptance to prepare learners to succeed in a global society. | **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 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. |
Institutional Learning Outcomes (Competency/Goal)*

Describe the desired knowledge, skills, and behaviors of a graduating student. Competencies commonly define applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.

Learning Outcome*

A very specific statement that describes exactly what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for a given competency.

Indicator*

Indicators are specific, measurable statements identifying student performance required to meet the outcome, confirmable through evidence. An indicator is used to translate the learning outcome into something measurable.

*Source: Higher Learning Commission
General Education*

General Education is the operationalization of Institutional Learning Outcomes OR the foundation for study in the major program.

<table>
<thead>
<tr>
<th>Credits</th>
<th>15</th>
<th>30</th>
<th>45</th>
<th>60</th>
<th>75</th>
<th>90</th>
<th>105</th>
<th>120</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA, AS, AGS</td>
<td>General Education</td>
<td>Core</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS, AB</td>
<td>General Education</td>
<td>Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>BS</td>
<td>General Education</td>
<td>Program</td>
<td></td>
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</tr>
</tbody>
</table>

Example*

**Goal:** Oral Communication

Institution Wide Student **Competency:** Students will communicate effectively.

Institutional Wide **Student Learning Outcome:** Students will be able to deliver an effective oral presentation.

**Note:** Programs interpret the competency in the context of their discipline and create their own indicator(s) related to oral communication.

*Source: Higher Learning Commission*
Assessment within the Disciplines

“General Education is not isolated from the disciplines (Weeks, 1996). It is the discipline-associated situation that governs the specifics of what are regarded, at a minimum, as good writing, speaking, and problem solving (Eder, p.138).”

Winthrop University wanted to assess aesthetic awareness as a learning outcome of its general education efforts. A team of six faculty members were selected to figure out a way to do this. The team included an architect, a musician, a poet, a historian, a painter, and a thespian.

The team returned with the following answer: “Regardless of our disciplines, we agree that one indicator of aesthetic awareness would be the capacity to interpret metaphor (p.139).”

Consequently, Winthrop realized that its general education students all took a course in literature, theatre, or art wherein they would encounter, respectively something on the order of Coleridge’s poem, Rime of the Ancient Mariner, a performance of Tchaikovsky’s ballet, Swan Lake or a copy of Rodin’s sculpture, The Thinker. The assessment task then became simply one of tapping into already-existing assignment opportunities that ask students to interpret the metaphors inherent in these media (p.141).

Assessment Indicators & Effective Assessment Practice

“The indicator concept is important in assessment. It is usually impossible actually to measure learning because what happens in the mind is fundamentally invisible. How does one know if a person is a “reflective critical thinker” or possesses “global awareness”? Truly, we cannot look at our students’ faces and “see it in their eyes.” Students have to construct something or behave overtly in order to make their learning visible.

Therefore, one can monitor student learning through an effective indicator, which is a product of student learning—an artifact yielded up by an assignment—or a student behavior [emphasis added]. The product or behavior serves as evidence that what is expected to be learned is actually being learned (p.141).”

“To be a useful as an indicator, a particular piece of data must communicate something important about what is happening in a complex domain” (Ewell & Jones, 1996 as cited in Eder, 2004, p.141).

Indicators are specific, measurable statements identifying student performance required to meet the outcome, confirmable through evidence. An indicator is used to translate the learning outcome into something measurable.

Source: Higher Learning Commission

How General Education Courses Differ from Institutional Learning Outcomes (ILO’s)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>General Education Courses</th>
<th>Institutional Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Category of courses that support a program of study and meet Michigan Transfer Agreement (MTA) requirements.</td>
<td>Skills and knowledge that every HFC graduate should possess; necessary for continuing their education, pursuing a career, living a life well lived. ILO’s are our educational promise to students.</td>
</tr>
<tr>
<td>What they do for students</td>
<td>Enable student course transfer to another higher education institution.</td>
<td>Develop competency in knowledge and skill recognized by other higher education institutions and employers.</td>
</tr>
<tr>
<td>How they work (where learning occurs)</td>
<td>Taught and practiced in the course.</td>
<td>Taught and practiced in many places:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• General Education courses to support MTA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Core courses in the program of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participation in Co-Curricular activities</td>
</tr>
</tbody>
</table>

Note: Curriculum is the heart of a student’s college experience. The curriculum is the college’s primary means of helping students develop in directions valued by its faculty (Diamond, 2008, p.314).

We define curriculum as a group of courses selected in a rational developmental sequence that carefully considers prerequisite knowledge to form a coherent curriculum based on the stated intended outcomes; Institutional Learning Outcomes (ILO’s) and Program Learning Outcomes (PLO’s), resulting in a degree or certificate.

Examples of what happens in practice

ILO: Written Communication

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Introductory</th>
<th>Developing (Application)</th>
<th>Competent (Capstone)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Education</td>
<td>ENG-131, 132</td>
<td>ENG-246 Children’s literature</td>
<td>EDU-201</td>
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<tr>
<td></td>
<td></td>
<td>PSY-256 Edu Psychology</td>
<td></td>
</tr>
<tr>
<td>Architecture/Construction Technology</td>
<td>ENG-131, 132</td>
<td>Lab projects; multiple courses</td>
<td>ACT-224 Construction project</td>
</tr>
</tbody>
</table>

Reference

Assessment Path from Outcomes to Implementation

Institutional Learning Outcomes (ILO’s) from Faculty Senate Program Learning Outcomes (PLO’s) from Lead Faculty

To CASL

Institutional Learning Sub-Outcomes in Rubric Format Program Learning Outcomes

Faculty Collect Data

Program Leads & ILO Faculty Team Leads

Reflect & Analyze Faculty Data

Annual Action & Implementation Plan

CASL Committee

Program Leads & ILO Faculty Team Leads

Review Plan & Provide Feedback*

Make Revisions

Share Plan w/College & Community via Spotlight on Program Improvements for the Future (SPIF)**

Inform & Respond

Program Leads & Faculty Team Leads

Final Action & Implementation Plan

Continuous Improvement

This flowchart shows the operationalization of our Institutional Learning Outcomes (ILO’s), Program and Co-Curricular Learning Outcome Assessment process

*ILO’s: Annually Programs: 2-3 year cycle

* ILO’s: 2-3 year cycle

**ILO’s: 2-3 year cycle Programs: 5 year cycle

** ILO’s: 2-3 year cycle Programs: 5 year cycle
Walvoord System of Institutional Learning Outcome (ILO) Assessment

**Decisions:** Decision makers: e.g., provost, faculty senate, deans

**Digestion:** Assessment committee, Institutional Research, and others
Analyze data and make recommendations

**Digestion and Decisions**
Departments or programs that offer general education courses. Each analyzes its data and takes action. Each submits a two-page report to the 'digestion' centers

**Data**
- Student Classroom work
- Student surveys, focus groups, or interviews administered by the department in its general education course
- Institution-wide student survey
- Other institution-wide data beyond the simplest system: e.g., standardized test, portfolios, alumni surveys, retention data

CASL Member Roles and Responsibilities

Co-Chairpersons

1. Meet quarterly with the College President.
2. Meet regularly with the Vice President of Academic Affairs.
3. Plan and maintain the CASL Budget.
4. Plan and Chair CASL meetings.
5. Continuing Education
   a. Acquire, maintain & share knowledge about Higher Learning Commission (HLC) Accreditation requirements.
   b. Acquire, maintain & share current best practices for assessment in Higher Education.
6. Provide oversight to ensure that our work aligns with all HLC requirements.
7. Coordinate assessment activities using project management best practices.
   a. Meet with Outcome work teams to:
      i. Review assessment plans, results, action plans
      ii. Discuss successes and challenges
      iii. Make recommendations for future work
      iv. Answer any questions or concerns as they arise
   b. Meet with Program Coordinators to:
      i. Review program learning outcomes, benchmarks, etc.
      ii. Review assessment plans, results, action plans
      iii. Make recommendations for future work
      iv. Answer any questions or concerns as they arise
8. Promote and maintain College-wide communication about assessment
   a. Faculty Senate
   b. Faculty Organization
   c. Division meetings
   d. Faculty forums
   e. Student directed communications
9. Coordinate Professional Development activities
   a. Identify topics
   b. Arrange for speaker(s)
   c. Organize event(s)
   d. Gather feedback and report on event success
10. Coordinate Assessment Day activities using project management best practices.
    a. Select outcome(s) for college-wide report.
    b. Share report format & timing with outcome representative(s).
    c. Follow-up with outcome representative(s) to ensure that Assessment Day feedback is addressed in the final outcome action and implementation plan.
Co-Chairpersons-Continued

11. Outcome Action Plan Implementation
   a. Prepare a CASL Committee response to the two-page outcome reports from the sub-committees that includes a summary of the recommended actions and implementation timing. This is the report that will be shared with Faculty Senate, Faculty Organization, Administration and the Higher Learning Commission.
   b. Track outcome implementation plans progress and report status.

Division Representatives

1. Attend CASL meetings.
3. Contribute to conversations about assessment.
4. Recruit faculty to participate in assessment for Institutional Learning Outcomes.
5. Keep Division informed about assessment activities.
6. Share Division information and concerns about assessment activities with CASL.

Program Representatives

1. Attend CASL meetings.
3. Contribute to conversations about assessment.
4. Assist Program Leads with assessment process.
   a. Identify artifacts (student classroom work) that reflect student learning of outcome
   b. Choose a benchmark or standard.
   c. Gather data from these artifacts (assignments, tests, etc.).
   d. Analyze data (compare your results to the benchmark).
   e. Reflect on results (look for student strengths & weaknesses).
   f. Prepare a report on results.
   g. Suggest an action plan based on the results.
5. Keep Program informed about assessment activities.
6. Share Program information and concerns about assessment activities with CASL.
7. Attend Assessment Day to support program faculty.
   a. Share Assessment Day feedback with CASL and work team.
   b. Support Program Leads in revising the action & implementation plan based on Assessment Day feedback, if necessary.
Institutional Learning Outcome Representative/Work Team Lead

1. Attend CASL meetings.
   a. Report work of work team to CASL committee.
   b. Contribute to the development of assessment plans.
2. Serve as work team lead.
3. Recruit faculty to participate in assessment for the Institutional Learning Outcome with the support of their AD.
4. Discuss / help faculty understand the outcome assessment process.
   a. Identify artifacts (student classroom work) that reflect student learning of outcome.
   b. Choose a benchmark or standard.
   c. Gather data from these artifacts (assignments, tests, etc.).
   d. Analyze data (compare your results to the benchmark).
   e. Reflect on results (look for student strengths & weaknesses).
   f. Prepare a report on results.
   g. Suggest an action plan based on the results
5. Hold work team meetings.
   a. Review individual outcome reports from faculty.
   b. Interpret, prioritize and decide on action(s) to improve student learning.
   c. Request additional information if needed from the Department or Division.
   d. Create final report (action and implementation plan).
   e. Make recommendations for future assessment projects.
   f. Review and modify rubrics based on your data analysis.
   g. Modify the data collection process if needed.
6. Submit your Action and Implementation plan to CASL.
   a. Incorporate CASL feedback as necessary.
7. Attend Assessment Day to share your Action & Implementation plan.
   a. Share Assessment Day feedback with CASL and the work team.
   b. Revise action & implementation plan based on Assessment Day feedback, if necessary.
Academic Year Assessment Timeline

Fall Semester Actions & Deliverables

September

☐ Review the prior academic year annual report. Note any proposed changes to the assessment process so they can be addressed with your work team.

☐ Highlight the actions requiring implementation during the current academic year. These actions are your agenda items for your work team meeting.

☐ Contact the person responsible for action implementation and invite them to your October work team meeting.

☐ Schedule a meeting with your work team for October. Prepare an agenda.

October

☐ Work Team meeting #1: Suggested Agenda
  - Discuss action plan implementation assignments.
  - Identify the learning outcomes to be assessed.
  - Identify what specifically you are interested in knowing, discovering or confirming about student learning associated with the learning outcome(s).
  - Discuss the kind of data needed (formative or summative or both) to answer the question.
  - Ask for volunteers to recruit faculty for data collection.

☐ Post meeting minutes on the CASL website.
  - Format: CSC_Minutes_10 05 17   Graphic Design_Minutes_10 05 17

November

☐ Continue faculty recruitment for winter assessment work.

☐ Share assessment projects at Division & Department meetings

☐ Follow up with your Work Team members. Record the names of the faculty who will be collecting data for both fall & winter semesters.

☐ Prepare a progress report for CASL. Identify areas where you need assistance from your CASL colleagues.

December

☐ Report your progress. Share your action plan implementation progress & your data collection plan progress with CASL.

**Deliverables:** Action Plan (from previous academic year) Implementation & Data Collection Plan implementation.

**Supporting documents:** Meeting minutes, data collection record, CASL progress report.
Academic Year Assessment Timeline

Winter Semester Actions & Deliverables

January
- Contact instructors who collected data in the fall to obtain their results & supporting narrative
  - Were the results as expected?
  - Was the instructor surprised by any of the findings?
  - How will the instructor address what was learned?
  - What changes or improvements do the findings suggest?
  - Are any resources needed to successfully implement such changes or improvements (for example, staffing, equipment, software, etc.)?
  - If the instructor were to use this assessment plan again, what, if anything, would they do differently?
- Follow up with your working team members. Record the names of the faculty who will be collecting data for winter semester. Remind volunteers to gather data.

February
- Continue faculty recruitment for winter semester
- Organize fall data for discussion with your work team
  - Look for common themes or difficulties mentioned most often.
  - What is most important?
- Share assessment projects at Division & Department meetings

March
- Schedule a work team meeting for March. Prepare an agenda.
- Work Team meeting #2
- Using your fall data summary reports (instructor data & narratives) begin populating the annual report.
- Post your meeting minutes on the G:Drive
- Prepare a progress report for CASL. Identify areas where you need assistance from your CASL colleagues.

April
- Report your progress. Share your action plan implementation progress & your data collection plan progress with CASL.
- Schedule a Work Team meeting #3 for April or May to add your winter data and analysis to your Annual report.
  - For your prior academic year action implementation, record the effectiveness of your actions in Section 7.

Note: The Annual report (deliverable) is due at the end of May.

Supporting documents: Meeting minutes, data collection records, CASL progress report.
Academic Year Assessment Timeline
Fall Semester Actions & Deliverables - Programs

September
- **Review the prior academic year annual report.** Note any proposed changes to the assessment process and address them with your program faculty.
- **Highlight the actions requiring implementation** during the current academic year. These actions are your discussion items for your program faculty.
- **Contact the person responsible for action implementation** to be sure they are prepared to put the action in place.
- **Schedule a meeting with faculty affiliated with your program in October.** Prepare an agenda.

October
- **Program faculty meeting #1: Suggested Agenda**
  - Discuss your action plan implementation assignments from prior academic year.
  - Discuss the Program Learning Outcomes (PLO’s) and the Institutional Learning Outcomes (ILO’s) to be assessed during this academic year.
    - Identify what specifically you are interested in knowing, discovering or confirming about student learning associated with the learning outcome(s).
    - Discuss the kind of data needed (formative or summative or both) to answer your question about student learning.
    - Record the names of the faculty who will be collecting data for this academic year.

November
- **Share your Institutional Learning Outcome data collection plans with the ILO lead.**
- **Share your assessment projects at School and Department meetings.**

December
- **Follow up with faculty involved in program and ILO assessment.**
- **Share your progress.** Share your action plan implementation progress & your data collection plan progress with your program faculty.

**Deliverables:** Action Plan (from previous academic year) Implementation details.

**Supporting documents:** PLO 5-Year plan data collection details for this academic year, ILO Data Summary Sheet.
January

☐ Contact instructors who collected data in the fall to obtain their results & supporting narrative
  • Were the results as expected?
  • Was the instructor surprised by any of the findings?
  • How will the instructor address what was learned?
  • What changes or improvements do the findings suggest?
  • Are any resources needed to successfully implement such changes or improvements (for example, staffing, equipment, software, etc.)?
  • If the instructor were to use this assessment plan again, what, if anything, would they do differently?
☐ Follow up with your program faculty collecting data for winter semester.

February

☐ Organize fall data for discussion with program faculty
  • Look for common themes or difficulties mentioned most often.
  • What is most important?
☐ Share assessment projects at School & Department meetings

March

☐ Contact instructors who collected data in the winter to obtain their results & supporting narrative.
☐ Share progress. Identify areas where you need assistance from your CASL colleagues.

April

☐ Organize fall and winter data for discussion with your program faculty
☐ Schedule a program faculty meeting for April or May
  • Using your fall and winter data, summary reports (instructor data & narratives) begin populating the annual report.
  • For your prior academic year action implementation, record the effectiveness of your actions in Section 7 of the corresponding report.

Note: The Annual report is due at the end of May.

Deliverables: Annual report and the Closing the Loop report for the prior academic year
Supporting documents: PLO 5-Year plan data results for this academic year, ILO Data Summary.
Assessment:
What do we need?

Institutional Learning Outcomes (ILO)

- ILO assessment in the discipline

- ILO cross-curricular assessment

Program Learning Outcomes (PLO)

- PLO assessment in the program

- ILO cross-curricular assessment

Cross-curricular assessment occurs when the student is being assessed over skills taught in multiple subject areas.

For example, mathematics knowledge through graphic representation and their ability to describe math in writing/paragraph form. In a Social Studies course, the student is able to share their knowledge of how math is used in different types of cultural art.
### 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>Pilot</td>
<td>Institutional Outcomes: Formative data. Purpose: Walk through 3-step process.</td>
<td>A</td>
<td>B</td>
<td>C Division discussion</td>
<td>D</td>
</tr>
<tr>
<td>Cycle #1</td>
<td>Institutional Outcomes: Formative &amp; Summative. Pilot: Co-Curricular.</td>
<td>A, B</td>
<td>B</td>
<td>C Action(s) Implementation</td>
<td>D</td>
</tr>
<tr>
<td>Cycle #2</td>
<td>Institutional Outcomes: Formative, Summative (Direct measures) &amp; Survey and/or Focus Group (indirect measures). Co-Curricular: Cycle #1.</td>
<td>A, B</td>
<td>B</td>
<td>C Action(s) Implementation</td>
<td>D</td>
</tr>
<tr>
<td>Cycle #3</td>
<td>Institutional Outcomes: Direct &amp; Indirect measures. Co-Curricular: Cycle #2.</td>
<td>A, B</td>
<td>B</td>
<td>C Action(s) Implementation</td>
<td>D</td>
</tr>
</tbody>
</table>

**Note 1:** Committee for the Assessment of Student Learning (CASL): Adopted Walvoord’s* 3-step assessment process (Plan, Collect Data, Implement Actions) to inform our assessment-driven, information-based decision making. This process was also recommended by the Higher Learning Commission Assessment Academy Roundtable mentor.

**Note 2:** CASL Programs follow the same 3-step process on a 5-year review cycle.

### 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)

---

Assessment Projects: 2015 - 2020

Indirect Assessment

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ILO's - Pilot</td>
<td>ILO's - Cycle 1</td>
<td>ILO's - Cycle 2</td>
<td>ILO's - Cycle 3</td>
<td>ILO's - Cycle 4</td>
</tr>
<tr>
<td>Programs-Year 1</td>
<td>Programs-Year 2</td>
<td>Programs-Year 3</td>
<td>Programs-Year 4</td>
<td>Programs-Year 5</td>
</tr>
<tr>
<td>Co-Curricular - Pilot</td>
<td>Co-Curricular - Cycle 1</td>
<td>Co-Curricular - Cycle 2</td>
<td>Co-Curricular - Cycle 3</td>
<td>Co-Curricular - Cycle 3</td>
</tr>
</tbody>
</table>

ILO's = Institutional Learning Outcomes
# Glossary of Terms

<table>
<thead>
<tr>
<th>Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>A disciplined process of inquiry conducted by and for those taking action. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions.</td>
</tr>
<tr>
<td><strong>Source:</strong> Sagor (2000).</td>
</tr>
<tr>
<td>Action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the “research.”</td>
</tr>
<tr>
<td>Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement.</td>
</tr>
<tr>
<td>Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change.</td>
</tr>
<tr>
<td><strong>Source:</strong> Ferrance (2000).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise and resources available, in order to inform decisions that affect student learning.</td>
</tr>
<tr>
<td><strong>Source:</strong> Walvoord, (2010).</td>
</tr>
<tr>
<td>Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development</td>
</tr>
<tr>
<td><strong>Source:</strong> Palomba &amp; Banta, (1999).</td>
</tr>
</tbody>
</table>
### Assessment Continued

Assessment is the ongoing process of:

- Establishing clear, measurable expected outcomes of student learning
- Ensuring that students have sufficient opportunities to achieve those outcomes
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches your expectations.
- Using the resulting information to understand and improve student learning.

**Source:** Suskie, (2010).

### Co-Curricular Assessment

Co-curricular programs “are suited to the institution’s mission and contribute to the educational experience of its students” (Higher Learning Commission Accreditation criteria, 3.E.1).

Co-curricular activities must be academically related, and not part of a course at HFC. Co-curricular activities enable student intellectual, social, emotional, moral and aesthetic development.

Learning is a process based on three interdependent student experiences: Mastering academic content and processes, student development and identity formation (Mundhenk, n.d.).

Co-Curricular assessment addresses student development and identity formation.

**Source:** Mundhenk, Robert (n.d.) Assessing Co-Curricular Learning. PowerPoint presentation. Note: Robert Mundhenk is a Higher Learning Commission visiting scholar.
Competent

Having the necessary ability or skills: able to do something well or well enough to meet a standard.

**Related Words:** ACCOMPLISHED, ACE, ADEPT, EXPERIENCED, EXPERT, MASTER, MASTERFUL, PRACTICED, PROFICIENT, SEASONED, SKILLED, SKILLFUL.

**Source:** Webster Merriam online dictionary.

Cross-Curricular Assessment

Cross-curricular assessment occurs when the student is being assessed over skills taught in multiple subject areas.

For example, mathematics knowledge through graphic representation and their ability to describe math in writing/paragraph form. In a Social Studies course, the student is able to share their knowledge of how math is used in different types of cultural art.

**Source:** Retrieved from: https://prezi.com/k9bzieczq3os/cross-curricular-assessment/

A cross-curricular approach to teaching is characterized by sensitivity towards, and a synthesis of, knowledge, skills and understandings from various subject areas. These inform an enriched pedagogy that promotes an approach to learning which embraces and explores this wider sensitivity through various methods.

**Source:** Retrieved from: http://www.jsavage.org.uk/research/cross-curricular-teaching-and-learning-5-definitions/

Data

Facts or pieces of information about something. Existing knowledge or information is represented in some form suitable for use. It can be qualitative (your notes or observations) or quantitative (numbers).

**Source:** Wikipedia.
| **Developing** | Growing stronger or becoming more advanced; to create (something) over a period of time, to work out the possibilities, to produce or bring about especially by long or repeated effort.  
**Source:** Webster Merriam online dictionary. |
|---|---|
| **Formative Assessment** | All those activities undertaken by teachers, and/or by students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.  
**Source:** Dylan Wiliam as cited in Black and Wiliam, 1998. |
| **Formative Assessment Continued** | Formative assessment:  
- Monitors student learning  
- Provides feedback used by instructors to improve their teaching and enable student learning  
- Helps students identify their strengths and weaknesses  
- Helps faculty recognize where students are struggling  
- Low stakes  
**Source:** Retrieved from: https://www.cmu.edu/teaching/assessment/basics/formative-summative.html |
| **General Education** | General Education is the operationalization of institutional outcomes OR the foundation for study in the major program.  
**Source:** Higher Learning Commission. |
| **Higher Learning Commission Academy Roundtable** | HFC is participating in a four year, mentor facilitated program. This program helps HLC- accredited institutions define, develop and implement comprehensive strategies for institutional improvement  
**Source:** Higher Learning Commission. |
| Indicator | Indicators are specific, measurable statements identifying student performance required to meet the outcome, confirmable through evidence. An indicator is used to translate the learning outcome into something measurable.  
**Source:** Higher Learning Commission. |
|---|---|
| Institutional Learning Outcome | Describes the desired **knowledge, skills, and behaviors** of a graduating student.  
Competencies commonly define applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.  
**Source:** Higher Learning Commission. |
| Introductory | Providing basic information about a subject, of, relating to, or being a first step that sets something going or in proper perspective. Introduce to put something into use for the first time, or to put something into a new place.  
**Source:** Webster Merriam online dictionary. |
| Learning | Learning is the relatively permanent change in knowledge or behavior due to experience.  
**Source:** Mayer, 2002, as cited in Richey, Klein & Tracey, 2011. |
| Learning Outcome | A very specific statement that describes exactly what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for a given competency.  
**Source:** Higher Learning Commission. |
### Program Learning Outcome

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

They are focused on the results of student learning. They are closely linked to the credential framework and program standards set by the college.

**Source:** Shirley Lesch, Brown College. Retrieved from: [http://liad.gbrownc.on.ca/programs/InsAdult/currlo.htm](http://liad.gbrownc.on.ca/programs/InsAdult/currlo.htm)

### Project

A project is a temporary endeavor undertaken to create a unique product, service or result. Projects are collaborative, have one deliverable, are unique, use resources (people) and have a clear beginning and end.

**Source:** Project Management Institute, (2013).

### Reliability

Reliability refers to the stability or consistency of assessment information, that is, whether it is typical of student behavior.

It is concerned with this question: “how consistent or typical of students’ behavior is the assessment information I have gathered?”

A rubric is a scoring tool that lays out the specific expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of the parts.

Rubrics:
- Help students understand expectations. A rubric lists what students need to include in the assignment, and specifies the level of quality for each element.
- Inspires better student performance
- Makes scoring easier and faster
- Makes scoring more accurate, unbiased and consistent
- Improves communication with students
- Reduces arguments with students
- Encourages critical thinking
- Simplifies complex concepts
- Provides meaningful, clear, timely feedback

**Source:** Stevens & Levi, (2005).

A sub-outcome (or enabling outcome) is simply a component of the overall outcome. Sub-outcomes provide specific detail required to clarify or fully define a general outcome statement.

**Source:** BYU-Idaho.
## Summative Assessment

Assessments that provide evidence of student achievement for the purpose of making a judgement about student competence or program effectiveness.

- Evaluates student learning at the end of instruction by comparing it to a standard or benchmark
- High stakes


## Three-Step Process

1. Articulate learning goals [outcomes]
   “When students complete this [course, major, gen-ed program] we want them to be able to…”

2. Gather information [evidence] about how well students are achieving the goals and why

3. Use the information for improvement [action]


## Validity

Validity refers to the decisions that are made from assessment information. The extent to which a decision is valid depends on the extent to which the assessment information is sufficient for making a given decision.

It is concerned with this question: “am I collecting the right information for the decision I want to make?”

Assessment Bibliography


Section 2
Institutional Learning Outcomes
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CASL Charge/Purpose

The purpose of assessment at Henry Ford College is to gather information on student learning that can be used to increase students’ academic achievement. The college’s efforts to improve student learning through instructional or curricular changes are to be informed in part by effective assessment procedures.

The primary charges of the Committee for the Assessment of Student Learning: Institutional Learning Outcomes are to recommend policies and procedures to the Senate and College Organization for the assessment of student learning related to Institutional Learning Outcomes and to inform and support the implementation of the policies and procedures by faculty and administrators. This committee will further be responsible for the coordination and supervision of assessment for the purpose of improving student learning and achievement. It will oversee all activities that relate to formal instructional assessment of institutional outcomes at the college and shall report to the Senate.

Institutional Learning Outcomes

Civil Society and Culture—U.S. and Global

- Compare and contrast the United States with other nations or world regions
- Address social (economic, political and cultural) issues, patterns of diversity, or aspects of inequality.

Communication

- Effectively communicate ideas appropriate to their discipline using Standard English, through written and verbal [oral] communication.

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.

Critical Thinking and Information Literacy

- Demonstrate the ability to analyze and 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 informal and formal formats, as appropriate for diverse writing situations.

Quantitative Literacy

- Apply quantitative skills to analyze situations.
- Make decisions in a variety of contexts.
Committee for the Assessment of Student Learning (CASL)
Institutional Learning Outcomes-Rubrics
Winter 2017

Civil Society and Culture
Communication - Written
Communication – Oral
Computer Technology
Critical Thinking and Information Literacy
Quantitative Literacy
## Civil Society and Culture Rubric

**Institutional Learning Outcome:** 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.

<table>
<thead>
<tr>
<th>Sub-Outcome</th>
<th>Introductory</th>
<th>Developing</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare and contrast the United States with other nations or world regions.</td>
<td>Student <em>demonstrates limited comparative knowledge</em> of different societies, cultures and/or regions.</td>
<td>Student <em>demonstrates basic knowledge</em> of different societies, cultures and/or regions.</td>
<td>Student <em>demonstrates in depth knowledge</em> of different societies, cultures and/or regions.</td>
</tr>
<tr>
<td>2. Address social (economic, political and cultural) issues, patterns of diversity, or aspects of inequality.</td>
<td>Student demonstrates limited ability to examine different patterns of diversity, or aspects of inequality.</td>
<td>Student demonstrates basic ability to examine different patterns of diversity, or aspects of inequality.</td>
<td>Student demonstrates in depth ability to examine different patterns of diversity, or aspects of inequality.</td>
</tr>
</tbody>
</table>
# Written Communication Rubric

**Institutional Learning Outcome:** Students will effectively communicate ideas appropriate to their discipline using Standard English, through written and verbal communication.

<table>
<thead>
<tr>
<th>Sub-Outcome</th>
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<th>Developing</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write clear and concise sentences using standard American English with appropriate syntax and mechanics.</td>
<td>Sentences are often not clear and/or concise; word choices may be inappropriate or vague; errors in syntax, grammar, spelling, and/or punctuation impede clear communication.</td>
<td>Sentences are sometimes not clear and/or concise; word choices may be inappropriate or vague; errors in syntax, grammar, spelling, and/or punctuation are common but do not impede clear communication.</td>
<td>Sentences are mostly clear and concise; word choices are generally precise and appropriate; errors in syntax, grammar, spelling, and/or punctuation are uncommon and do not impede clear communication.</td>
</tr>
<tr>
<td>2. Provide ideas, information, and examples to support the main ideas and theme/thesis of the writing project.</td>
<td>Supporting evidence is mostly insufficient; ideas lack development; specific examples and information are not provided.</td>
<td>Supporting evidence is inconsistently sufficient; some ideas lack development; few examples and little information are provided.</td>
<td>Supporting evidence is mostly sufficient; ideas are mostly well developed; examples and information are provided.</td>
</tr>
<tr>
<td>3. Write paragraphs that demonstrate unity and coherence.</td>
<td>Paragraphs/parts of the writing project are often not unified with the theme/thesis of the project; paragraphs mostly lack internal unity; the writing project is poorly organized and lacks connecting devices, impeding clear communication.</td>
<td>Paragraphs/parts of the writing project are inconsistently unified with the theme/thesis of the project; paragraphs are inconsistently unified internally; the writing project has some clear organization but often lacks connecting devices.</td>
<td>Paragraphs/parts of the writing project are mostly unified with the theme/thesis of the project; paragraphs are mostly unified internally; the writing project is well organized and uses appropriate connecting devices.</td>
</tr>
<tr>
<td>4. Use a writing style that is appropriate for the intended audience and purpose of the writing project.</td>
<td>Tone, word choice, and/or use of rhetorical modes (e.g., comparison/contrast, classification/division, definition, cause/effect, argumentation), are inconsistent and inappropriate for the intended audience and purpose.</td>
<td>Tone, word choice, and/or use of rhetorical modes (e.g., comparison/contrast, classification/division, definition, cause/effect, and argumentation) are sometimes inconsistent and inappropriate for the intended audience and purpose.</td>
<td>Tone, word choice, and use of rhetorical modes (e.g., comparison/contrast, classification/division, definition, cause/effect, and argumentation) are mostly consistent and appropriate for the intended audience and purpose.</td>
</tr>
<tr>
<td>Oral Communication Rubric</td>
<td>Competent</td>
<td>Developing</td>
<td>Introductory</td>
</tr>
<tr>
<td>---------------------------</td>
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<td>-------------</td>
</tr>
<tr>
<td><strong>1. Content Selection</strong></td>
<td>Student selected a highly relevant topic for the audience.</td>
<td>Student effectively applied scholarly research to support the main ideas of the presentation.</td>
<td>Student provided substantial context (ideas, information, and examples) to support the main points and theme.</td>
</tr>
<tr>
<td><strong>2. Organization</strong></td>
<td>The student had a strong introduction (attention getter and preview) consisting of a question, a quote, statistics, story, etc.</td>
<td>The student had a clear outline with a strong and logical organizational pattern, and relevance of examples.</td>
<td>The student had a clear conclusion (restatement of central idea, importance, and memorable ending).</td>
</tr>
</tbody>
</table>

Institutional Learning Outcome: Students will effectively communicate ideas appropriate to their discipline using Standard English, through written and oral communication.
### Oral Communication Rubric - continued

<table>
<thead>
<tr>
<th>Sub-Outcome</th>
<th>Introductory</th>
<th>Developing</th>
<th>Competent</th>
</tr>
</thead>
</table>
| 3. Delivery (verbal and non-verbal) | Student demonstrated a lack of confidence and no enthusiasm.  
Some inappropriateness of pronunciation, volume, pitch, inflection, rambling of words, or awkward pauses was noticeable, which hindered oral delivery.  
Minimum effort on the delivery was observed.  
The student read major portions of the speech.  
The student exhibited poor body movement and gestures. | Student demonstrated fair amount of confidence and low enthusiasm.  
Appropriate pronunciation, volume, pitch, inflection, and rate were noticeable.  
Student had a few awkward pauses or vocalized fillers, which were not distracting.  
Body movement and gestures were usually natural, appropriate, and relaxed. | Student demonstrated high confidence, enthusiasm, clear articulation, consistent eye contact, pronunciation, volume, pitch, inflection, and rate throughout.  
The student spoke fluently and knew material well enough to paraphrase most of the message.  
The overall delivery was natural, appropriate, conversational, and relaxed.  
The student exhibited relaxed, natural, and appropriate body movement and gestures. |
## Computer Technology Rubric

**Institutional Learning Outcome:** Students will demonstrate skills for computer technology, including Internet, network and advanced file operations. Skills will include organizing, managing, and presenting data using office productivity software. Students will also identify security and integrity threats and identify unethical actions within their social or professional environments.

<table>
<thead>
<tr>
<th>Sub-Outcome</th>
<th>Introductory</th>
<th>Developing</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Operate basic PC hardware, including common input, output, and storage devices.</td>
<td>Student is able to operate PC hardware, including common input, output, and storage devices at a basic level.</td>
<td>Student is able to operate PC hardware, install and configure common input, output, and storage devices.</td>
<td>Student is able to skillfully operate, install, configure, and troubleshoot PC hardware, including common input, output, and storage devices.</td>
</tr>
<tr>
<td>2. Perform file management tasks, including finding, organizing, saving, zipping, and printing files locally and remotely (e.g. network, cloud, etc.) and in a variety of common formats.</td>
<td>Student is able to perform basic file operations but is not proficient with file management tasks that include finding (e.g. using search techniques), organizing (e.g. using/creating folder structures on various drives), but not saving, zipping, and printing files. Additionally, the student is able to perform basic file operations at a basic level, but is not able to apply skills in various locations (e.g. network, cloud, desktop) and in a variety of common file formats.</td>
<td>Student can perform basic file operations (e.g. deleting, copying and moving a file) but is less than proficient with file management tasks that include finding (e.g. using search techniques), organizing (e.g. using/creating folder structures on various drives), saving, zipping, and printing files. Additionally, the student may be able to accomplish some of these skills in various locations (e.g. network, cloud, desktop) and in a variety of common file formats.</td>
<td>Student is able to proficiently perform file management tasks that include finding (e.g. using search techniques), organizing (e.g. using/creating folder structures on various drives), saving, zipping, and printing files. Additionally, the student is able to proficiently do these skills in various locations (e.g. network, cloud, desktop) and in a variety of common file formats.</td>
</tr>
<tr>
<td>3. Perform email operations, including composing, sending, opening, organizing, and attaching files.</td>
<td>Student is able to perform basic email operations, including composing but not send, open, organize, and attach files.</td>
<td>Student can perform email operations, including composing, sending, opening, organizing, and attaching files.</td>
<td>Student is able to proficiently perform email operations, including composing, sending, opening, organizing, and attaching files in a variety and more advanced ways.</td>
</tr>
<tr>
<td>4. Locate reliable information on the Internet, identify appropriate search terms, download files, and use a search engine effectively.</td>
<td>Student is able locate some reliable information on the Internet, identify simplistic search terms, download files, and use a search engine effectively at a basic level.</td>
<td>Student can locate reliable information on the Internet, identify appropriate search terms, download files, and use a search engine effectively.</td>
<td>Student is able to proficiently locate reliable information on the Internet, identify appropriate search terms, download files, and use a search engine effectively and in a variety and more advanced ways.</td>
</tr>
</tbody>
</table>
## Computer Technology Rubric-Continued

<table>
<thead>
<tr>
<th>Sub-Outcome</th>
<th>Introductory</th>
<th>Developing</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize common threats to computer security and privacy, such as viruses, phishing, and identity theft; and identify methods of prevention, including modifying account settings.</td>
<td>Student is able to recognize simple, common threats to computer security and privacy. The student is able to identify simple methods of prevention, which may include modifying account settings.</td>
<td>Student can recognize common threats to computer security and privacy. The student can identify rudimentary methods of prevention, including modifying account settings.</td>
<td>Student is able to proficiently recognize common threats to computer security and privacy, such as viruses, phishing, and identity theft; and identify methods of prevention, including modifying account settings.</td>
</tr>
<tr>
<td>2. Use word processing functions to create, format, and configure a document.</td>
<td>Student is able to create (e.g. edit, navigate, copy/paste, find/replace, headers/footers, insert pages, insert illustrations, and spell check at a basic level. Student can apply default format (e.g. font styles, margins, alignment, etc.) to the document, and configure (e.g. print/save to different formats, use templates) a document at a basic level.</td>
<td>Student can create (e.g. edit, navigate, copy/paste, find/replace, headers/footers, insert pages, insert illustrations, spell check, tables, lists, etc.), format (e.g. font styles, margins, alignment, etc.), and configure (e.g. print/save to different formats, use templates) a document.</td>
<td>Student is able to proficiently create (e.g. edit, navigate, copy/paste, find/replace, headers/footers, insert pages, insert illustrations, spell check, tables, lists, etc.), format (e.g. font styles, margins, alignment, etc.), and configure (e.g. print/save to different formats, use templates) a document in a variety and more advanced ways.</td>
</tr>
<tr>
<td>3. Use a spreadsheet application to create, format, and configure a spreadsheet that incorporates basic formulas and functions.</td>
<td>Student is able to create a spreadsheet with basic information, with default formatting (e.g. currency, merge/center, etc.). The student can configure the document (e.g. print/save to different formats, use templates), including working with data (e.g. sorting, filtering, formulas, functions, graphs/charts) at a basic level.</td>
<td>Student can create a spreadsheet, with formatting (e.g. currency, merge/center, etc.), configuring (e.g. print/save to different formats, use templates), including working with data (e.g. sorting, filtering, formulas, functions, graphs/charts).</td>
<td>Student is able to proficiently create, format (e.g. currency, merge/ center, etc.), and configure (e.g. print/save to different formats, use templates) a spreadsheet, including working with data (e.g. sorting, filtering, formulas, functions, graphs/charts).</td>
</tr>
</tbody>
</table>
## Computer Technology-Continued

<table>
<thead>
<tr>
<th>Sub-Outcome</th>
<th>Introductory</th>
<th>Developing</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use a presentation application to create, format, view, and configure a slideshow.</td>
<td>Student is able to create a presentation and can apply default formatting (e.g. slide layouts, adding multimedia, animations, etc.), viewing (e.g. slide sorter, notes page, etc.), and configuring (e.g. print/save to different formats, use templates) a slideshow at a basic level.</td>
<td>Student can create a presentation, with formatting (e.g. slide layouts, adding multimedia, animations, transitions, table/charts, etc.), viewing (e.g. slide sorter, notes page, etc.), and configuring (e.g. print/save to different formats, use templates) a slideshow.</td>
<td>Student is able to skillfully create, format (e.g. slide layouts, adding multimedia, animations, transitions, table/charts, etc.), view (e.g. slide sorter, notes page, etc.) and configure (e.g. print/save to different formats, use templates) a slideshow.</td>
</tr>
<tr>
<td>2. Identify issues and make recommendations related to computer ethics and netiquette, including social media and its impact on personal life and their professional career.</td>
<td>Student is able to identify and recognize simple issues and understand basic recommendations related to ethics (e.g. copyright, theft, privacy) and netiquette (e.g. online behavior, language) including using social media and its impact on personal life and professional career.</td>
<td>Student is able to identify issues that are more complicated and recommendations related to ethics (e.g. copyright, theft, privacy) and netiquette (e.g. online behavior, language) including using social media and its impact on personal life and professional career.</td>
<td>Student is able to competently identify and apply issues and recommendations related to ethics (e.g. copyright, theft, privacy) and netiquette (e.g. online behavior, language) including using social media and its impact on personal life and professional career.</td>
</tr>
</tbody>
</table>
**Critical Thinking/Information Literacy Rubric (adapted from AAC&U VALUE Rubric)**

**Institutional Learning Outcome**: Students will demonstrate the ability to analyze and evaluate information and identify the need for research to draw conclusions, formulate inferences, 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 formats, as appropriate for diverse writing situations.

<table>
<thead>
<tr>
<th>Sub-Outcome</th>
<th>Introductory</th>
<th>Developing</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Explain issue to be researched for project</strong>—either orally or in writing</td>
<td>States appropriate issue to be researched, but with little or no clarification, description, or focus. For example, restates instructor’s assignment, or states a topic (e.g., “Abortion,” “World War II,” “Health Care”).</td>
<td>Clearly states appropriate issue to be researched; provides only limited elaboration. For example, includes <em>no more than one</em> of the following: definition of key terms; statement of parameters of research; clarification of background.</td>
<td>Clearly states appropriate issue to be researched; provides adequate elaboration. For example, includes <em>at least two</em> of the following: definition of key terms; statement of parameters of research; clarification of background.</td>
</tr>
<tr>
<td>2. <strong>Determine nature of information needed</strong></td>
<td>Has difficulty defining the scope of the research question. Has difficulty determining key concepts. Types of sources proposed do not relate to concepts or research question.</td>
<td>Defines the scope of the research question incompletely, too broadly, or too narrowly. Determines some key concepts. Types of sources proposed partially relate to key concepts or research question.</td>
<td>Defines the scope of the research question effectively. Determines key concepts effectively. Types of sources proposed directly relate to concepts or research question.</td>
</tr>
<tr>
<td>3. <strong>Access and document the needed information ethically and legally</strong></td>
<td>Accesses information unsystematically; retrieves information with little or no relevance or attribution. Demonstrates little or no understanding of the ethical and legal restrictions on the use of published, copyrighted, confidential, and/or proprietary information. Uses correctly <em>no more than one</em> of the following Information Literacy techniques: using citations and references appropriately; choosing whether to paraphrase, summarize or quote; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.</td>
<td>Accesses information using simple search strategies; retrieves information from limited and similar sources. Demonstrates a limited understanding of the ethical and legal restrictions on the use of published, copyrighted, confidential, and/or proprietary information. Uses correctly <em>two or more</em> of the following Information Literacy techniques using citations and references appropriately; choosing whether to paraphrase, summarize or quote; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.</td>
<td>Accesses information using a variety of search strategies and adequate information sources. Demonstrates ability to refine search strategy. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, copyrighted, confidential, and/or proprietary information. Uses correctly three or more of the following Information Literacy techniques: using citations and references appropriately; choosing whether to paraphrase, summarize or quote; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.</td>
</tr>
</tbody>
</table>
### Critical Thinking/Information Literacy Rubric (adapted from AAC&U VALUE Rubric)-Continued

<table>
<thead>
<tr>
<th>Sub-Outcome</th>
<th>Introductory</th>
<th>Developing</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Evaluate information and its sources critically</td>
<td>Chooses sources using no more than one of the following basic criteria: relevancy to the issue, authority, validity, credibility, currency.</td>
<td>Chooses a variety of sources using two of the basic criteria: relevancy to the issue, authority, validity, credibility, currency.</td>
<td>Chooses a variety of sources to explore multiple perspectives of the issue, using three or more of the basic criteria: relevancy to the issue, authority, validity, credibility, currency.</td>
</tr>
<tr>
<td>5. Use information effectively to develop a specific evidence-based conclusion</td>
<td>States a position, perspective, or hypothesis that is nominally based on evidence from sources, but that is ineffective either because it is too simplistic or obvious, or because source information is used inappropriately. For example, the position may be one-sided, or source information may be misquoted or used out of context.</td>
<td>States a specific position, perspective, or hypothesis that is logical, but not based on sufficient evidence from sources. For example, the position itself may recognize other possible perspectives, but source information may be used without acknowledging those alternate perspectives.</td>
<td>Supports a specific position, perspective, or hypothesis, acknowledges complexities, and is based on sufficient evidence from sources. For example, the position is logically supported by a range of organized, synthesized evidence.</td>
</tr>
</tbody>
</table>
## Quantitative Literacy Rubric

**Institutional Learning Outcome:** Students will apply quantitative skills to analyze situations and make decisions in a variety of contexts.

<table>
<thead>
<tr>
<th>Sub-Outcome</th>
<th>Introductory</th>
<th>Developing</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Computation</strong>&lt;br&gt;Blooms Taxonomy Level: Apply and Understand</td>
<td>Apply appropriate techniques to perform a one or two-step computation.</td>
<td>Apply appropriate techniques to perform a multi-step computation.&lt;br&gt;Examine if the solved value is a solution to the problem.</td>
<td>Select an appropriate technique for computation.&lt;br&gt;Apply appropriate techniques to perform a multi-step computation.&lt;br&gt;Examine if the solved value is a solution to the problem.</td>
</tr>
<tr>
<td><strong>2. Interpretation</strong>&lt;br&gt;Blooms Taxonomy Level: Understand</td>
<td>Describe some information presented graphically.&lt;br&gt;Describe some information presented in a table.</td>
<td>Explain with reasonable accuracy the information presented graphically.&lt;br&gt;Explain with reasonable accuracy the information presented in a table.</td>
<td>Accurately explain the information presented graphically.&lt;br&gt;Accurately explain the information presented in a table.</td>
</tr>
<tr>
<td><strong>3. Representation</strong>&lt;br&gt;Blooms Taxonomy Level: Create</td>
<td>Formulate a somewhat related mathematical model (equation, graph or table) using given information.</td>
<td>Formulate an appropriate mathematical model (equation, graph or table) using given information.</td>
<td>Formulate an appropriate mathematical model (equation, graph or table) using only the relevant information.</td>
</tr>
<tr>
<td><strong>4. Application/Analysis</strong>&lt;br&gt;Blooms Taxonomy Level: Create, Evaluate, Analyze and Understand</td>
<td>Partially solve a given application problem.&lt;br&gt;Explain the solution with some error.</td>
<td>Solve a given application problem with reasonable accuracy using appropriate techniques.&lt;br&gt;Explain the solution with reasonable clarity.&lt;br&gt;Deduce an accurate conclusion based on the solution.</td>
<td>Accurately solve a given application problem using appropriate techniques.&lt;br&gt;Explain the solution clearly.&lt;br&gt;Deduce an accurate conclusion and reasonable prediction based on the solution.</td>
</tr>
</tbody>
</table>
Institutional Outcome Assessment
Annual Report

This form is used by the outcome sub-committee to summarize their inquiry into student learning of the Institutional outcome.

Academic Year:

Section 1: Institutional Outcome

Section 2: Faculty Analysis
Using the information collected (data), describe how well students are achieving the outcome. Compare your results to the benchmark.

Section 3: Student Strengths and Weaknesses
Describe the area(s) which show the greatest successes and problems with learning.

Section 4: Recommendations for Improving the Assessment Process
Propose changes to the data collection and analysis processes, if necessary.

Section 5: Recommendations for Improving Student Learning (Action Plan)
Based on your analysis of the data (Section 2) and your description of student strengths and weaknesses (Section 3), propose changes or action(s) that are intended to improve student learning.

Section 6: Action Plan Implementation
Identify who will be responsible for implementing the action(s), the implementation timing and suggested post implementation timing for data collection to determine the effectiveness of your action(s).

Section 7: Re-Assessment (Closing the Loop)
Note: complete this section after your action(s) have been in place for at least one semester and you have collected data related to its effectiveness.
Describe what worked, what did not work, and what you will change based on the results.
Institutional Outcome Assessment
Annual Report

This form is used by the outcome sub-committee to summarize their inquiry into student learning of the Institutional outcome.

Academic Year: 2016-2017

Section 1: Institutional Outcome: Quantitative Literacy

Students will apply quantitative skills to analyze situations and make decisions in a variety of contexts. Sub-outcomes: Computation, Interpretation, Representation, Application / Analysis.

Project: Cross-Curricular Data Collection

The Quantitative Literacy sub-committee contacted faculty in Accounting, Chemistry, and Pre-Engineering to learn about students’ use of mathematics skills in their respective courses.

Section 2: Faculty Analysis

Using the information collected (data), describe how well students are achieving the outcome. Compare your results to the benchmark.

Faculty Analysis is addressed in section 3.

Section 3: Student Strengths and Weaknesses & Actions to Improve Student Learning

Describe the area(s) which show the greatest successes and problems with learning.

Accounting

Accounting instructors administered pre- and post- tests to gather data on students’ learning of mathematics skills during the Introduction to Accounting course. These data were analyzed and student strengths and weaknesses were identified. Students demonstrated greatest weakness in: rounding numbers to specified place values, changing percent numbers to decimals, and writing correct equations to solve application problems.

Actions: N. Haidar and D. Zopf will provide P. Little with ways to help students improve their success in performing these skills. Specifically, Haidar and Zopf will develop materials to develop skills in changing between decimals and percent’s as well as ways to help students translate word problems into algebraic equations.

Chemistry

Layla Rahhal-Irabi provided data that indicates students’ weakness in using dimensional analysis to convert between units.

Action: D. Zopf will work with L. Rahhal-Irabi to create worksheets to support students’ learning of the skills.
Quantitative Literacy- Continued

Engineering

Hassan Nohseni-Nameghi, Pre-Engineering program coordinator, shared that some students have difficulty applying knowledge of calculus in several ways. First, students who have not taken Calculus I, II, and III are not confident in:

- Performing dot products and cross products
  - Find a third vector perpendicular to given vectors
  - Applications to force, distance, torque
- Integrating or differentiating functions
  - Using the chain rule
  - Finding the second derivative
  - Finding partial derivatives.

Second, students’ have difficulty with topics in geometry:

- How to find an unknown side or angle in a system with more than three or four triangles
- How to find vector components in a system with irregular x and y axes (rotate out of traditional Cartesian coordinate orientation)
- Concepts of dot product or cross product
- Visualizing moving parts in three dimensions

Third, students have difficulty solving two equations with two unknowns where coefficients are trigonometric functions of known angles. Finally, students have difficulty with trigonometry.

Action: Some of these concerns are addressed in Physics courses. N. Haidar and D. Zopf will talk with Physics instructors to determine whether these instructors can address this content in a focused way. For content addressed in the calculus sequence, instructors will address these topics providing more practice problems.

Section 4: Recommendations for Improving the Assessment Process

Propose changes to the data collection and analysis processes, if necessary.

None.

Section 5: Recommendations for Improving Student Learning (Action Plan)

Based on your analysis of the data (Section 2) and your description of student strengths and weaknesses (Section 3), propose changes or action(s) that are intended to improve student learning.

In addition to the actions noted in Section 3, data will be collected in the Pre-Engineering, Chemistry and Accounting courses. Also, instructors in Computer Information Systems and Business will be contacted to learn ways the Mathematics Department can help with students’ application of quantitative literacy skills in program courses.
Quantitative Literacy- Continued

Section 6: Action Plan Implementation

Identify who will be responsible for implementing the action(s), the implementation timing and suggested post implementation timing for data collection to determine the effectiveness of your action(s).

Deborah Zopf, Nahla Haidar and the Quantitative Literacy work team will put the actions (material development customized for each application area) in place during the fall 2017 semester.

Materials developed will be deployed and data collected during the winter 2018 semester.

Section 7: Re-Assessment (Closing the loop)

Note: complete this section after your action(s) have been in place for at least one semester and you have collected data related to its effectiveness.

Describe what worked, what did not work, and what you will change based on the results.
Program Assessment
Institutional Learning Outcome
Data/Information Summary Form

The Program Lead will use this form to summarize their inquiry into student learning of our Institutional Learning Outcomes.

Program Name:
Academic Year:

Section 1:
Institutional Learning Outcome(s) (selected for review during this academic year)

Program Level Indicator and Benchmark (based on the tool you used)

Section 2: Faculty Analysis
Using the Institutional Learning Outcomes Rubric, describe how well students are achieving the outcome. Compare your results to the benchmark.

Section 3: Student Strengths and Weaknesses
What area(s) showed the greatest successes with student learning?

What area(s) showed the greatest problem with student learning (where were the scores the lowest)?

Section 4: Recommendations for Improving the Assessment Process
Propose changes to the data collection and analysis processes, if necessary.

Section 5: Recommendations for Improving Student Learning
Based on your analysis of the data (Section 2) and your description of student strengths and weaknesses (Section 3), what action(s) do you suggest to improve student learning?
Section 3
Program Learning Outcomes
Table of Contents

Section 3: Program Learning Outcomes

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- Program Learning Outcomes: Documents Required……..57
- Program Assessment: 5-Year Plan, Populated Example………59
- Institutional Outcomes: 5-Year Plan, Populated Example………..60
- IDC Mapping, Populated Example………..61
- Program Annual Report-Template……..62
- Program Annual Report, Populated Example……….63
- How to Respond to Annual Reports and Provide Constructive Feedback………66
**CASL Charge/Purpose - Programs**

The purpose of assessment at Henry Ford College is to gather information on student learning and development that can be used to increase students’ achievement. The college’s efforts to improve student learning through instructional or curricular and co-curricular changes are to be informed in part by effective assessment procedures.

The primary charges of the **Committee for the Assessment of Student Learning- Programs (CASL-Programs):**

- The Committee is responsible for the coordination, supervision and communication of assessment activities for the purpose of improving student learning and development. The committee oversees all activities that relate to formal assessment of programs and co-curricular activity outcomes. The committee works in cooperation with the Committee for the Assessment of Student Learning – Institutional Learning Outcomes (CASL-ILO’s) in assessment of Institutional Learning Outcomes at the college.

- The Committee recommends policies to the Senate and Faculty Organization for the assessment of student learning related to Programs and Co-Curricular activities.

- The Committee works in cooperation with the Office of Information, Marketing and Effectiveness, which is responsible for providing data and information required to support assessment activities.
### Document 1: File Name: Program Assessment-5 Year Plan (Word)

**Program Assessment: 5-Year Plan**

**Program Name:** Physical Therapist Assistant

<table>
<thead>
<tr>
<th>#</th>
<th>Program Learning Outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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</td>
<td>Demonstrate competence in data 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</td>
<td>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</td>
<td>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</td>
<td>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>

### Document 2: File Name: 1Program Assessment: Institutional Outcomes: 5-Year Plan (Word)

**Program Assessment: Institutional Outcomes: 5-Year Plan**

**Program Name:** Physical Therapist Assistant

<table>
<thead>
<tr>
<th>#</th>
<th>Institutional Outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Civil Society and Culture—U.S. and Global</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></td>
<td>Oral</td>
<td>C - PTA 354 Written D-FNS 151 C - PTA 250</td>
</tr>
<tr>
<td>3</td>
<td>Computer Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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 presenting data using office productivity software. Students will also identify security and integrity threats and identify unethical actions within their social or professional environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NCS 151</td>
</tr>
<tr>
<td>4</td>
<td>Critical Thinking and Information Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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 formal and informal resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I - PTA 152 D - PTA 152 PTA 154 C - PTA 250</td>
</tr>
</tbody>
</table>
**Document 3A: File Name: IDC Mapping (Excel) – Tab #1 Program Outcomes**

A table showing Program Learning Outcomes for Physical Therapy Assistant, with columns for each program and a scoring system.

**Document 3B: File Name: IDC Mapping (Excel) – Tab #2 Institutional Learning Outcomes**

A table showing Institutional Outcomes for Physical Therapy Assistant, with columns for each outcome and scoring system.

**Document 4: File Name: Program Assessment-Annual Report-Final (Word)**

A section on Program Assessment Annual Report, detailing how it is used to summarize student learning outcomes.

**Document Location**

- **Computer:** Select G: Drive
- **Folder:** CASL Assessment of Student Learning
- **Sub-Folder 1:** Programs Assessment
- **Sub-Folder 2:** Meta-Major IDC Mapping & Assessment Plans-2017
## Program Assessment: 5-Year Plan

**Program Name:** Physical Therapist Assistant

<table>
<thead>
<tr>
<th>#</th>
<th>Program Learning Outcome</th>
<th>Review Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2015-16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016-17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2018-19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019-20</td>
</tr>
<tr>
<td>1</td>
<td>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>
</tr>
<tr>
<td>2</td>
<td>Demonstrate competence in data collection, based upon the plan of care and patient needs.</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>Provide appropriate instruction to the patient, client, and/or family based upon the needs.</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Document accurate, consistent, legal, and relevant information about treatment interventions.</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>Communicate effectively, orally and in writing, with the professional team and community for the provision of patient care and thebottomment of the profession of physical therapy.</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrate professional behaviors throughout interactions with patients, fellow students, caregivers, and other practitioners.</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Utilize feedback and self-evaluation in the development of their own abilities and career.</td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>Comply with appropriate legal standards for a Physical Therapist Assistant.</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>Exhibit conduct and integrity appropriate for the Physical Therapist Assistant, throughout health care related interactions, as established by the American Physical Therapy Association.</td>
<td>X</td>
</tr>
<tr>
<td>10</td>
<td>Provide care as directed by the plan of care in a safe manner, minimizing risk to the patient, self, and others.</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>Identify effective and ineffective physical therapy interventions and modify, within the plan of care to maximize patient outcomes.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Instructions:** Divide the total number of outcomes by the number of years. Group related outcomes together. Place an “X” in the review year box indicating when, in the Program Review cycle, the outcome will be assessed.
## Program Assessment: Institutional Outcomes: 5-Year Plan

### Program Name: Physical Therapist Assistant

<table>
<thead>
<tr>
<th>Institutional Outcome</th>
<th>#</th>
<th>Review Year</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016-17</td>
<td>2017-18</td>
</tr>
</tbody>
</table>
| **Civil Society and Culture—U.S. and Global** | 1 | | | | | I-PTA 102  
D-POLS 131  
PTA 270  
c-PTA 295 |
| 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. | | | | | | Oral  
C-PTA 254  
Written  
D-ENG 131  
c-PTA 225 |
| **Communication** | 2 | | | | | |
| Students will effectively communicate ideas appropriate to their discipline using Standard English, through written and verbal communication. | | | | | | I-PTA 102  
D-PTA 122  
PTA 144  
c-PTA 250 |
| **Computer Technology** | 3 | | | | | HCS 131  
I-PTA 102  
D-POLS 131  
PTA 270  
c-PTA 295 |
| Students will demonstrate skills for computer technology, including Internet, network and advanced file operations. Skills will include organizing, managing, and presenting data using office productivity software. Students will also identify security and integrity threats and identify unethical actions within their social or professional environments. | | | | | | |
| **Critical Thinking and Information Literacy** | 4 | | | | | |
| Students will demonstrate the ability to analyze and evaluate information and identify the need for research to draw conclusions, formulate inferences, 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 formats, as appropriate for diverse writing situations. | | | | | | I-PTA 102  
D-PTA 122  
PTA 144  
c-PTA 250 |
| **Quantitative Literacy** | 5 | | | | | MATH 110  
I-PTA 102  
D-POLS 131  
PTA 270  
c-PTA 295 |
| Students will apply quantitative skills to analyze situations and make decisions in a variety of contexts. | | | | | | |

### Populated Example

**Instructions:** Place course number and the I,D,C (I = Introduced, D=Developed, C = Competent) designation in the review year box indicating when, in the Program Review cycle, outcome data will be collected.
## Program: Physical Therapy Assistant

<table>
<thead>
<tr>
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</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>I</td>
<td>D</td>
<td></td>
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<td></td>
<td></td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate competence in data collection, based upon the plan of care and patient needs.</td>
<td>I</td>
<td>D</td>
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<td>3. Provide appropriate instruction to the patient, client, and/or family based upon the needs.</td>
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<td>4. Document accurate, consistent, legal, and relevant information about treatment interventions.</td>
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<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>
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<td>6. Demonstrate professional behaviors throughout interactions with patients, fellow students, caregivers, and other practitioners.</td>
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<td>7. Utilize feedback and self-evaluation in the development of their own abilities and career.</td>
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<td>8. Comply with appropriate legal standards for a Physical Therapist Assistant.</td>
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<td>9. Exhibit conduct and integrity appropriate for the Physical Therapist Assistant, throughout health care related interactions, as established by the American Physical Therapy Association.</td>
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<td>10. Provide care as directed by the plan of care in a safe manner, minimizing risk to the patient, self, and others.</td>
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<td>11. Identify effective and ineffective physical therapy interventions and modify within the plan of care to maximize patient outcomes.</td>
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Program Assessment
Annual Report

This form is used by the Program Lead to summarize their inquiry into student learning of the Program Learning Outcomes.

Program Name:

Review Year:  /Academic Year

Section 1: Program Learning Outcomes (selected for this review/academic year)

Section 2: Faculty Analysis

Using the Program Learning Outcomes as detailed in Section 1, describe how well students are achieving the program outcomes. Compare your results to the benchmark.

Section 3: Student Strengths and Weaknesses

Describe the area(s) which show the greatest successes and problems with learning.

Section 4: Recommendations for Improving the Assessment Process

Propose changes to the data collection and analysis processes, if necessary.

Section 5: Recommendations for Improving Student Learning

Based on your analysis of the data (Section 2) and your description of student strengths and weaknesses (Section 3), propose changes or action(s) that are intended to improve student learning.

Section 6: Implementation Timing

Identify who will be responsible for implementing the action(s), and the implementation timing and suggested post implementation timing for data collection to determine the effectiveness of your action(s).

Section 7: Re-Assessment (Closing the Loop)

Note: complete this section after your action(s) have been in place for at least one semester and you have collected data related to its effectiveness.

Describe what worked, what did not work, and what you will change based on the results.
Program Assessment
Annual Report

This form is used by the Program Lead to summarize their inquiry into student learning of the Program Learning Outcomes.

Program Name: Interior Design

Review Year: 1 /Academic Year 2016-2017

Section 1: Program Learning Outcomes (selected for this review/academic year)

PLO #2 Produce professional presentation boards and 3-D models of residential and commercial interiors exhibiting quality of craftsmanship, superior graphic composition, and enhanced technical and artistic presentation skills.

PLO #3 Select appropriate interior materials and finishes through critical analysis of their characteristics, properties, uses, components, construction methods, quantity calculations, performance, maintenance, and sustainability.

PLO #13 Develop a professional-quality student portfolio, including resume and cover letters, to successfully enter a career in interior design or pursue a bachelor degree at a four-year institution.

Section 2: Faculty Analysis

Using the Program Learning Outcomes as detailed in Section 1, describe how well students are achieving the program outcomes. Compare your results to the benchmark.

PLO #2: For the most part, students met or exceeded the benchmarks established for professional quality presentation boards. These highly developed visual presentation skills are necessary to exhibit expertise in aesthetic conceptual design and selections of materials to support the concept. Those graduating from the interior design program will need to photograph and incorporate these presentation boards and models into a portfolio displaying creativity and craftsmanship. Unlike other academic disciplines, student work demonstrates interior design knowledge and skills attained and will be necessary for admission to a 4-year institution to continue their education or for employment in the industry. It would be expected that as the students progressed through the program, their skill level at board composition and craftsmanship would improve. However, we have found that students at the entry level courses often produce higher quality boards. The results of the assessment show students in all levels meeting benchmarks but that does not tell the whole story. Instructors in the upper level studio classes have found the need to have students completely redo final boards because of poor quality composition, etc. Boards/models are always the last piece of the puzzle when completing a project. More emphasis on time management and early desk critiques will be implemented on the semester schedules beginning in Fall 2017.

PLO #3: Interior Design professionals are hired for their discriminating taste and expertise in determining what materials and finishes are best suited to meet specific user needs. Students learn the characteristics of a variety of finishes and materials in INTR 182. Through hands-on and visual examination of products for interior spaces, students are shown examples of high-quality and low-end options along with expectations of durability and how they will wear over time. To enhance the experience of reviewing high-quality products, the final exam for the class is a field trip to the Michigan Design Center where students are given a list of items to locate and make appropriate selections. Students do very well on this exam and always meet or exceed the benchmark.

Researching products is not as glamorous and then writing an unbiased evidence based design document for a product is a real challenge. Instructors work to again create discriminating consumers by requiring students to find reliable, unbiased information regarding a specific product. Critical and
COMMITTEE FOR THE ASSESSMENT OF STUDENT LEARNING (CASL)

skeptical thinking are encouraged. Students meet the basic benchmark but in this area more is better than less.

PLO #13: Unfortunately, when setting the schedule for when a learning objective will be assessed, program coordinator was unaware that financial aid regulations were changing for spring and summer terms. Enrollment was so low the class (INTR 285) in which PLO #13 is assessed was cancelled. Only one student was permitted to enroll in the class because she needed it to graduate. One student would not be statistically significant. PLO #13 will be assessed when the course is offered in Winter 2018.

Section 3: Student Strengths and Weaknesses

Describe the area(s), which show the greatest successes and problems with learning.

PLO #2: Students who are committed and continue with the program become very motivated and dedicated to design. Once they enroll in advanced studio course (INTR 281, 284, 287) they understand how much work is required to develop a comprehensive interior design project. In the entry level course, they learn the basics and have time to devote to individual tasks. However, when having to incorporate all of those tasks into one complete project, they are often overwhelmed and unprepared for the time needed to complete the work. They make numerous mistakes and may try to pull things together at the last minute—with disastrous results. Given the opportunity, students redo their boards/models correcting all the mistakes outlined by the instructor. This desire to redo and improve their work is rewarded with a deeper understanding of purpose of quality visual presentations and they end up with a higher final grade!

When our program entered into a formal Transfer Agreement with the University of Michigan School of Architecture, we discussed the value of having students create spaces or objects in 3-D. Our program offers plenty of opportunity to DRAW in 3-D but not so much 3 dimensional structures. Knowing how critical U of M finds this design element, HFC’s design department began to incorporate 3-D modeling as another tool to exhibit final projects. It appears that more time needs to be allocated to this task. We are looking forward to working with our Architecture department as they will be acquiring new laser cutter and 3-D modeling equipment. This equipment will allow students to transform their CAD drawings of walls, floors and cabinetry details onto boards that can be cut precisely allowing students to create impressive models and 3-D designs.

PLO #3: Students need to aesthetically and functionally apply their knowledge and design skills in studio classes and beyond. But first they need to learn to be a discriminating consumer. Professional interior designers are employed to assist users in selecting materials that are both aesthetically pleasing and functional for the specific interior space. Students obtain knowledge regarding materials and finishes that are environmentally friendly and fixtures, appliances and installation techniques that conserve our natural resources. Through hands-on activities and in-depth research, students learn where to go to obtain reliable information regarding various interior products and finishes and how to critically think and remain skeptical when hearing of new and improved items. Students learn to use the internet and their smart phones to conduct in-depth research. They also learn how to specify finishes, fixtures, furniture, furnishings and installations.

Students are given an opportunity to make discriminating decisions in INTR 182 when they visit the design center and in INTR 287 when designing for a real client. INTR 287 will no longer be part of the program beginning in Fall 2018. The course was not transferrable to any 4-year institution. However, there will be an even better real life opportunity available to students in Fall 2017. A special topics course on “Staging” will be offered where students will completely design a model apartment and the finishes and items will be installed. Will assess that special course regarding hands-on learning experience.
Section 4: Recommendations for Improving the Assessment Process

Propose changes to the data collection and analysis processes, if necessary.

PLO #4: Instead of just assessing the student’s final projects with all the mistakes redlined for them, it would be instructive to collect data on the floor plan at mid-semester when they first complete the plan and again at the end of the semester when they are correcting the floor plans after instructor redlining points out errors. How many students scored 75% on the rubric at mid-term and how many at the end of the semester might indicate areas of consistent challenges that need addressing.

PLO #9: Assess dimensioning of floor plans for INTR 281 Residential Design Studio. This would show application of the above schematic drawing skills when conveying their personal designs. Students make numerous errors in dimensioning floor plans in studio classes. Data may assist in determining why students lose well-developed skills from drafting classes when they start applying them to comprehensive drawing packets for their upper level studio classes.

Section 5: Recommendations for Improving Student Learning

Based on your analysis of the data (Section 2) and your description of student strengths and weaknesses (Section 3), propose changes or action(s) that are intended to improve student learning.

PLO #4: Add a quiz to drafting class to be sure they understand the “WHY” behind what they are drawing. Quiz could be just having students dimension a floor plan developed by instructor. Quiz could be given again at the end of the semester for analysis and comparison.

In INTR 130, students will no longer be required to do any interior designing. They will put all their focus on transferring existing schematic drawings into AutoCAD in a specified scale. This should allow them to be more focused on learning the computer commands for CAD and following proper Architectural drafting rules than worrying about what the design of the room.

PLO #9: In INTR 281, Residential Design Studio. Students will measure and draw floor plans of their personal homes using proper architectural drafting rules. Analyze which skills were strong and which were lacking when developing these 2-D schematic drawings.

Students will develop boards early in studio courses to review quality board composition and instill advanced skills in conveying aesthetic concepts. Requiring faculty approval before gluing down final samples on boards allows for discussions and suggestions for improving presentations.

Section 6: Implementation Timing

Identify who will be responsible for implementing the action(s), and the implementation timing and suggested post implementation timing for data collection to determine the effectiveness of your action(s).

Lead and adjunct faculty will collaborate in the development of said assignments and quizzes that focus on schematic 2-D drawings with proper architectural formatting. Full-time faculty will review and analyze data collected after these changes are implemented.

Recommendations will be implemented beginning in 2016 through Fall 2018.
How to Respond to Annual Reports and Provide Constructive Feedback

**Goal:** Assist the Program Lead with telling a compelling story about student learning.

**Purpose of the response:** To provide thoughtful formative feedback to enrich, and strengthen the annual report.

**Why:** Our response is a collaborative way to improve our programs of study.

**What is constructive feedback?** Constructive feedback is a tool to build things up. It is information specific, issue-focused and based on observation (not interpretation).

**What does good constructive feedback look like?** Good constructive feedback is content-focused, specific, does not make assumptions, comments on things that can be acted upon, and gives recommendations on how to improve.

**How do we get started:** Read…Reflect…Engage in a Discussion

**How do we respond to the report:** Using a rubric, identify the annual report strengths and areas that need some improvement. Consider using the Feedback Sandwich Method to guide your discussion and frame your response.

**Use the Feedback Sandwich Method**

This is popular method for giving feedback. This method is called a feedback sandwich because the constructive feedback is in the middle of the praise, like the sandwich filling in between two slices of bread.

The feedback is broken down into three segments:

1. **Positive Feedback:** Focus on the strengths, what you like
2. **Constructive Feedback:** Identify what could be done differently or better; the areas of improvement
3. **Positive Feedback:** Reiterate the positive comments; explain the positive results that can be expected if the suggested improvements are put in place.
Example

Here is how the Feedback Sandwich Method can be used to provide constructive feedback on a website:

1. First layer, **Positive Feedback**, where you talk about what you like:
   - “Great website! I love the overall layout and how user-friendly it is. The overall design is nice and pleasing to the eye, and consistent with your brand. The menu is very accessible and makes it easy to access your site sections. I found the intro video helpful in giving me an overview of what you do.”

2. Second layer, **Constructive Feedback**, where you talk about the areas of improvement:
   - “However, I thought that there are two things that can be better. Firstly, there is a lot of content in the sidebar that clutters up the usage experience. Perhaps if the sidebar content can be narrowed down to the key things, it would make it easier to navigate. Secondly, the font size is too small for me. I found it hard to read as I had to keep squinting.”

3. Last layer, **Positive Feedback**, where you reiterate the positive points and the positive results to be expected if the suggested improvement areas are worked on:
   - “Overall, great work. I love what you have done with the design, layout, and intro video. I think if the sidebar clutter can be removed and the font size can be increased, it would really create a fantastic usage experience for any visitor.”

**Why should you Consider Using the Feedback Sandwich Method?**

Using the feedback sandwich method is a great way to practice emotional generosity, showing our support for a person’s hard work, and helping the person learn what he/she is doing well. This becomes the foundation to share what can be improved. This method recognizes what the person is doing well and the effort they have put into their work.

Source: How to Give Constructive Criticism: 6 Helpful Tips. Downloaded from: [https://personalexcellence.co/blog/constructive-criticism/](https://personalexcellence.co/blog/constructive-criticism/)
Section 4
Co-Curricular Outcomes
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Section 4: Co-Curricular Learning Outcomes

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Assessment & Co-Curricular Assessment

What is assessment?
Assessment is the ongoing process of:

- Establishing clear, measurable expected outcomes of student learning
- Ensuring that students have sufficient opportunities to achieve those outcomes
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations
- Using the resulting information to understand and improve student learning (Suskie, 2009, p.4).

What is the purpose of assessment?
“To understand how educational programs are working and to determine whether they are contributing to student growth and development” (Palomba, C.A., & Banta, T.W., 1999).

What is the charge of the Committee for the Assessment of Student Learning (CASL)?
The purpose of assessment 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 or curricular and co-curricular changes are to be informed in part by effective assessment procedures.

What is the definition of Co-Curricular assessment?
Co-Curricular programs “are suited to the institution’s mission and contribute to the educational experience of its students” (Higher Learning Commission Accreditation criteria, 3.E.1).

Co-Curricular activities must be academically related, and not part of a course at HFC. Co-curricular activities enable student intellectual, social, emotional, moral and aesthetic development.

Examples of current HFC Co-Curricular activities are: Mirror News; Historical Museum, Cooperative Education courses; Honors Program; CLP (Internships); Engineering Day; Democracy Institute; Student clubs and subsequent activities; Conferences and seminars such as the annual Political issues conference; Student Math league; Student art exhibits; Student Council events; student Athletics; CHAMPS; WHFR Radio Station.

Note: These examples were provided by the participants at the HFC initial discussion on the assessment of Co-Curricular activities meeting on May 24, 2016.
What is the focus of Co-Curricular assessment?

Co-Curricular assessment focuses on student learning and development. It is concerned with how well students are achieving the learning outcome.

What process will we use for Co-Curricular assessment?

CASL Institutional Learning Outcomes (ILO’s) and Programs have unanimously adopted Dr. Barbara Walvoord’s three step assessment model. This model was acknowledged as acceptable to use for Co-Curricular assessment at the initial discussion meeting on May 24, 2016. The 3-step process handout (Outcomes-Information (Evidence)-Action) was distributed at the June 14 Co-Curricular assessment meeting.

What assessment tools are used to gather data for Co-Curricular assessment?

Surveys, rubrics, observations, questionnaires, and student self-reports.

How is Co-Curricular assessment different from the performance measures we have developed and are measuring for Institutional Research?

The data you are collecting for Institutional Research is more specific to the performance of your particular area. Your data are focused on numbers; number of students served/participated, number of appointments, number of presentations/workshops, graduation rates, tutorial visits, and attendance at events/activities.

You will use the results of these performance measures to support the continuous improvement of your respective department/function.

Co-Curricular assessment focuses on student learning experiences outside of the “traditional” classroom setting. Learning outcomes are used to determine if student behavior is changed in some way as a result of the experience. The data you will collect will focus on student learning.

You will use the results of Co-Curricular assessment to support the continuous improvement of the student learning experiences you provide.

References


Co-Curricular Learning Outcomes

**Diversity**

Recognize differences and commonalities.

Seek opportunities to learn about others.

**Intrapersonal Development**

Set personal and professional goals.

Use college resources to successfully navigate their college experience to achieve academic and personal goals.

**Communication**

Communicate effectively to advocate for themselves.

Express themselves clearly both verbally and in writing.

Demonstrate professional behavior in all of their interactions.

**Civic Engagement**

Develop an awareness of the democratic process.

Recognize their role to influence issues of public concern.
## Co-Curricular Assessment Pilot Projects: Fall 2016-Winter 2017

<table>
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<tr>
<th>Learning Area / Goals &amp; Learning Outcomes</th>
<th>Academic Advising</th>
<th>Assisted Learning Services</th>
<th>Athletics</th>
<th>Career Services</th>
<th>Counseling</th>
<th>Enrollment Services</th>
<th>Mirror News</th>
<th>Student Outreach &amp; Support</th>
<th>Student Activities / Clubs</th>
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<td><strong>Diversity</strong></td>
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<td>Recognize differences and commonalities</td>
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<td>Seek opportunities to learn about others</td>
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<td><strong>Intrapersonal Development</strong></td>
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<td>Set personal &amp; professional goals</td>
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<td>Use college resources to successfully navigate their college experience to achieve academic &amp; personal goals</td>
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<td>Develop an awareness of the democratic process</td>
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**Contact**: Lorraine Paffenroth, Maureen Webster, Rochelle Taylor, Chad Austin, Ibrahim Atallah, Holly Diamond, Cassandra Fluker, Brenda Hildreth, Cassandra Fluker
## Co-Curricular Assessment: 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>
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</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>
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<th>Improvement Actions</th>
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<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 3 will be Agree or Strongly Agree</td>
<td><strong>Results:</strong> Attending the program increased the interest of 62% of students to seek additional cultural information and events. <strong>Action:</strong> Development of cultural exchange activities that include students interacting with one another to increase learning.</td>
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### Outcome: Intrapersonal Development

**Sub-Outcome:** Set personal and professional goals

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<th>Co-Curricular Learning Area</th>
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<th>Criteria for Success (Achievement Target)</th>
<th>Improvement Actions</th>
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<td><strong>Student Outreach &amp; Support</strong></td>
<td>Students will participate in a career self-exploration class</td>
<td>Rubric addressing mission statement &amp; values, interests</td>
<td>85% of students will successfully complete the rubric tasks</td>
<td><strong>Results:</strong> Of the 6 students that participated, 66% achieved the benchmark which was to give a presentation that demonstrated their full participation in a career self-exploration class. <strong>Action:</strong> Development of a class exercise that will help students understand the connection between their selected careers and their life mission statements.</td>
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<td><strong>Counseling</strong></td>
<td>Individual meeting with counselor to create an achievable academic plan that will remove academic probation</td>
<td>GPA 2.0 or above</td>
<td>65-70% after 1 semester (Students will be able to restore academic standing, FA status &amp; pass course selection)</td>
<td><strong>Results:</strong> Of the 17 students that participated, 65% achieved the benchmark by following the recommended plan. <strong>Action:</strong> Counseling will provide additional follow up (recommend workshops in time management and study skills, use of the learning lab) to students to assist them with following their academic plan.</td>
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</table>
**Sub-Outcome:** Use college resources to successfully navigate their college experience to achieve academic and personal goals.

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<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>
</table>
| **Enrollment Services**     | Use Student Planning to navigate the registration process on their own | Survey                              | 85% of survey respondents indicated they strongly agree or agree that they are confident navigating the registration process via Student Planning | **Results:** A total of 84.74% of survey respondents indicated that after participating in the Student Planning and registration demonstration portion of Orientation, felt they will be prepared to use the Student Planning feature in Web Advisor to register on their own the next semester.  
**Action:** To strive for a higher percentage (90%) of students indicating they feel confident to navigate Student Planning on their own.  
Students will receive detailed instructions/handouts/a follow-up electronic document regarding the process. The students may also receive this information through registration announcements. |
| **Counseling (Detroit Promise)** | Student ability to successfully use three resources will be observed | Observation Notes & 1:1 Interaction | 80% of students will successfully use the resources | **Results:**  
**Action:**  
Meeting is needed to discuss, finalize |
Continued

**Sub-Outcome:** Use college resources to successfully navigate their college experience to achieve academic and personal goals.

<table>
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</table>
| Academic Advising           | Student will know and utilize their assigned Advisor or Success Navigator to make solid connections with resources to support their academic success | Survey and data tracking to monitor the number of repeat visits a student makes to their Advisor or Success Navigator and for what purpose | 85% of students surveyed will know their assigned person by name and will be able to identify the services provided by their person. Students will have established a relationship with their Advisor or Success Navigator and utilize that person as their support, guide and advocate. | Results:  
Action:  
Pilot project will be conducted fall, 2017 |
### Outcome: Communication

**Sub-Outcome:** Communicate effectively to advocate for themselves.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Assisted Learning Services</td>
<td>Students will advocate for themselves without family intervention</td>
<td>Observation</td>
<td><strong>Results:</strong> 94% of students who were observed on two or more occasions self-advocated, without family intervention. <strong>Action:</strong> Based on my observation, the student intake process could be further strengthened to increase self-advocacy. To accomplish this, students will receive initial information about accommodations in a customized multisensory format using visual, kinesthetic, and auditory approaches. Repetition, clarification, and summarization will be strategies employed to reinforce emerging self-advocacy.</td>
<td></td>
</tr>
</tbody>
</table>

| Athletics                     | Student-athletes will advocate for themselves without athletics personnel intervention | Observation, survey and self-reports | 85% of student-athletes who requested intervention, will demonstrate effective communication skills | **Results:** 45% of the student-athletes that requested intervention from the athletic director during the Winter 2017 semester. 45% of those students demonstrated effective communication and as a result, were able to get their issue resolved in one office visit. This falls short of the 85% benchmark. **Action:** Results will be shared with staff. Athletic director will coach staff on how to refer students-athletes to the director. |
**Sub-Outcome:** Express themselves clearly both verbally and in writing.

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</tr>
</thead>
</table>
| Career Services             | Students will submit job search documents such as resumes/cover letters | Rubrics will be used to improve second submission of job search docs | 75-80% of second submissions will be approved within 30 days | **Results:** Resume submissions for 30-day period totaled 58. 53 resumes were denied due to content/formatting issues. 19 resumes were resubmitted and approved. 35% of resume were improved upon enough prior to second submission to warrant approval in HFC Job Leads.  
**Action:** Results indicate a need for Career Services to take a more active role in modification of student resumes/job search documents to meet criteria for success. Passive distribution of rubric and suggestions for improvement may need to be re-evaluated to determine effectiveness. Other strategies may need to be employed. |
Sub-Outcome: Demonstrate professional behavior in all of their interactions.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>Student-athletes will introduce themselves prior to interacting with HFC professionals</td>
<td>Observation</td>
<td>85% of student-athletes will introduce themselves to HFC faculty and staff</td>
<td>Results: 84% of student-athletes practiced the skill of introducing themselves with eye contact and confidence in CHAMPS. 45% were observed mastering the skill in CHAMPS sessions. An undetermined number of student-athletes were observed introducing themselves to faculty and/or staff. Action: Student-athletes will be required to introduce themselves as student-athletes to faculty and faculty will indicate on Progress Reports if this occurs or not.</td>
</tr>
<tr>
<td>Mirror News</td>
<td>As part of article assignments, students set-up and conduct interviews</td>
<td>Survey</td>
<td>100% of Mirror News writers will correctly apply interview techniques</td>
<td>Results: 100% of the Mirror News writers received positive feedback from college personnel and community members regarding their interview skills. Action: Create and distribute a survey to receive feedback from the interviewees regarding the conduct and interviewing skills of students.</td>
</tr>
</tbody>
</table>
### Outcome: Civic Engagement

**Sub-Outcome:** Develop an awareness of the democratic process.

<table>
<thead>
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<th>Improvement Actions</th>
</tr>
</thead>
</table>
| **Student Activities**      | Participate in the voter registration drive | Completion of Voter Application      | Register 500 new and returning students   | **Results:** 418 students completed a Michigan Voter Application  
**Action:** Ask students who complete a Voter application to bring their voter registration sticker as evidence of their participation in the democratic process. |
| **Student Activities**      | Attend Voter Education 101 Sessions       | Survey                               | 100% will report that their democratic knowledge and awareness has been increased as a result of attending the sessions | **Results:** All attendees indicated that their democratic knowledge was increased.  
**Action:** To involve attendees in the distribution of information such as Voter Guides to encourage others to vote. |
**Sub-Outcome:** Recognize their role to influence issues of public concern.

<table>
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</tr>
</thead>
</table>
| **Student Activities**      | Participate in Volunteer Day at Gleaners Food Bank | Survey                              | 90% of participants will take an additional action to make a difference concerning the food crisis | **Results:** 100% of participants who completed surveys indicated that they will continue to take action to make a difference in their community.  
**Action:** Track the participation of students from one volunteer day activity to the next to determine their level of engagement. |
Co-Curricular Assessment
Annual Report

This form is used by the Co-Curricular area Lead to summarize their inquiry into student learning of the Co-Curricular Learning Outcomes.

Co-Curricular Program Name:

Academic Year:

Section 1: Co-Curricular Learning Outcomes (selected for this academic year)

Section 2: Co-Curricular Analysis

Using the Co-Curricular Learning Outcomes as detailed in Section 1, describe how well students are achieving the learning outcomes. Compare your results to the benchmark.

Section 3: Student Strengths and Weaknesses

Describe the area(s), which show the greatest successes and problems with learning.

Section 4: Recommendations for Improving the Assessment Process

Propose changes to the data collection and analysis processes, if necessary.

Section 5: Recommendations for Improving Student Learning

Based on your analysis of the data (Section 2) and your description of student strengths and weaknesses (Section 3), propose changes or action(s) that are intended to improve student learning.

Section 6: Implementation Timing

Identify who will be responsible for implementing the action(s), the implementation timing and suggested post implementation timing for data collection to determine the effectiveness of your action(s).

Section 7: Re-Assessment (Closing the loop)

Note: complete this section after your action(s) have been in place for at least one semester and you have collected data related to its effectiveness.

Describe what worked, what did not work, and what you will change based on the results.
Section 5
HLC Assessment Academy
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Section 5: HLC Assessment Academy

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What does the Higher Learning Commission Require for Accreditation?

Higher Learning Commission of the North Central Association: Criteria for Accreditation (Excerpts) **Criteria 4.B.**

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

**Criteria 5. C.2.** The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Retrieved from [www.ncahlc.org](http://www.ncahlc.org)

**HLC’s Concerns for HFC**

Dr. Barbara Walvoord’s summary, taken from HLC final report of 6/22/15 on the re-accreditation visit to our campus:

1. Assessment system for each program, including all 3 steps. Integrate assessment of learning into program review. Integrate gen-ed outcomes into program courses and program assessment.
2. Assessment system for gen-ed, including all 3 steps, and conducted not only at the time students take the individual course, but also in other courses and summatively at the end of their college work.
3. A way of aggregating information and taking action at the institutional level, including integration of curricular and co-curricular programs.
4. At every level, use of assessment results to improve student learning (some programs are doing very well, but across the institution, use of assessment results is "uneven and sporadic." (p. 35)

In 2015, you enrolled in the HLC Assessment Academy to work intensively with HLC staff and other institutions on assessment. You have promised HLC to work on summative and cross-curricular assessment of gen-ed.
<table>
<thead>
<tr>
<th>#</th>
<th>HLC Criterion</th>
<th>Area of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3B</td>
<td>The overall learning objective and value of the general education program are not well articulated in the 2014-15 catalog nor are the inclusion of the required courses within a prescribed curriculum understood by students as revealed in informal conversations. The institution does not present evidence to indicate how the general education program is an integrated and coherent program of study that complements and supplements the program major or the certificate curriculum.</td>
</tr>
<tr>
<td>2</td>
<td>3B</td>
<td>Students are not aware of how the general education program aligns with the expected knowledge, skills and abilities of a credentialed or associate-degreed individuals, as revealed in informal conversations. The Team encouraged HFC to formally articulate an overarching set of program outcomes for the essential studies program, and to carefully and clearly articulate the complementarity of general education with the core content learning.</td>
</tr>
<tr>
<td>3</td>
<td>4A</td>
<td>The College plans to integrate student learning assessment data into the regular process of program review as evidenced by a draft document dated November 2014 which offers &quot;Program Level Assessment Guidelines&quot; and definitions (e.g. program outcomes and program objectives). Program review will now include a summary of assessment projects and their impact on student learning.</td>
</tr>
<tr>
<td>4</td>
<td>4B</td>
<td>It appears general education assessment has taken place solely in identified general education courses and thus is based only in course-level assessment of those courses. The College provided evidence of an effective process for assessing student learning at the course level, and reports show faculty using assessment results to improve curriculum and instruction in some areas, but it is not clear the extent to which the College embeds and assesses students' achievement of general education outcomes in program courses. Assessment of student learning at the institutional level was not as well documented or understood by faculty and staff.</td>
</tr>
<tr>
<td>5</td>
<td>4B</td>
<td>General education assessment still appears to be based solely in the distributed general education course model, without clear integration of general education outcomes in occupational programs. In addition, not all of the rubrics for general education are measurable.</td>
</tr>
<tr>
<td>6</td>
<td>4B</td>
<td>While the College has been working to strengthen its processes for assessing student achievement of the learning outcomes for curricular programs, little evidence show the integration of the curricular and co-curricular programming to develop students' achievement of the general education outcomes.</td>
</tr>
<tr>
<td>7</td>
<td>4B</td>
<td>Program level assessment was inconsistent and often did not provide meaningful or useful results that would lead to improvements.</td>
</tr>
<tr>
<td>8</td>
<td>4B</td>
<td>Because assessment processes in many courses and programs have only recently been revived and formalized, the use of assessment results to improve student learning is uneven and sporadic.</td>
</tr>
<tr>
<td>9</td>
<td>4B</td>
<td>The College appears to be at the beginning stages of collaboration between Academic Affairs and Student Services and increased communication is needed to make headway in the assessment of learning across the curricular and co-curricular programs.</td>
</tr>
<tr>
<td>10</td>
<td>5C</td>
<td>Currently there are not integrated links to assessment into planning and budgeting.</td>
</tr>
</tbody>
</table>
Assessment Academy 4.0 Feedback Report

1. How have you incorporated the feedback from the Consolidated Response to your previous Project Update?

Note: In this response, Ranfen Li and Susan Murphy's feedback is presented with a summary of HFC work since the feedback was sent. Ranfen and Susan’s questions are highlighted. Our responses follow each question.

It is still not clear to me how the assessment data for four of the five institutional outcomes was collected. Was it collected from individual courses or through college level projects or both? Was there a discussion of why certain data was gathered for assessing certain outcomes (to ensure the validity of assessment and reliability of assessment results)? Ranfen

Data was collected from individual courses designated as supporting the Institutional Learning Outcome (ILO’s) for both our 2015-16 pilot and cycle 1 (2016-17 academic year) assessment projects. Faculty participation was voluntary. In four of our five ILO’s, there was not a discussion of why certain data was gathered for assessing certain outcomes. It is important to note that during the pilot, we were most interested in learning the process.

In cycle 1, we focused on recruiting more faculty to participate in assessment. In addition, we did emphasized (based on Walvoord’s 3-step process) that the focus for data collection for both the pilot and cycle 1 was on the information needed for wise action. We also asked faculty to start their data collection with a question; what do they want to know, discover or confirm about student learning. This perspective supports validity.

To support the quantitative data, faculty provided commentary relative to how well the numbers reflected student behavior throughout the course. This commentary supports reliability.

The Quantitative Literacy ILO committee discussed why certain data was gathered for assessing certain outcomes. The Quantitative Literacy sub-committee asked instructors to gather data from their students’ work that reflected students’ learning of the four QL sub-outcomes: computation, interpretation, representation and analysis / application. Instructors reported these data. The sub-committee analyzed the data and made the recommendation to address students’ computation skills as the department wide action plan. Individual instructors noted that they made individual action plans by adjusting teaching strategies, assignments and emphases in their classes.

To summarize, although our data collection plans were different for each ILO and PLO, we believe that the plans are both valid and reliable.

We made this determination based on the resource provided by Ranfen, Classroom assessment: Concepts and Applications by Airasian and Russell. Their definitions of validity and reliability will be part of our assessment glossary of terms. Thank you Ranfen for suggesting we use this resource!

Is there a systematic plan to target certain courses, programs, or projects for assessing certain outcomes with a rationale? Ranfen
Course Assessment

Course assessment for the purpose of studying student learning and implementing projects to improve student learning in individual courses will occur at the department level. These data may inform ILO and Program Learning Outcome (PLO) assessment, but are primarily a function of each department as it seeks to provide excellent instruction to all students and support its programs of study.

Institutional Learning Outcome (ILO) 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.

Our summative assessments will be in the form of projects in a capstone course or portfolios. We are planning to pilot an e-portfolio solution for our Children and Education programs in fall 2017. If successful, the e-portfolio tool will be shared with faculty in other disciplines via CASL meetings, the Faculty Organization meeting and likely a Brown Bag session.

Program Learning Outcome Assessment

Program assessment has been in place 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. In addition, 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.
Co-Curricular Learning Outcome 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 pilot projects:

**Outcome: Diversity**

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

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</thead>
<tbody>
<tr>
<td>Student Activities</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>Results: 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. Action: Collaborate with the Music Appreciation class for students to compare and contrast cultural music styles.</td>
</tr>
</tbody>
</table>

Two Co-Curricular Student Affairs representatives will join CASL Programs to continue Co-Curricular assessment. In fall 2017, these representatives will lead two sub-committees who will be responsible for implementing the pilot project action plans and for developing new co-curricular data collection plans for the 2017-18 academic year (cycle 1).

It is important to note that although our Co-Curricular colleagues were unfamiliar with assessment of student learning they embraced discovering what was needed, asked good questions and recognize the value and importance of this work.

The Version 3 report indicates that Cycle 1 assessment involves the collection of both formative and summative classroom assessment data. Was there a discussion of what kinds of data will be collected for formative and summative assessments and what kinds of methods will be appropriate for formative and summative assessments? What kinds of decision will be made as a result of formative and summative assessments? Ranfen
We conducted an interactive workshop two years ago shortly before we adopted Walvoord’s 3-step process. This workshop addressed how formative and summative assessments are chosen and why they are used.

Using Walvoord’s process, we collected data for formative assessment in ways that made sense to each discipline. For some outcomes, assignment, project, and test data was gathered that demonstrated student learning of the outcome that was specific to particular courses. For example, Quantitative Literacy was assessed in a variety of mathematics courses and in disciplines that apply mathematics. For other outcomes, (Written and Oral Communication) a consistent assignment with an agreed upon rubric was used for data collection.

Data for summative assessment will also be specific to programs and disciplines. As an example, the Pre-Education lead is studying the use of an e-portfolio for assessment. Other programs may use a comprehensive project in a capstone course as their summative assessment.

In terms of decisions, faculty prepare a report that details what information was collected, discusses student strengths and weaknesses and suggests actions to improve student learning. These individual reports are aggregated by the sub-committee or program lead. The results are discussed and then formalized into an action plan (a project) to improve student learning.

How are formative and summative measures were managed? (Susan)

Formative and summative measures are managed by the faculty teaching the course for ILO’s and PLO’s. Co-Curricular project measures are managed by the Student Affairs area lead.

Were these courses identified by a curriculum map? If multiple programs are measuring the same outcome(s) are they able to share / compare data? (Susan)

To support ILO’s, faculty volunteered to share assessment data related to a particular outcome relevant to their discipline. To support PLO’s, faculty identified courses on a curriculum map of their program courses. We have not yet aggregated this information so it can be shared.

In addition to educating the college advisers and counselors about the institutional outcomes, is there a plan to give orientation to students about what kinds of knowledge and skills they are expected to achieve as a result of education from HF? Is there a rubric that can specifically convey to students how they will be assessed for meeting each of the institutional outcomes? Ranfen

Several measures are being taken to inform students about Institutional Learning Outcomes. First, the College has a required orientation session that has been modified to inform students about ILO’s. Second, the student newspaper, the Mirror News, will feature a series of articles about ILO’s from the student’s perspective. Third, course syllabi will include information about how each course addresses the ILO’s. The Director of Teaching and Learning Services and the Coordinator of this department are developing syllabus language that will be submitted this fall to the Faculty Senate policy committee for inclusion on our syllabus template.
We do not have a rubric that specifically conveys to students how they will be assessed for meeting each of the ILO’s. It would be most helpful if you could provide an example of what other institutions are using.

Could you mention a few examples of "improvement actions" that came from the pilots? I read that you implemented some changes in winter 2017 and am curious to better understand what was identified and how you are trying to effect change/improvement. Susan

An Improvement Action Summary table is in development. This summary will be posted on our assessment website.

Samples of action plans from Quantitative Literacy, Oral Communication, and Interior Design are presented below as examples of this work.

**Quantitative Literacy**

The Mathematics Department identified computational skills at each course level that were critical to success in that and subsequent courses. Mathematics instructors recommended that all instructors focus on the five computational skills identified during the department meeting. To support instructors’ work, Curriculum committees designed action plans appropriate for the courses with which it worked. The Developmental Mathematics committee focused on Elementary Algebra and developed materials to support the teaching of five computational topics identified by the Mathematics Department. These materials were distributed to all Elementary Algebra instructors in several forms: hard copies stored in binders that were organized by topic, electronic copies on stored on flash drives and on the Elementary Algebra course web site.

The STEM committee agreed to map the skills used in Calculus I, Calculus II, and Calculus III. Committee members created documents that listed computational skills used in each calculus course and are pre-requisite to the subsequent course. Two information sessions were held to inform instructors of this work. They were asked to circulate these documents to students and to help students review these topics when necessary.

The STEM committee developed materials that informed students about the mathematical skills they would learn in College Algebra and Pre-Calculus that are important for success in these classes and are used when learning calculus concepts. These materials will be distributed to all instructors teaching College Algebra and Pre-Calculus prior to the fall 2017 semester.

In addition to these projects within the Mathematics Department, the Quantitative Literacy sub-committee began cross-curricular projects. It contacted faculty in Accounting, Chemistry, and Pre-Engineering to learn about students’ use of mathematics skills in their respective courses. Faculty from these disciplines shared important information about students’ strengths and weaknesses. Quantitative Literacy sub-committee members offered recommendations to improve student learning.

Accounting instructors used pre- and post- tests to identify mathematics skills students used in the Introduction to Accounting course. These data were analyzed and student strengths and weaknesses were identified. Mathematics instructors created materials for Accounting instructors to use in their classes to develop the mathematics skills students need to support
their accounting work. Mathematics and Accounting instructors worked together to provide focused instruction to help students apply mathematics skills in Accounting courses.

Data from chemistry classes indicated students’ weaknesses in using dimensional analysis to convert between units. Mathematics instructors created worksheets to support students’ learning of this skill.

The Pre-Engineering program lead shared that students have difficulty applying knowledge of calculus in several ways. To respond to the needs of the Pre-Engineering students, the Calculus III instructors will focus on dot products and cross products providing examples and exercises including trigonometric functions. Also, physics instructors will be asked about their work with translation of coordinate systems to support this work in the Pre-Engineering courses.

This work will continue during fall 2017 with the implementation of the following actions:

1. The STEM committee will gather data on student success in MATH 180 – Calculus I and MATH 183 – Calculus II during the fall 2017 semester.

2. The STEM committee will distribute materials it developed and ask MATH 115 – College Algebra and MATH 175 instructors to use these materials to improve student learning of identified computation skills.

3. The Developmental Math committee will provide materials to support the teaching of five topics in MATH 110 – Intermediate Algebra. The committee will distribute materials to MATH 080-Beginning Algebra instructors as it did for the winter 2017 semester. Data will be gathered to learn if MATH 080 students have improved in their learning of the identified computational skills addressed in the support materials provided winter 2017.

4. Data will be collected in the Pre-Engineering, chemistry and accounting courses. Also, instructors in Computer Information Systems and Business will be contacted to learn ways the Mathematics Department can help with students’ application of quantitative literacy skills in program courses.

Oral Communication

The Oral Communications identified students’ weakness in their abilities to develop the body of their speeches. Students did not provide a minimum amount of quantity and quality of main points and supporting evidence. Perhaps students did not cite sources, had a disorganized pattern of main points, or few, if any examples.

To support student learning of this skill, the Communications department is creating a Speech Lab with technology resources for student learning and success. Beginning fall 2017 the full-time speech instructors will provide consultation to students on topic selection, outlines, rehearsal, confidence building, speech recording, and video playback prior to delivering speeches in the classroom. By providing video recording services and instructor support, students will be introduced to technology tools and speech instructor face-to-face support in speech development and preparation. Although students registered for speech classes are our priority, we will encourage students enrolled in other cross-curricular courses, who are required to deliver oral presentations in their courses/programs, to take advantage of the services offered.
COMMITTEE FOR THE ASSESSMENT OF STUDENT LEARNING (CASL)

in the Speech Lab. The services will be documented for oral communication assessment per Dr. Douglas Eder’s recommendations of direct assessment of student learning in the form of logs and direct observations.

We are also initiating lecture capture systems in two Speech classrooms. Speech instructors will use the YuJa lecture capture system beginning fall 2017 to record live lectures without obstructing the lecture/discussion process. The lecture capture, which meets accessibility requirements, provides automated recording of audio and video material from lectures for delivery to students at their own pace outside the classroom via Moodle.

The Oral Communications faculty will take the following actions during fall 2017:

1. Continue ongoing oral communication assessments of a researched informative or persuasive speech each semester

2. Conduct a comparative analysis of the research speech assignment with previous semesters to monitor student learning.

3. Discuss teaching methods and assignments among full-time and adjunct instructors to further refine student skills and techniques.

Interior Design Program

The Interior Design Program faculty assessed Program Learning Outcomes and identified several for focused action to improve student learning. The summary of their action plan is:

PLO #4: Add a quiz to drafting class to be sure students understand the “WHY” behind what they are drawing. Quiz could be just having students dimension a floor plan developed by instructor. Quiz could be given again at the end of the semester for comparison and analysis.

In INTR 130, students will no longer be required to do any interior designing. They will put all their focus on transferring existing schematic drawings into AutoCAD in a specified scale. This should allow them to be more focused on learning the computer commands for CAD and following proper Architectural drafting rules rather than worrying about the design of the room.

PLO #9: In INTR 281, Residential Design Studio. Students will measure and draw floor plans of their personal homes using proper architectural drafting rules. Analyze which skills were strong and which were lacking when developing these 2-D schematic drawings.

Students will develop boards early in studio courses to review quality board composition and instill advanced skills in conveying aesthetic concepts. Requiring faculty approval before gluing down final samples on boards allows for discussions and suggestions for improving presentations.

Is it possible, even practical, to introduce students to the institutional learning outcomes at their orientation. Though it might be too much for them to process initially, I want to think that the introduction has value. As your work continues to mature, would there be value in recruiting student leaders to promote the ILO's? They may be a unique source for perspective; they should be adept at recognizing the ILO's in their many co-curricular experiences. Susan
Yes, we have recently reached out to our colleagues who are conducting our in-person and online student orientations. We provided them with the information we want them to share with students about our institutional learning outcomes and how they work. We also contacted our advising staff and provided materials so they can explain our ILO’s to students. Specifically, what ILO’s are and how achieving competency in the outcomes will help them in higher education and/or their career.

The idea of the Program lead and Institutional Outcomes lead preparing an Annual Report is unique. Do you plan to share the big takeaways from these reports beyond their availability on the website? Is there some practical venue to do so? Sharing a few big insights could have big impact. Susan

We have shared the work of ILO and PLO assessment at Spotlight on Program Improvement for the Future (SPIF) Days and in Board of Trustee reports. We plan to post this information on our website.  How can we do more?  Ranfen and Susan: we would appreciate your recommendations on this.

Validity and reliability are two key concepts that help determine whether assessment information is appropriate for informing a decision. These two concepts are applied to both formative and summative assessment, specifically, is the assessment method relevant to the teaching? Is the teaching aligned with the outcome? Is the data consistent for a decision making? Ranfen

We will be conducting an assessment orientation workshop in September. We intend to address the concepts of reliability and validity at that session. Based on the reports we have received, it is clear that the concept of validity is well understood and applied. We will be working on the consistent application of reliability. We are using the definitions and examples of these terms from Classroom Assessment: Concepts and Applications by Airasian and Russell. Thank you Ranfen for suggesting this resource!

In addition to what the college plans to do in the next six months as conveyed in the Version 3 report, HF assessment leaders can think about how to apply the concepts of validity and reliability to their assessment activities. Ranfen

Your outline of work for the next 6 months is on target, especially the opportunity to publicize success. Feel free to make information about your successes bite-size---just enough to invite interest by conveying a powerful insight or analysis of some measures. And, consider how students can be part of the publicizing process. (Were you thinking that as a student newspaper that the students themselves could write the newspaper articles?)

Yes, we were thinking that articles written by students in our student newspaper, the Mirror News would assist students with their understanding of the importance and relevance of achieving institutional outcomes. We have meet with Mirror News student advisor and editor. They are planning a series of articles and student quotes beginning fall 2017.

The Speech Lab and the Lecture Capture are exciting developments—all the more so because they derived from assessment findings. Have you figured out a way to compare previous performance to subsequent performance once the Lab and Capture are in place? It would be
compelling if you were able to show with data that the investments made a difference in student achievement/performance. Susan

Our Oral communications faculty are planning to do this. They will also lead a Brown Bag discussion with our faculty this fall to share information about the use of the Speech Lab, facilitate an interactive discussion about how to engage in meaningful assessment of our oral communication outcome, and assist faculty with determining indicators of oral communication in their discipline.

We also intend to connect our assessment projects to institutional planning and our strategic plan.

The Oral Communications instructors will be gathering data on student learning using the same rubric they used for the initial data collection. Both sets of data will be analyzed to learn about the effects of the speech lab and lecture capture.

As mentioned earlier in this report, the Oral Communications faculty will complete the following to monitor student learning:

1. Continue ongoing oral communication assessments of a researched informative or persuasive speech each semester.

2. Conduct a comparative analysis of the research speech assignment with previous semesters to monitor student learning.

3. Discuss teaching methods and assignments among full-time and adjunct instructors to further refine skills and techniques.

In addition, all full-time instructors will be responsible for implementation, data collection and effectiveness of action plans.

While the gap between 2016 extemporaneous delivery and 2017 extemporaneous delivery rating has significantly improved, our primary focus will be on the body analysis and structure of speeches. This section will be addressed at the end of the winter 2018 semester.

I agree with your description of the math faculty work in assessment as fantastic; they are a model for others...truly. Could this approach be replicated in writing, oral communication etc.? Their approach underscores the purpose of assessment as continuous improvement of the student learning cycle...and NOT review of faculty in any fashion. Susan

We have shared and will continue to share the work of the Quantitative Literacy sub-committee with our ILO colleagues.

Your outline of work for the next 6 months is on target, especially the opportunity to publicize success. Feel free to make information about your successes bite-size---just enough to invite interest by conveying a powerful insight or analysis of some measures. And, consider how students can be part of the publicizing process. (Were you thinking that as a student newspaper that the students themselves could write the newspaper articles?) Susan
Yes, students will be writing the newspaper articles about ILO’s.

Following on with her line of thinking, in the next posting could you share a little about how or where the formative and summative measures were managed? Were these measures in courses that were identified by a curriculum map? If multiple programs are measuring, the same outcome(s) are they able to share/compare data? (I have assumed they are using the same rubric.) Susan

The Program leads, as identified by a curriculum map, manage formative and summative measures. We have not yet addressed how best to manage multiple programs that are measuring the same outcome. After all of our 5-year plans are completed and posted, we intend to identify and share programs and ILO’s where the same outcome is measured.

2. Your team has reached the midpoint in the Academy. Summarize your team’s accomplishments thus far.

- Adoption and implementation of a systemic approach to assessment based on Dr. Barbara Walvoord’s three-step process.
  - Detailed assessment process and reporting of student learning of Institutional Learning Outcomes ILO’s, Program Learning Outcomes (PLO’s), and Co-Curricular Learning Outcomes (CLO’s).
  - Detailed five-year program assessment plans for PLO’s and ILO’s.
- I, D, C mapping of PLO’s and ILO’s.
- Mapping of ILO’s and CLO’s to the College Mission.
- Increased faculty participation in assessment projects.
- Culture shift from assessment focused on data collection to implementation of action plans (projects) to improve student learning.
- Improved communication about assessment. The following communication approaches are being rolled out during the 2017-18 academic year:
  - Assessment website containing video testimonials, assessment mini conference information, SPIF documents and CASL information.
  - SPIF Day event
  - Meetings with Counselors and Advisors to educate, inform and collaborate on the change from General Education course assessment to Institutional Learning Outcomes assessment and other assessment related items
  - Advisory board meetings where we provide information sheets and lead discussion about our ILO’s
    - Feedback from advisory committees that include four-year colleges and employers is being used in programs
  - Student orientation
  - Brown Bag sessions for colleague-to-colleague conversations about assessment.
  - Video clips to celebrate the people who are doing the work
  - Mirror News articles written by students for students explaining the importance and relevance of ILO’s.
- Moved from General Education courses to Institutional Learning Outcomes. Informed faculty, administrators, staff, and external constituents about this change and the impact on student learning through the following activities. The CASL co-chairs:
Spoke with advisors, counselors, career center administrators, registration administrators about the change from general education outcomes to institutional outcomes and the messaging to students to help them learn the role of institutional outcomes in their associates degree program and in their future work as students in four-year schools or in an occupation.

Proposed a series of articles in the student newspaper about Institutional Learning Outcomes from the student’s perspective. There will be one article in each of the 10 editions of the Mirror News to inform students about institutional learning outcomes.

Planned Brown Bag sessions to discuss Institutional Learning Outcomes and cross-curricular assessment. These sessions will be implemented during the 2017-2018 academic year.

Drafted and piloted questions about the applicability of HFC Institutional Learning Outcomes at four-year schools and in occupations that will be used during advisory committee meetings to learn about four-year schools and occupations’ requirements and applications of these outcomes. These will be circulated to all program coordinators with a request that they be used at fall advisory committee meetings.

- Completed pilot projects and cycle 1 data collection for Institutional Learning Outcomes.
- Worked with program coordinators to complete:
  - Five-year assessment plans for Institutional Learning Outcomes
  - Five-year assessment plans for Program Learning Outcomes
  - IDC mapping of Institutional Learning Outcomes for each program
  - IDC mapping of Program Learning Outcomes by Program
  - 2016-2017 Annual Program Assessment Report for each program of study

3. Describe the most significant challenges and opportunities encountered in the development and initial implementation of your Academy project.

**Challenges**

- **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 colleagues 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 SPOL (Strategic Planning On Line) software for data storage but discovered that it was cumbersome for faculty to use and analyses it produced were difficult to interpret and, in most cases, inaccurate.

Opportunities

• Helping faculty develop a perception about assessment that helps them see that assessment is about helping students learn
• Report positive results with Student Affairs – Registrar’s office
• Linking assessment with planning and budgeting (Oral communications)
• Learning more about assessment and developing ways to improve student learning
• Embracing reliability
• Sharing projects that improve student learning with colleagues
• Identifying opportunities for programs in different disciplines to collaborate
• Establishing a repository for our findings

4. To this point, who has been engaged in the Academy process? Are there additional stakeholders who need to be included in the Academy process? How can they be engaged?

The Roundtable team and the Vice President of Academic Affairs have been engaged in the Academy process. It might be helpful if information learned during the Academy process was shared with others at the College. Initially, the members of the Committee for the Assessment of Student Learning (CASL) would benefit from workshops and information learned at the Academy.

Currently, the Academic Affairs area of the College is being restructured. With this restructuring, people at several levels might benefit from the work of the Academy, specifically faculty chairs, associate deans and deans. Program coordinators would also benefit from the work of the Academy. Initially, we intend to engage our new colleagues in assessment through a discussion-focused orientation session.

5. The Midpoint Roundtable will offer an opportunity to review, refocus, and recharge the Academy team’s efforts. What particular goals does your team have for the Midpoint Roundtable?

First, we would benefit from exploring ways to complete summative assessment. We plan to use portfolio assessment for some programs but would benefit from learning about other ways to complete this work. Second, we would like to learn about ways that other institutions have stored data and reports. Third, we would like to learn about processes used to disaggregate data both processes and categories used for this disaggregation.
<table>
<thead>
<tr>
<th>Audience</th>
<th>Objective</th>
<th>Communication Approach</th>
<th>Roll-out Timing</th>
<th>SPHF Day</th>
<th>Advisory Board meetings</th>
<th>Orientation</th>
<th>Brown Bag Sessions</th>
<th>Material Support/Status</th>
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<tbody>
<tr>
<td>Faculty &amp; Staff</td>
<td>Inform, educate</td>
<td>Mini conference &amp; SPHF* documents CASL information</td>
<td>Winter 2017</td>
<td>Winter 2017</td>
<td>Inform, educate, collaborate</td>
<td>Inform, educate</td>
<td>Video testimonials</td>
<td>Action plan presentation by Communication and CT &amp; IL Gen Ed</td>
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<tr>
<td>Staff &amp; Students</td>
<td>Inform, educate, collaborate</td>
<td>Action plan presentation by Communication and CT &amp; IL Gen Ed</td>
<td>February 2017</td>
<td>Winter 2017</td>
<td>Inform, educate, collaborate</td>
<td>Inform, educate</td>
<td>Mini conference &amp; SPIF* documents</td>
<td>Development of culture shift materials to share with Success Navigators. Deb Zopf contacted L. Copprue</td>
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<tr>
<td>Staff &amp; Students</td>
<td>Inform, educate, collaborate</td>
<td>Information sheets approved. Pledged 28 Apr 17 @ Pre-Education Advisory Board meeting</td>
<td>Winter 2017</td>
<td>Winter 2017</td>
<td>Inform, educate, collaborate</td>
<td>Inform, educate</td>
<td>Mini conference &amp; SPIF* documents</td>
<td>On hold during CTEI re-visioning</td>
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<td>Mini conference &amp; SPIF* documents</td>
<td>IO facilitators will share their successes &amp; challenges, initiate conversation about how to assess the outcome</td>
</tr>
<tr>
<td>Faculty, Adjunct, Student</td>
<td>Question &amp; Answer</td>
<td>SMith via CTEI*** Student Affairs &amp; Student rep</td>
<td>Fall 2017</td>
<td>Fall 2017</td>
<td>Question &amp; Answer</td>
<td>Question &amp; Answer</td>
<td>Roundtable committee members</td>
<td>Create prompts, recuit faculty, prepare timeline</td>
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<tr>
<td>Faculty</td>
<td>All</td>
<td>Video clips</td>
<td>Fall 2017</td>
<td>Fall 2017</td>
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*Spotlight on Program Improvements for the Future (SPHF) day is scheduled for Monday, February 13, 2017.

**CASL Co-Chairs: CASL Institutional Outcomes (IO): Bob James & Deb Zopf. CASL Programs: Cyndi Scheuer & Debbie Smith

***CTEI = Center for Teaching Excellence & Innovation
Committee for the Assessment of Student Learning (CASL)
Frequently Asked Questions
Fall 2017

I assess my students’ learning throughout the semester. Why are we required to work on formal assessment projects?

The Higher Learning Commission (HLC) is the accrediting body that reviews HFC periodically. This agency reviews HFC (and other two and four-year colleges) to determine whether HFC is performing satisfactorily in five areas:

- **Criterion 1: Mission:** The institution’s mission is clear and articulated publicly; it guides the institution’s operations.
- **Criterion 2: Integrity: Ethical and Responsible Conduct:** The institution acts with integrity; its conduct is ethical and responsible.
- **Criterion 3: Teaching and Learning: Quality, Resources, and Support:** The Institution provides quality education, wherever and however its offerings are delivered.
- **Criterion 4: Teaching and Learning: Evaluation and Improvement:** The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
- **Criterion 5: Resources, Planning, and Institutional Effectiveness:** The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its education offerings, and respond to future challenges and opportunities. The institution plans for the future.

Teaching and Learning and the evaluation of Teaching and Learning are important criteria to our accreditation. **Criterion 4B** states: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. During the 2015 HLC visit, the evaluators found several weaknesses with the College’s assessment work. Since this visit, our CASL committees have been working with many faculty members to assess institutional learning outcomes, program learning outcomes and co-curricular learning outcomes.

Teaching and Learning is important to HLC but also to the College. The first initiative in the College’s Strategic Plan is the improvement of student learning: **Goal 1A: Create a comprehensive, coordinated plan that uses assessment results to improve teaching and learning.** Assessment is important for our re-accreditation, integral to our strategic plan and
assessment is critical to our Mission; as a student-centered, evidence-based college, our success is measured by the success of our students. The evidence to support our mission comes from assessment.

Do I have to do additional assignments, tests or projects to gather data?

Since we adopted Dr. Barbara Walvoord’s approach to assessment as described in her 2010 book *Assessment: Clear and Simple, A practical guide for institutions, departments and general education (Second Edition)*, our approach to assessment is similar to action research. Action research is a disciplined process of inquiry leading to action. When conducting action research, the work of the classroom is examined to determine whether students are learning and identifying ways to improve their learning. Thus, artifacts from student work are used as data (pieces of information). Existing assignments, tests, or projects are sources of data.

What is the difference between assessment and grading?

Grades focus on individual students, while assessment focuses on entire cohorts of students. Grades alone are insufficient evidence of student learning for assessment purposes (Johnstone, Ewell, & Paulson, 2001 as cited in Suskie, 2009) for several reasons:

- **Grades alone do not usually provide meaningful information on exactly what students have and have not learned.** We can conclude from a grade of B in an organic chemistry course, for example, that the student has probably learned a good deal about organic chemistry. But that grade alone cannot pinpoint what aspects of organic chemistry she has not mastered.

- **Grading and assessment criteria may (appropriately) differ.** Some faculty base grades not only on evidence of what students have learned, such as tests, papers, presentations, and projects, but also on student behaviors that may or may not be related to course learning goals.

- **Grading standards may be vague or inconsistent.** While many faculty base assignment and course grades on carefully conceived standards, grades may be inadequate, imprecise, and idiosyncratic, as Thomas Angelo pointed out in the Foreword to the first edition of *Effective Grading* (Walvoord & Anderson, 1998). Faculty may say they want students to learn to think critically but then base grades largely on tests emphasizing factual recall.
Grades do not reflect all learning experiences. As Greater Expectations (association of American Colleges and Universities, 2002) points out, grades provide information on student performance in individual courses or course assignments. They do not provide information on how well students have learned key competencies, such as critical thinking or writing skills, holistically over an entire program.

What process are we using to gather and analyze data?

For Institutional Learning Outcomes (ILO’s), there are two types of data collection / analyzes -- analysis of the ILO’s in courses identified as teaching a significant component of the ILO and analysis of the ILO in courses that apply the ILO.

A course assessment might examine whether students can solve a specific kind of problem. A program assessment might examine whether students can design appropriate approaches to solving a variety of problems in the discipline (Suskie, 2008, p.7).

As an example, the instructors in the mathematics department gathered data from many courses to learn whether students were developing Quantitative Literacy skills. Faculty submitted data to the Quantitative Literacy sub-committee. The sub-committee reviewed the data and made recommendations on a sub-outcome that the entire Math Department could address, Computation. It appeared that students seemed to be having difficulty with computation and this sub-outcome is important to student success with the other sub-outcomes and subsequent courses. Mathematics instructors developed and implemented several projects aimed at improving students’ computational skills.

Is there a timeline I can use to guide me with this work?

Yes, there is a timeline for this work. The timeline is in the CASL work documents folder. These documents are currently on the G: drive.

Are there reporting forms that I can use?

Yes, there are reporting forms. Before you access these, you might want to talk with the CASL representative from your department to learn about the strategy being used so you select the correct forms.
Where do I find the forms?

Forms are located on the G: drive.

What are the different areas of assessment work being done and by whom?

There are areas of assessment: Institutional Learning Outcome (ILO) assessment, Program Learning Outcome (PLO) assessment, and Co-Curricular learning Outcome (CLO) assessment.

The assessment of Institutional Learning Outcomes (ILO) occurs in courses that meet the Michigan Transfer Agreement (MTA) and in program courses where the outcome is applied in new contexts. Specific examples are included in the discussion of Program assessment.

The assessment of Program Learning outcomes (PLO) occurs in programs. For example, the Pre-Education Program has the following learning outcome: Apply knowledge of the physical, emotional, intellectual, and social development theories of the learner in a school setting. Students first learn about these social development theories in PSY-152. We have structured the learning activities to support student learning of this outcome at the introductory level.

This knowledge is developed in PSY-254 Educational Psychology in which students build on their knowledge of theses developmental stages and apply their knowledge to children’s learning stages. Finally, in EDU-201 and EDU-202, students demonstrate competency of their knowledge of children’s developmental stages at the associate degree level.

Along with the PLO’s, program faculty assess ILO’s at the introductory, developing and competent levels. For example, faculty assess the written communications outcome at three levels. First, students’ written communications skills are assessed in ENG-131 and 132 through various course activities. Throughout the Pre-Education program, students complete written assignments that demonstrate their further development and application of the writing skills they learned in ENG-131 and 132 in ENG-246 Children’s Literature, PSY-256 Educational Psychology, PSY-296 Exceptional Child. In EDU 201, students demonstrate competency of this outcome when writing their final project.

Faculty, administrators, and staff in student affairs departments assess student learning in co-curricular activities. For example, to support Diversity by recognizing differences and commonalities, a student survey was administered to students who attended a Hispanic Heritage event. This 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. Based on the analysis of the survey data, the
Student Activities representative will collaborate with the Music Appreciation class for students to compare and contrast cultural music styles.

**Are all learning outcomes assessed each year?**

During the four years between the 2015 and 2019 HLC re-accreditation visits, we have been working to institutionalize our assessment process. During this period of experimentation and learning, all ILO’s are assessed each year. Because these outcomes are assessed at some time in programs, we anticipate that they will continue to be assessed at some level each year.

In programs, Faculty assess their PLO’s and ILO’s in a five-year cycle. This allows for a focused study of each PLO and ILO.

Co-Curricular learning outcomes are assessed each academic year.

**Contact Information and Due Dates**

There is a list of due dates in the CASL member work documents binder, but you may have a quick question about assessment. Here are a few questions people often ask:

**Whom can I contact to get help with Program assessment?**
Please contact Cyndi Scheuer at cscheuer@hfcc.edu, Deborah Zopf at dzopf@hfcc.edu, Karen Wilmering at kawilmering@hfcc.edu or Ruth Haller rlhaller@hfcc.edu with any questions you have regarding program assessment.

**Whom can I contact to get help with Institutional Learning Outcome assessment?**
Please contact Cyndi Scheuer at cscheuer@hfcc.edu, Deborah Zopf at dzopf@hfcc.edu, Karen Wilmering at kawilmering@hfcc.edu or Ruth Haller rlhaller@hfcc.edu with any questions you have regarding Institutional Learning outcome assessment.

**When are reports due?**
There is a timeline that details the semester work for fall and winter. The timeline is in the CASL work documents folder on the G: drive.

**Whom can I contact to obtain statistics regarding numbers of students in programs who have graduated, enrollment in programs, or other statistics about programs?**
Institutional Research.