

FREQUENTLY ASKED QUESTIONS FOR INSTITUTIONAL ASSESSMENT OF CORE LEARNING OUTCOMES (CLO)

What is Institutional Assessment of CLO's?

Assessment of Institutional Core Learning Outcomes is not about an individual instructor or an individual course. We assess a CLO at an institutional level, using a rubric developed by the AACU (Association of American Colleges and Universities). The results provide us with a broader scope than assessment of course, degree, certificate and program outcomes, assessing whether students, regardless of which degree they earn at CGCC, achieve the skills and knowledge that are at the foundation of CGCC's General Education program.

Analysis of the assessment results guides the General Education departments in making informed adjustments and improvements to the General Education program.

Assessment of the Institutional Core Learning Outcomes is a crucial piece of what CGCC must submit to our accrediting agency, NWCCU.

Purpose

What is the purpose of Institutional Assessment of Core Learning Outcomes?

Assessment at this level measures whether degree-seeking students leave with some level of mastery of the Institutional Core Learning Outcomes:

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

How is this different from course outcomes assessment?

Assessment at CGCC occurs at 3 levels: the course level, the degree/certificate level and the Institutional Core Learning Outcome level. [Course](#) and [degree, certificate and program outcomes](#) map up to Institutional Core Learning Outcomes.



One of the differences between course outcomes and Core Learning Outcomes is that all faculty contribute in some way to student achievement of Core Learning Outcomes.

For example, most of us have a communication (Core Learning Outcome #1) related course outcome or indicate in our [CCOGs](#) (Course Content Outcome Guides) that we address this CLO in depth, as such it's in our work together that students achieve some level of mastery of Communication.

In course outcome assessment, we may be determining whether the student met the communication course outcome in a way that is relevant to our particular course (the communication outcome for WR 121 may be different than the communication outcome for BA 205).

Process

Which CLO are we assessing this year?

Each year, CGCC faculty will assess one or two CLO, according to a [schedule](#) posted on the web.

What were the criteria for choosing my course?

The Academic Assessment Coordinator (AAC) will examine CCOGs for 200-level courses taught each term to determine if they have a course outcome that relates to the CLO to be assessed, or if they have indicated that they address the CLO in-depth. 200-level courses are chosen with the understanding that students are more likely to take those courses towards the end of their degree. The AAC will send a list of courses prior to the start of each term to Department Chairs who will either confirm the list or suggest adjustments.

Scoring

Should I separate the purpose of scoring the assignment with the CLO rubric from the purpose of the assignment for my course? For example, if I am scoring a NUR 210 assignment for communication, am I looking at it in terms of the course outcome (Apply therapeutic communication techniques in delivering individualized patient care based on established standards) or in terms of communication in general?

When using the rubric to score your student assignments, keep in mind that we are trying to obtain a snap-shot on a more global perspective of student ability in formal college-level communications, critical thinking/problem solving/professional competence, cultural awareness or community and environmental responsibility. Assessment of Institutional Core Learning Outcomes is not about an individual instructor or an individual course.

What if my idea of “Mastery” is different than another instructors? Isn’t this somewhat subjective?

CGCC is obligated to ensure that our students will achieve some level of mastery of the Institutional Core Learning Outcomes upon earning a degree from CGCC. Read the description of criteria for each category carefully and score your student assignment within the context of a student graduating with a 2 year degree. If you are not sure whether you are scoring accurately, feel free to contact the Academic Assessment Coordinator at kkane@cgcc.edu.

How do I choose an assignment to score with the rubric?

Consider choosing one assignment that your students would be completing towards the end of the term. Because we want to score students at their best, an assignment that a student completes toward the end of the term is likely to have a higher score than an assignment a student completes at the beginning of term.

Read over the criteria of the rubric carefully in determining that you have an appropriate assignment. Not all assignments work for scoring with the rubric. If you aren’t sure, contact the AAC at kkane@cgcc.edu.

Results and Analysis

Who is responsible for the results and analysis?

The Academic Assessment Coordinator (AAC) will compile results and consult with the Institutional Core Learning Outcome Committee for the analysis of the data. The AAC is responsible for writing up a report of the CLO assessment each year and sharing this report with faculty and administrators and posting it on the web.