

3-Year Outcome Assessment Plan 2014-2017

Purpose

The fundamental purpose of outcome assessment is to determine student achievement of said outcomes, analyze results, and develop strategies at the course, program and institutional level that will ensure that graduates have attained the skills, abilities and knowledge assured by the issuance of a degree or certificate or the completion of a course or program.¹

Additionally the purpose and/or product looking to be achieved may be described as:

- Provide data/information to inform instructional department/program review and planning
- Fulfill accreditation directives for conducting ongoing, systematic assessment of student learning outcomes at the program and course levels
- Component of overall institutional assessment information to share with community, promoting transparency

Expectations regarding process and schedule:

- Ensure that assessment plan is useful and applicable to program/department review
- Ensure that data is examined yearly to determine areas that need improvement, areas that need more representation and to meet expectation for a process for continuous improvement.
- Keep workload for faculty manageable

Method

CGCC will use a three pronged approach to outcomes assessment.

1. Department evaluation of degree/certificate/program level outcomes achievement
 - a. Course grades
 - b. Direct assessment
 - c. Indirect assessment
2. Instructor evaluation of course level outcomes achievement

¹ For this context, program refers to instructional groupings that are not represented by a degree or certificate, i.e. Pre-College, ESOL.

3. Student evaluation of course level outcomes achievement

Degree/certificate/program level outcome assessment

Three different assessment models will be used by departments/programs to assess degree, certificate, and program outcomes:

- 1) course grades for a wide range of courses that have been mapped to specific degree and certificate outcomes are aggregated, and targets are set;
- 2) specific course assignments are mapped to given degree/certificate outcomes and targets are set regarding grade achievement;
- 3) external evaluators from the healthcare professions assess student performance using a rubric that aligns with outcomes, and targets are set

Data for degree, certificate, and program outcomes assessment, collected since fall, 2011, will continue to be collected by departments annually. Analysis of data will be performed on an annual basis to inform changes and improvements to degree/certificate/program curriculum.

Instructor evaluation of course level outcomes achievement

Individual instructors are best qualified to determine if students are achieving the outcomes of the course taught. The purpose of the assessment is several fold:

1. to provide a structure for the assessment practices that faculty regularly perform;
2. to help enable the sharing of relevant assessment information between faculty;
3. to encourage reflection by faculty and departments based on meaningful data;
4. to document assessment efforts at CGCC in accordance with accreditation standards; and
5. to improve on our existing Student Course Evaluation process by integrating it more fully with outcome assessment.

Course Assessment design includes two components:

- Part A: The Plan – at the start of the term, instructors submit a brief plan that provides the necessary information to prepare the Student Course Evaluation survey and describes how student achievement of the course outcomes identified will be assessed.
- Part B: Results & Analysis – at the end of the term, instructors submit a brief report on the results, analysis, and conclusions.

Course assessments are scheduled so that each instructor participates at least once each year and all regularly taught courses are assessed at least once every three to five years². In addition, in the interest

² The 3-Year Outcome Assessment Plan 2011-2014 assessed regularly taught courses at least once every three years. The change in the assessment schedule from once every three years to once every three to five years for

of tracking course assessment and the sharing of best teaching and assessment practices, course assessments will be accessible to all faculty and staff on the college website³.

Course Assessment which began fall 2012, will continue annually. Analysis is ongoing. Course Assessment is expected to provide information/data to be used in the analysis of degree/certificate/program outcomes achievement, as well as in regularly scheduled department review.

Student evaluation of course level outcomes achievement

Student course evaluation is part of instructor course assessment. Evaluation will include student perception of progress on understanding/achievement of course outcomes. Students will be asked to rate their understanding of three outcomes at the start of the term and at the end of the term. Additionally, faculty will have an opportunity to include two course specific questions of their own.

Outcomes Assessment Schedule:

- Annual Assessment of Degree/Certificate/Program Outcomes (**Plans due November 15 of each year**)
 - Planning
 - Gen Ed/LDC departmental groups identify courses that map to degree and certificate outcomes; determine targets student achievement of degree outcomes (AAOT, AS, AGS, ASOT-BUS).
 - Non-credit departmental groups identify measures, criteria, and process for assessing student achievement of program outcomes.
 - CTE departmental/program groups identify measures, criteria, and process for assessing student achievement of degree and certificate outcomes.
 - Gather data
 - Gather grades for courses/assignments identified in plans, fall, winter, spring and summer terms (**end of each term**).
 - CTE degrees and certificates and Non-credit programs collate data for year (**submit to AAC, September 15**)

regularly taught courses reflects the institution's commitment to keep workload for faculty manageable per the expectations regarding the process and schedule.

³ Course assessments have been moved from the public domain of the college website to a college personnel-only page that requires faculty and staff to login, to allow for more reflection and analysis of assessment results and course adjustments.

- Analyze effectiveness of assessment methodology and revise as needed
 - Academic Assessment Coordinator (AAC) collates data and prepares a report generalizing findings
 - AAC report due to Instructional Directors and Department Chairs, **July 15** of each year
 - Departments/programs analyze results and prepare a report on findings for each degree/certificate/program. Include recommendations for programmatic changes and next steps. Update/revise assessment methodology. (July – September) Report due to AAC November 15 of each year.
 - Review process and revise as needed (January of each year)
- Annual Assessment of Course Outcomes
 - AAC will create schedule of courses and instructors to complete Course Assessment for the year and submit to Department Chairs for approval **(September 5)**
 - Each term, instructors complete Course Assessment according to schedule. **(plans due end of first week of term; results due 4 weeks after end of term)**
 - Student evaluations made accessible to students two weeks prior to end of class.
 - AAC posts plans and results to secure webpage on college website within two weeks of receipt
 - Review process and revise as needed **(Summer term)**
- Review and revise 3-Year Outcome Assessment Plan as needed end of **Spring term 2017**

Addendum 2.25.2016

Institutional Core Learning Outcomes assessment

Assessment of Institutional Core Learning Outcomes has 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.

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. Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (*Professional Competence*)
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*)

Analysis of the Core Learning Outcomes assessment results can be tied to the General Education Program Review guiding the General Education departments in making informed adjustments and improvements to the General Education program. The 5 year schedule of assessment of Institutional Core Learning Outcomes will align with the General Education Program Review schedule

Evaluation of Institutional Core Learning outcomes achievement

Instructors who teach courses that students would be taking towards the end of their degree (upper or 200-level courses) will be asked to assess student achievement of the Institutional Core Learning Outcome using a rubric to score student artifacts or presentations. In an attempt to minimize workload for faculty, most courses will be chosen from the list of courses that are already up for Course Outcomes Assessment each term. Results will be collected and analysis will be completed by the General Education department

Institutional Core Learning Outcomes Schedule:

The Institutional Core Learning Outcomes will be assessed on a 5 year schedule. Data and analysis for each Core Learning Outcome will be used as part of the evaluation of the General Education Program during the 2020-21 Program Review.

2015-16

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2016-17

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical thinking and Problem-Solving*)

2017-18

3. Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (*Professional Competence*)

2018-19

4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (*Cultural Awareness*)

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills.
(*Communication*)

2019-20

5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical thinking and Problem-Solving*)

- Review and revise 5 Year Outcome Assessment Plan as needed **Spring term 2020**

Annual Assessment of Institutional Core Learning Outcomes

- Institutional Core Learning Outcomes Committee will meet to identify the rubric(s) to measure Institutional Core Learning Outcome(s) **(end of summer term)**
- AAC will identify courses and instructors who will assess the Institutional Core Learning Outcome and submit list to Department Chairs for approval **(first week of each term)**
- Each term, instructors choose artifact or presentation from the course to be assessed with the rubric. Assessment of artifact or presentation is completed using rubric and totals for each rubric category are submitted to Master Scoring Rubric on the web. **(due first Monday after end of term to coincide with grade roster due date)**
- AAC collates data and prepares report of results
- General Education departments analyze results and prepare a report of findings. Include recommendations for programmatic changes.
- Institutional Core Learning Outcomes Committee reviews process and revises as needed **(end of summer term)**