



Wor-Wic Community College Institutional Assessment Plan



Revised February 2020

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I. INTRODUCTION

The principle that underlie assessment at Wor-Wic Community College begin with the institution's strategic plan and general education objectives. From these starting points, all academic programs align their goals, student learning outcomes, and course objectives with those institutional outcomes as applicable. Service Departments align their operational goals to the institution's strategic goals and priorities. The institutional assessment plan provides a framework of assessment by which the institution and its component programs, courses, and service areas are assessed as a whole. To achieve the following assessment goals, the college:

1. assesses the overall college effectiveness and the effectiveness of different components, aspects and processes of its curriculum and support services using outcomes data related to their goals and objectives.
2. interprets the assessment results and implements action plans for improvement based on those results.

II. REQUIREMENT FOR ACCREDITATION

The demonstration of institutional effectiveness and the assessment of student learning are required components of the Middle States Commission on Higher Education (MSCHE) accreditation process. Although assessment expectations are found within all seven standards in the Characteristics of Excellence, Standards V and VI are specifically devoted to the institutional effectiveness requirement.

- *Educational Effectiveness Assessment (Standard V):* Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.
- *Planning, Resources, and Institutional Improvement (Standard VI):* The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

II. ASSESSMENT COMMITTEES AND THE ADMINISTRATION OF ASSESSMENT

A. *Academic Assessment Committee Purpose*

The academic assessment committee guides the assessment of instructional processes and overall student learning. The committee makes recommendations to the vice president for academic affairs concerning ongoing, programmatic and course-level assessment of student learning and instructional effectiveness. The purpose of the academic assessment committee is to support the development and implementation of student learning outcomes assessment

techniques leading to didactic programmatic effectiveness and student success-oriented practices.

B. Academic Assessment Committee Membership

The membership of the academic assessment committee consists of the director of assessment as chairperson, six full-time faculty members (three from each academic division) appointed by the faculty council, the director of institutional research and planning, the director of library services, an administrator from administrative services, and a director from continuing education and workforce development with instructional oversight.

C. Academic Assessment Committee Meetings

The committee meets one time per month, August through June.

D. Service Department Assessment Committee Purpose

The service department assessment committee guides the assessment of institutional processes and procedures. The committee makes recommendations to the vice presidents for service areas concerning ongoing, institutional and departmental effectiveness. The purpose of the service department assessment committee is to support the development and implementation of non-academic operational goals relevant to administrative, student services and institutional affairs leading to the advancement, improvement, and effectiveness of service departments.

E. Service Department Assessment Committee Membership

The membership of the service department assessment committee consists of the director of assessment as chairperson, three directors from student services, three directors from administrative services, two directors from institutional affairs, the director of institutional research and planning, the director of library services, and a director from continuing education and workforce development with operational oversight.

F. Service Department Assessment Committee Meetings

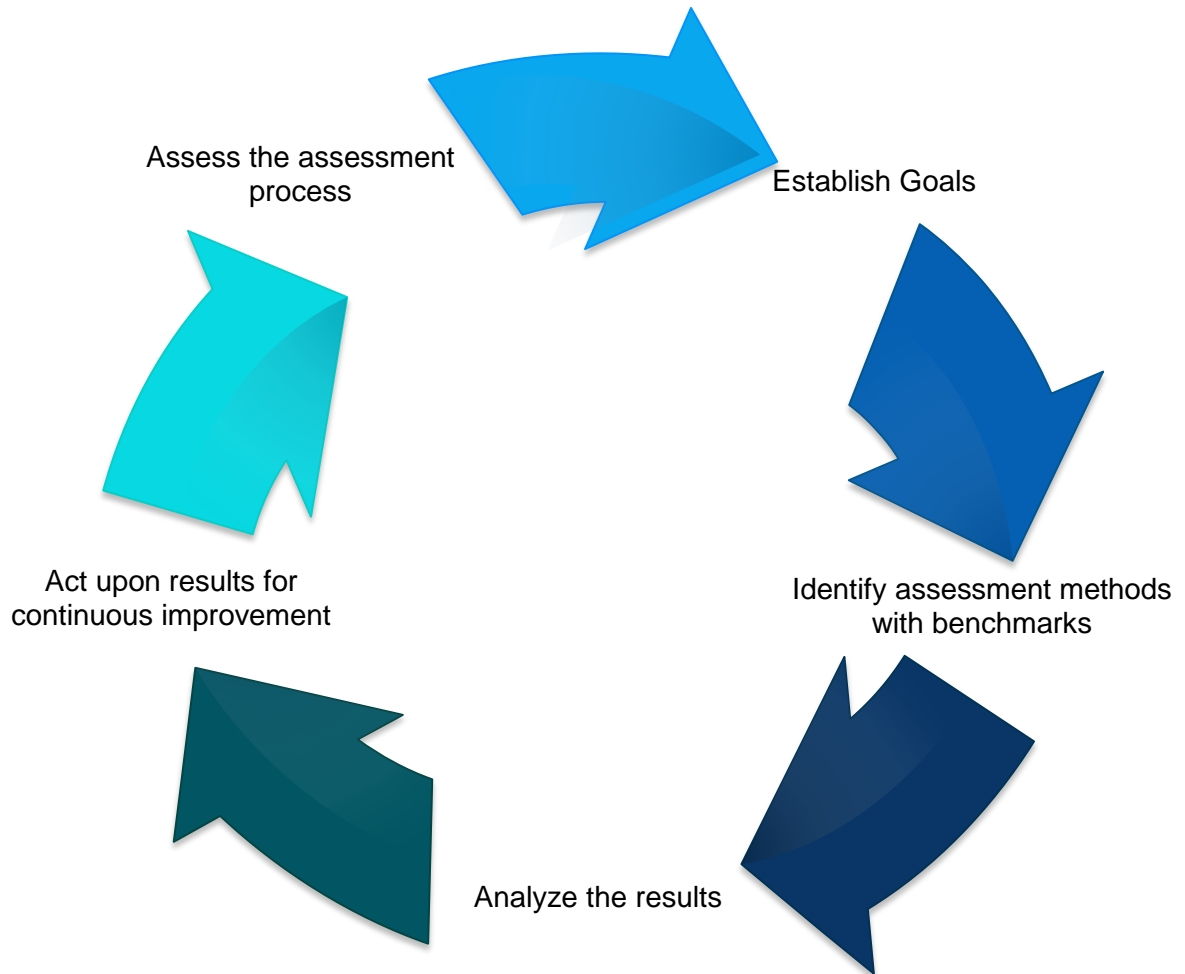
The committee meets one time per quarter.

D. Administration of Assessment

In addition to the efforts of the Assessment Committees, the assessment process is also administered by a director of assessment. The responsibilities of the director of assessment include assisting faculty and staff with the development and implementation of assessment processes for individual programs, service departments, and courses; providing professional development to faculty and staff related to the various facets of assessment; ensuring regional accreditation compliance; and reviewing the assessment process itself for continuous improvement.

III. THE ASSESSMENT PROCESS

The following diagram describes the cyclical nature of the assessment process at all levels for Wor-Wic Community College. Assessment at the College is divided into two main areas of focus: (1) institutional effectiveness and (2) learning outcomes assessment.



A. Institutional Effectiveness

1. Strategic Planning

Institutional effectiveness is guided by the Planning Council which consists of the members of the College Council as well as the past president, president and vice president of the faculty council, as well as additional representatives from the support staff council, the student government association, the college foundation and other interested individuals from the community. The Planning Council is responsible for (1) providing input into the development of the strategic plan (including revisions to the mission statement and college goals), (2) developing and recommending the strategic priorities to the Board of Trustees, and (3) evaluating progress on the benchmarks for strategic goals established by strategic priority teams. Once the strategic plan priorities are approved by the Board of Trustees, teams are created for each strategic priority, and each team is responsible for developing specific goals, means of assessment, benchmarks and related action plans to implement the strategic plan. Each strategic goal has an identified means of assessment and benchmarks which provide a measurement of progress toward achieving that goal. The strategic plan runs in a five-year cycle. A diagram of the first year of the strategic planning process is found on page 14.

2. Integration of Planning and Assessment

Progress on the strategic goals is reviewed annually by the Planning Council. For any strategic goals which do not demonstrate adequate progress, suggestions from the Planning Council assist strategic priority team leaders with additional action plans for improvement. In addition, the Planning Council also determines whether or not current strategic goals and priorities need to be edited or are considered completed, or if new priorities and goals are warranted. Strategic priority team leaders then meet with their respective team members to modify goals and develop additional action plans as needed. This assessment process repeats annually until the end of the strategic planning cycle.

In addition to the goals created by each priority team to implement the strategic plan, academic department heads and directors of service departments align their department's or program's goals, as applicable, with the goals and priorities of the strategic plan. Every academic program and department annually assess their progress on achieving their goals. For any goals which do not meet the benchmark (criteria for success), the director or department head must create an action plan, with appropriate input from relevant stakeholders, for improvement. Progress on action plans is then reported annually, and the goal is again measured after the action plan has been implemented to determine if the action helped improve the outcome.

3. Budgeting Related to Planning and Assessment

Any action plan created to improve the achievement of a goal which requires funding must have detailed cost and required resources identified in the action plan and posted in the assessment management system. Any action plan with budget requests must receive budget approval. The college's budgeting process is conducted one year in advance of when action plans are typically created; therefore, action plans which are accompanied by budget requests may follow one of two methods for funding approval (see letters a & b below). In addition, action plans which have

new position requests must include justification language of how the position supports strategic, department, and/or program goals (see letter c below).

- a. If available, funds may be transferred within a program or department to support the action plan within the given fiscal year. The transfer of funds will need to follow the college's "Budget Transfer Request" approval process. The explanation section must identify that the transfer is needed to support an action plan created to improve the results of assessment and include the strategic, department, or program goal and/or course objective for which the action plan was created. The Budget Transfer Request form is found in the Policy and Procedures Manual (PPM), Appendix R.
- b. If funds are not available for the given fiscal year, the action plan may need to be implemented over a two-year period in order to secure appropriate funding. Year one of the action plan may be to secure the funding and, if approved, the year two of the action plan will be the implementation of the specific action plan for improvement. The appropriate budget officer (i.e. department head, dean, or director) must then submit the request as part of his/her next fiscal year's budget in the college's ERP system. All budget requests in the ERP system have a data field to provide a justification for the request. The information in the justification field for budget requests based on action plans for improvement must include the strategic, department, or program goal and/or course objective for which the action plan was created.
- c. If funds are sought for a new position, the "New Position Request" form must be completed. The form is found in the PPM, Appendix R. The requestor must identify any strategic, department, and/or program goal(s) associated with the position. In addition, under the section titled, "How will this position impact (improve and/or benefit) the college?" the justification description must include the strategic, department, and/or program goal(s) for which the position was requested.

Budget requests for the next fiscal year are negotiated and initially approved for consideration by the appropriate dean or divisional vice president. Once all budget requests are collated, the president and vice presidents consider all requests for final recommendation for approval by the Board of Trustees. As part of this budgeting process, any budget requests which forward the goals and priorities of the strategic plan are given priority in the budgeting process. For the FY 2016-2021 strategic plan cycle, the institution has also appropriated special funding to support action plans with budget requests from the strategic priority teams. A list of the 2016-2021 Strategic Priorities and Goals may be found in the Employee Resources section of the portal under Strategic Planning.

B. Service Department Assessment

Related to institutional effectiveness, all service departments at the college are assessed annually. A service department is defined as any non-academic functional area of the college responsible for delivering a service to employees and/or students. Each service department has a lead person (e.g. director) who is responsible for creating and implementing an assessment plan, and analyzing the results of assessment. Each lead person, in consultation with departmental employees, develops departmental goals, identifies means of assessment and a benchmark for

the means of assessment. For any means of assessment which fails to meet or only partially meets its benchmark, the lead person, in consultation with departmental employees or divisional peers, must develop an action plan for improvement and annually report on the progress of the action plan. A midyear progress report is also required for action plans that have reportable progress. Action plans may still be created for goals for which the means of assessment did meet the benchmark. The lead person is also responsible for entering the analysis of results, evidence of dissemination and discussion of results, action plans for improvement and action plan progress into the assessment management system. Data or other documentation which serves as evidence of the results must also be linked to the results in the assessment management system.

C. Learning Outcomes Assessment

Along with institutional measures of effectiveness, the College assesses student learning at three levels: (1) the institutional level through the General Education Objectives, (2) the program level through each program-defined Student Learning Outcomes, and (3) the course level through a set of course-defined learning objectives.

1. General Education Assessment

The assessment of nine General Education Objectives (GEOs) is guided by the Academic Assessment Committee, which is charged with the following:

1. Provide oversight of the general education assessment process, ensuring that the teaching of general education competencies is embedded in the curriculum and assessed.
2. Make recommendations for instructional improvement based on assessment results.
3. Review and modify general education objectives and provide recommendations about the general education curriculum, which are forwarded to the curriculum committee for review.
4. Make recommendations to the vice president for academic affairs regarding assessment of the general education objectives.
5. Ensure that the general education requirements of the Maryland Higher Education Commission and the Middle States Commission on Higher Education are met.

The GEOs are assessed in multiple ways by both direct and indirect measures. The primary direct means of assessment is a standardized, institutional-level assessment (see Table 1 on page 9) such as ETS – HEIghten® Outcomes Assessments and the Standardized Assessment of Information Literacy (SAILS). Prospective associate's degree graduates who have completed 45 credit hours are required to complete either ETS – HEIghten® or SAILS as part of their degree requirements. The Academic Assessment Committee reviews the results from these assessments and makes instructional improvement plan recommendations. Results are also disseminated to the campus community via the myWorWic portal, college print media, the assessment webpage and presentations at governance councils. In addition to ETS – HEIghten® and SAILS, a variety of high impact, general education courses provide direct means of assessment for individual GEOs based on course requirements for evaluation of the students' grades.

The GEOs are also assessed through indirect means from multiple student surveys: CCSSE, Credit Student Satisfaction, Graduate Satisfaction, and Employer Satisfaction. All results from general education assessments are documented in the College's assessment management system.

Table 1: Schedule for Institutional-Level Assessment Cycle of Core Competencies

Academic Year	Core Competencies
2015-2016	Information Literacy
2016-2017	Critical Thinking and Science
2017-2018	Quantitative Reasoning
2019-2020	Information Literacy
2020-2021	Diversity

2. Program - Level Assessment

All academic programs are assessed annually. An academic program is defined as “a series of courses which are arranged in a scope and sequence leading to a degree or certificate, or which constitute a major” [COMAR, 13B.01.02.02.B(3)]. Every academic program has an assessment plan which identifies the program’s goals, student learning outcomes, operational goals, the means of assessing those outcomes/goals, and their respective benchmarks. Department heads, in consultation with their faculty and program advisory committees (PACs) are responsible for the assessment plan. For any means of assessment which fails to meet or only partially meets its benchmark, department heads are expected to discuss and analyze the results of assessment with faculty who teach in the department and/or program and the PAC and seek their input to develop and implement action plans for improvement. Action plans may still be created for goals whose means of assessment did meet the benchmark, but are not required. All action plans require three quarterly progress reports on plan effectiveness. An end-of-year final action progress report is also required to either continue plan actions into the following year or close the plan. Department heads are responsible for entering the analysis of results, evidence of dissemination and discussion of results, action plans for improvement, and action plan progress reports into the assessment management system. Data or other documentation which serves as evidence of the results must also be linked to the results in the assessment management system.

3. Course - Level Assessment

Along with program-level assessment, all academic credit courses at Wor-Wic are assessed annually. Course coordinators are responsible for ensuring assessment of the students’ achievement of the course objectives. Course coordinators primarily rely on the analysis of an instructor-created comprehensive final exam, essay, presentation, or capstone project, which has been developed for each course at the college, is standardized for all sections, and covers all of the course learning objectives. The assessment committee has required a 70% pass rate by objective as the standard benchmark for this means of assessment. In addition, the assessment committee has also recommended a standard that the comprehensive final exam be worth a minimum of 10% of the final grade for the course.

In addition, course coordinators have also developed a variety of secondary direct and indirect means of assessment for measuring student achievement of the course objectives. For any means of assessment, which fails to meet or only partially meets its benchmark, course coordinators are expected to discuss and analyze the results of assessment with faculty who teach the course and seek their input to develop and implement instructional plans for improvement. Course coordinators should also discuss results at department meetings and/or with the department

head. Instructional improvement plans may still be created for goals whose means of assessment did meet the benchmark, but are not required. All improvement plans require a minimum of an end-of-year progress report on the effectiveness of the action plan to improve results. A midyear progress report is also required for improvement plans that have reportable progress. Course coordinators are responsible for entering the analysis of results, evidence of dissemination and discussion of results, instructional plans for improvement, and instructional plan progress into the assessment management system. Data which serves as evidence of the results must also be linked to the results in the assessment management system.

D. Continuing Education and Workforce Development

The division of Continuing Education and Workforce Development (CEWD) also conducts an annual assessment following the same general pattern of assessment used by the service and academic departments. The division has developed a unique set of educational and operational goals, means of assessments, and benchmarks. The division's directors are responsible for analyzing the results of assessment with relevant constituents and peers in order to develop action plans for improvement if warranted. As above, any means of assessment which fails to meet or only partially meets its benchmark requires an action plan for improvement. Action plans may still be created for goals whose means of assessment did meet the benchmark, but are not required. All operational action plans require quarterly progress reports on plan effectiveness. An end-of-year final action progress report is also required to either continue plan actions into the following year or close the plan. The directors are responsible for entering the analysis of results, evidence of dissemination and discussion of results, action plans for improvement, and action plan progress into the assessment management system. Data which serves as evidence of the results must also be linked to the results in the assessment management system. The Dean of CEWD has oversight responsibility for the assessment process in the division.

E. Five-Year Academic Program and Service Department Reviews

Every five years, each academic program and service department conducts a comprehensive, in-depth program or departmental review. The comprehensive review differs from the annual assessment in that it includes an examination of the program or department historical trends, long-term progress toward achievement of the program or department goals based on the program or department analysis of the following categories: 1) Purpose, relevancy, and demand, 2) Enrollment, instructional, and operational trends, 3) Success Rates, and 4) Financial health. The guidelines for the five-year reviews may be found in the Employee Resources section of the portal under the Assessment Department.

IV. INTEGRATED STRATEGIC PLANNING, ASSESSMENT, AND BUDGETING TIMELINE

The strategic planning, assessment, and budgeting functions of the institution work in tandem to create a seamless process from goal setting to the allocation of institutional resources based on the outcomes of assessment to ensure the priorities of the institution are appropriately funded. Strategic planning is conducted on an overall five-year cycle (as described above, section III). The strategic plan is annually assessed for progress, and budget decisions are based on the results of

assessment and progress on strategic goals. The first-year and second-through fifth-year integrated timelines for planning, budgeting, and assessment and a graphic organizer are described in Tables 2 and 3.

Table 2: Strategic Planning Process First Year

Strategic Planning/Budgeting/Assessment Processes—1st Year	
Month(s)	Task(s)
September (prior year)— February	Environmental Scans: Directors of Institutional Research and Planning and Assessment conduct research, surveys and focus groups to achieve consensus on identifying the strengths and areas of improvement for the College. 1. Internal a. Employees and students (participants in surveys and focus groups) b. Board of Trustees retreat c. Institution trends: demographics, award productivity, enrollment, finances and curriculum d. Gap analysis between actual performance and benchmarks of Performance Accountability Indicators (PAIs) and comparison with peers 2. External a. Business and community members (participants in surveys and focus groups). b. Service area trends: demographics, market share, employment, economic c. Middle States Self-Study recommendations d. Maryland State Plan for Postsecondary Education
February	Board of Trustees Retreat—meet to review and discuss results of environmental scans and data President’s Staff Retreat—meet to review synthesis of data, identify strengths and weaknesses based on data.
March—April	Planning Council meets to review results of environmental scans and data and to develop strategic priority recommendations.
April	Planning Council finalizes strategic priority recommendations to present to the Board of Trustees.
May	Board of Trustees reviews and approves strategic priorities. College Council sets 5-year benchmarks for Maryland Higher Education Commission (MHEC) and Wor-Wic Performance Accountability Indicators.
June	President’s Staff identifies members of strategic priority teams.
June—August	Strategic priority teams meet to develop strategic goals, means of assessment, benchmarks, action plans and budget requests.
September	President’s Staff approves strategic goals and action plans which are then entered into the assessment management system. Board of Trustees approves 5-year benchmarks for Maryland Higher Education Commission (MHEC) Performance Accountability Indicators
September—June (following year)	Action plans implemented by team members or their designated responsible person(s).

October—November	Priority teams, academic department heads, and service directors submit next fiscal year budget requests to deans and vice presidents. Directors of Institutional Research and Assessment add new plan in assessment management system.
January	Directors of Institutional Research and Planning and Assessment imbed team plans into program or department plans or create new assessment entities in assessment management system, as appropriate.
February	Department heads and service directors align their program and department goals with the strategic goals and priorities. Presidents Staff finalizes institutional budget and presents to Board of Trustees for approval.
February—March	Strategic priority team leaders meet with their teams to prepare Planning Council presentation and update any action plan progress in assessment management system. Department heads, service directors, and course coordinators update any action plan progress in assessment management system. Strategic goals and action plans presented to the Board of Trustees.
April	Strategic Priority team leaders discuss their team's strategic goals and highlight any progress on action plans to the Planning Council. Planning Council reviews progress on action plans for the strategic goals and provides feedback to priority team leaders.
May-June	Strategic Priority team leaders meet with their teams to discuss any edits/additions/archiving of strategic goals. Year-end action plan progress is reported in the assessment management system. Teams create new action plans and budget requests as needed.
June	Strategic Priority team leaders, department heads, and directors informed of budget allocations.

Wor-Wic Community College Strategic Planning Process – First Year

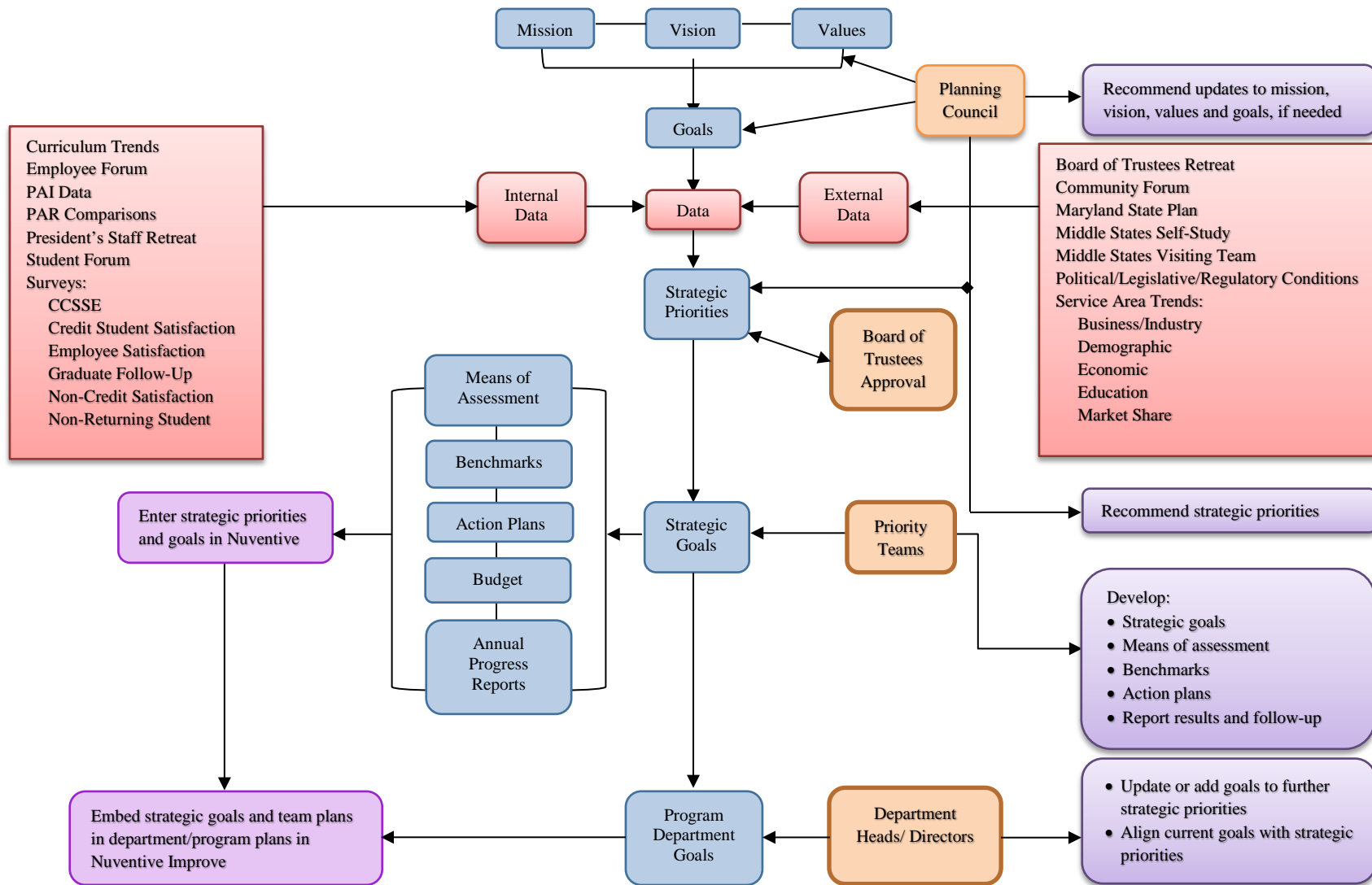


Table 3: Strategic Planning Process Second through Fifth Years

Strategic Planning/Budgeting/Assessment Processes—2nd through 5th Years	
Month(s)	Task(s)
September	President's Staff reviews and approves priority teams' revisions to strategic goals (if applicable) and new action plans.
September— June (following year)	Action plans implemented by team members or their designated responsible person(s).
October—November	Next fiscal year budget requests submitted to deans and vice-presidents.
November	Revisions to the strategic goals and new action plans presented to the Board of Trustees.
February	President's Staff finalizes institutional budget and presents to Board of Trustees for approval.
February—March	Strategic Priority team leaders meet with their teams and update action plan progress in assessment management system. Department heads, directors, and course coordinators update any action plan progress in assessment management system.
April	Strategic Priority team leaders present progress on action plans to the Planning Council. Planning Council reviews progress on action plans for the strategic goals and provides feedback to priority team leaders.
May-June	Strategic Priority team leaders meet with their teams to discuss any edits/additions/archiving of strategic goals. Year-end action plan progress is reported in the assessment management system. Teams create new action plans and budget requests as needed.
June	Strategic priority team leaders, department heads and directors informed of budget allocations

Integrated Strategic Planning/Budgeting/Assessment Timeline (revised 2016)

																				Service Directors and CEWD submit year-end department reports to Dean/VPs	Service Department VPs submit year-end reports to Assessment Director																
						Course instructors input final exam results (Fall)							Mid-year action plan progress report submitted to assessment management system*							Course instructors input final exam results (Spring)	Course Coordinators submit year-end course reports	Department Heads submit year-end program reports to Deans	Deans submit year-end program reports to VP & Assessment Director														
Institutional Research (IR) data collection for program/department goals and/or action plans.																																					
1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15
September		October		November		December		January		February		March		April		May		June		July		August															
1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15	30/1	15		
Data collection for renewal of five-year strategic plan process including internal environmental scans (surveys and focus groups with employees and students; institution trends based on demographics, award productivity, finances and curriculum; and gap analysis between actual performance and PAIs) and external environmental scans (surveys, focus groups with business and community members; service area trends, Middle States Self-Study recommendations and the Maryland State Plan for Postsecondary Education)										President's Staff Planning Retreat		Board of Trustees Planning Retreat		Planning Council Meetings are held**		Board of Trustees approves Strategic Priorities		Strategic Priority Teams develop strategic goals, means of assessment, benchmarks and action plans. President's Staff meets to approve goals and action plans. IR distributes strategic goals*** and teams begin implementation. Academic programs and service department align their goals with the strategic goals or priorities.																			
Priority Teams, Academic Department Heads and Service Directors submit budget requests for next fiscal year				Board of Trustees reviews budget proposal		Board of Trustees approves budget to counties		1. Counties respond to budget request 2. Board of Trustees approve budget changes 3. VPs notify department heads/directors of budget approvals																													

* Mid-year action plan progress report: information used to assess institutional progress to-date on achieving strategic goals and institutional performance accountability indicators.

**1) Review current strategic goal progress; 2) Add new goals/edit current goals as needed; 3) Cross-out completed goals; 4) Revise strategic plan priorities and goals (every 5 years)

*** 1) Distributed to all administrators and full-time faculty; 2) Revised/updated strategic goals should be aligned with department/program goals with annual assessment and development of action plans

V. ANNUAL ASSESSMENT REVIEW

At the close of each annual and five-year comprehensive assessment cycle, the assessment results are first reviewed by the appropriate dean or vice president for the academic program, department or division. Next, the director of assessment reviews the assessment results via evaluation rubrics created by the assessment committees. Finally, the director of assessment provides feedback to both assessment committees, department heads, and service directors about their respective assessment processes to continuously improve how assessment is conducted at the college.

VI. ASSESSMENT INFORMATION MANAGEMENT

The college subscribes to an assessment management system, Nuventive Improve. This tool provides for the creation of individual assessment plans for the strategic priorities of the institution, and every academic program, service department, and course at the college. Faculty and staff annually enter information and data into Nuventive Improve concerning all phases of the assessment process (goals, means of assessment, benchmarks, analysis of results, and actions for improvement) for their respective areas of responsibility. The content is then arranged into various analytical reporting structures for review by appropriate supervisors and the Director of Assessment. In addition, Nuventive Improve allows for the storage and hyperlinking of data related to the results of assessment and graphical data dashboards for easy access and retrieval by the reviewer.

Glossary of Assessment Terms

Assessment — Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Palomba & Banta, 1999).

Assessment Goals — (see also Learning Outcomes)—Operational statements describing specific student behaviors that evidence the acquisition of desired knowledge, skills, abilities, capacities, attitudes or dispositions (Allen, Noel, Rienzi & McMillin, 2002). This term is unique to WWCC.

Assessment Management System — Nuventive Improve is the institution’s technology solution for managing the assessment process electronically. Annual assessment is completed in Nuventive Improve by academic department heads, service directors, or leaders of service assessment units and course coordinators who identifies the assessment plan in the system, post the analysis of results annually, create action plans, and store any related data in Nuventive Improve with hyperlinks to assessment results.

Benchmarking — Benchmarking sets specific targets against which the College, program head, service director, or instructor gauges success in achieving a goal or course objective.

There are ten types of benchmarks: local standards; external standards; internal peers; external peers; best practices; value-added; historical trends; strengths-and-weaknesses perspective; capability; productivity (Suskie, 2009).

Bloom’s Taxonomy of Cognitive Objectives — Levels of cognitive ability (focus on remembering, thinking, and reasoning) arranged in order of increasing complexity with 1=low and 6=high.

1. Knowledge: Recalling or remembering information without necessarily understanding. The knowledge level includes behaviors such as describing, listing, identifying, and labeling.
2. Comprehension: Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.
3. Application: The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
4. Analysis: Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. Synthesis: The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. Evaluation: Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending. (Bloom, 1956)

Classroom Assessment Techniques (CATs) — Primarily formative assessment methods used to monitor student learning, particularly at the initial and intermediary phases of learning. The feedback from the assessment should provide information to improve learning, remediate

students, and inform the instructor if students comprehend the content (Angelo & Cross, 1993). See Angelo and Cross for specific techniques.

Clinical Experience — A *clinical* experience involves an *application* of the content learned in class and from reading and writing requirements in actual settings or to other aspects of professional experiences, generally under the supervision of a qualified instructor/supervisor (Saint Xavier University, n.d., Commission on Accreditation of Athletic Training Education, 2012).

Course Description — The purpose of the course description is to give students an idea of what they will learn, how they will learn it, and what the course is about. A course description generally contains the following elements:

- Course code and number
- Course title
- Course credit
- Short description of the course—a holistic overview of the course content (typically 150 words or less)
- Prerequisites [what knowledge the students must know to succeed in the course, what they should do if they don't have the knowledge (e.g. special permission for enrollment)]
- Other special considerations for students taking the course (e.g., fees)
- Typical term(s) offered (Harvard University, 2016; University of the West Indies, 2014)

Course Objectives — Describe detailed aspects of educational goals (such as a General Education goal), and/or describe the tasks to be accomplished to achieve the goal (Suskie, 2009).

Criterion-Referenced Assessment — A framework that compares assessment results against an established domain of performance or a set standard (Brookhart and Nitko, 2007). Example: An established grading scale where 90% and higher equals an “A,” 80% and higher equals a “B,” and so on, is a criterion referenced assessment.

Direct Assessment Measures — Evidence of student learning or achievement or program outcomes that is tangible, visible and self-explanatory (Suskie, 2009).

Examples (Suskie, 2009):

Academic Program	Service Department
Standardized exams (including field tests)	Productivity/Service/Incidence counts
Analytic rubrics	Tracking counts
Comprehensive exams-locally designed	Turn-around times
Capstone projects (research projects, presentations, exhibitions, performances scored with rubrics)	Benchmarking—compared to peers, better than national averages (i.e. CCSSE)
Employer/Internship ratings	Standards based— <i>specific</i> numbers/percents (i.e. enrollment, retention compared to State requirements)

Theses	Value-added—increase/decrease rates
Portfolio evaluations	Longitudinal—improvement over time
Embedded measures	
Licensure or certification exams such as Praxis, NCLEX	

Embedded Assessment Measures — These measures are a means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often uses for assessment purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative (Leskes, 2002)

Evaluation — The act of judging the worth of measured performance within the context of reference points (Miller, 2007).

Formative Assessment — The purpose is to improve the quality of teaching and student learning, not to provide evidence for evaluating or grading students (Angelo and Cross, 1993).

Field Experience — A field experience is a type of internship, practicum, service-learning activity, student teaching assignment, or some other capstone experience in the field. These experiences give students opportunities to practice applying the knowledge and skills they’ve learned in the program to real-life situations (Suskie, 2009).

General Education Objectives — Student acquisition of college-level proficiency in knowledge and skills that express the educational philosophy of the institution including the areas of oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency (Middle States, “Characteristics of Excellence,” 2006).

Indirect Assessment — Acquiring evidence about how students feel about learning and their learning environment, rather than actual demonstrations of outcome achievement (Eder, 2004).

Examples (Suskie, 2009):

Academic Program	Service Departments
Satisfaction surveys (student, employer, alumni)	Satisfaction surveys (student, employer, alumni)
Focus groups	Focus groups
Document analyses	Document analyses
Retention/Graduation Rates	Retention/Graduation Rates
MHEC performance indicators	Voluntary gifts/donations from alumni/employers

Admission rates into four-year colleges Employer survey	Admission rates into four-year colleges
Course evaluations (questions that focus on course, NOT instructor)	
Student ratings of knowledge (i.e., CCSSE survey)	

Instructional Materials — The equipment and supplies that will be needed to teach a lesson and help students achieve a learning objective (Kauchak & Eggen, 1998).

Laboratory Experience — The learning goals of laboratory experiences include enhancing mastery of science subject matter, developing scientific reasoning abilities, increasing understanding of the complexity and ambiguity of empirical work, developing practical skills, increasing understanding of the nature of science, cultivating interest in science and science learning, and improving teamwork abilities (Singer, Hilton & Schweingruber, Eds., 2005).

Linkages — Linkages represent the instructional alignment or the match among goals, learning activities, and assessment (Kauchak & Eggen, 1998).

Means of Assessment (MOAs) — Means of assessment are performance indicators or measures of overall student performance and other aspects of college performance (Suskie, 2009).

Norm-referenced Assessment — A framework for interpreting student progress by comparing assessment results with the results of other students (norm group) who took the same assessment (Brookhart & Nitko, 2007).

Portfolio (electronic portfolios) — Collections of student work over time (Palomba and Banta, 1999). Portfolios take many forms, but the two most popular are “best works” portfolios, whereby students select examples of their work, based on criteria identified by an instructor, which best illustrate their efforts in meeting that criteria or “growth” portfolios, whereby students include samples of their efforts which demonstrate learning over time (Brookhart & Nitko, 2007).

Program Goals — The knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience (Suskie, 2009).

Qualitative Assessment — Qualitative assessment methods are flexible, naturalistic methods that are analyzed by looking for recurring patterns and themes (Suskie, 2009).

Quantitative Assessment — Quantitative assessment methods are structured, predetermined response options that can be summarized into meaningful numbers and analyzed statistically (Suskie, 2009).

Reliability — Reliability is the extent to which measurement data present the same results, regardless of when measurement occurs or who performs it. Reliability is a necessary, but not a sufficient, condition for validity (Miller, 2007).

Rubric — A scoring guide, a list or chart that describes: 1) criteria that will be used to evaluate or grade an assignment, and 2) the performance level at which the student must demonstrate achievement to earn a particular score. Rubrics may use both quantitative measurement (numeric values) and qualitative measurement (word descriptor values). Scoring guides may consist of the following: 1) *checklists*, which identify whether the criteria are present or not; 2) *rating scales*, which identify the degree to which the criteria are present in the assignment; 3) *holistic rubrics*, which contain short narrative descriptions of performance levels; and 4) *analytic/descriptive rubrics*, which define the criteria on which the evaluation will depend and provide detailed descriptions of expected performance at specified levels (Suskie, 2009).

Student Learning Activities — Student learning activities describe the learning experiences that will be used to help students reach the objectives (Kauchak & Eggen, 1998).

Student Learning Outcomes — Student Learning Outcomes (SLOs) are measureable and verifiable knowledge, skills, abilities, and/or attitudes that students have at the completion of a course, program or service. (Allen, Noel, Rienzi & McMillin, 2002).

Summative Assessment — Judgment about the quality or worth of a student’s achievement after the instructional process is completed (Brookhart & Nitko, 2007).

Validity — Validity is the extent to which performance indicators actually measure what they are intended to measure (Miller, 2007).

Value-added — The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills—in the aggregate—than freshmen papers). A value-added methodology requires a baseline measurement for comparison (Leskes, 2002).

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