Assessment Guide for Faculty 2023-2024

Introduction

This practical guide to student learning assessment is developed and overseen by the Academic Assessment Subcommittee (AAS). The guide is meant to serve as a quick start, user-friendly manual to assist faculty in implementing and documenting assessment of student learning.

Assessment is defined by Southern as the continuous process of determining the quality and quantity of student learning to make improvements. Southern's Assessment Model and Glossary is provided on Southern's website. The ultimate goal of assessing student learning is to improve student learning and success. Southern is committed to creating a culture of assessment while establishing a sustainable assessment process.

Assessment is required by all faculty to improve student learning and to help Southern maintain its academic standards, as well as its accreditation. Faculty must take "ownership" of assessment in terms of developing student learning outcomes, syllabi, and various learning assignments and activities. Faculty need to submit all assessment forms electronically as a .docx file to regina.bias@southernwv.edu

Levels of Assessment

1. Institutional-Level Assessment (General Education Outcomes)

Institutional assessment is the process that identifies, collects, and reviews data to evaluate student attainment of General Education Outcomes. Southern WV Community and Technical College uses the General Education Outcomes for their Institutional-Level Assessment. These outcomes are the knowledge, skills, and abilities students acquire as they progress through an individualized program of study. These outcomes are linked to Program Outcomes and Course-Level Outcomes through curriculum mapping.

2. Program Level-Assessment (Program Outcomes)

Program-level assessment is an opportunity to review the current state of an academic program's curriculum and identify areas for improvement. Program-level assessment also helps facilitate student learning and success. Student learning assessment at this level concentrates on the totality of the curriculum rather than focus on a single course. Program Directors, Deans, and faculty are the leaders and holders of responsibility for the development and assessment of program learning outcomes.

3. Course-Level Assessment (Student Learning Outcomes)

Course-level assessment is a process of continuous examination and improvement of the relationship between the course outcomes and course strategies, such as assignments and examinations. This level of assessment provides evidence of student learning outcomes at the individual course level. Faculty are the leaders and holders of responsibility for the development and assessment of course-level student learning outcomes.

1. Institutional-Level Assessment (General Education Outcomes)

Institutional-Level Assessment: General Education Outcomes and Rubrics

The following outcomes and rubrics will be used for Institutional-Level Assessment:

Written Communication: Students will demonstrate effective written communication (W) by expressing thoughts, ideas, and information clearly and effectively through written mediums that exhibit the following qualities:

W1 Purpose is clearly stated.
W2 Organization is structured and has a clear beginning, middle, and end.
W3 Ideas are thoroughly developed and support the thesis, purpose, or controlling idea.
W4 Grammar and mechanics are correct and do not interfere with readability.
W5 Language and style are appropriate for the intended audience and subject matter.

Verbal Communication: Students will demonstrate effective verbal communication (V) by delivering presentations or engaging in dialogue-centered specific content that illustrates the following features:

V1 Purpose is clearly stated.
V2 Organization has a clear beginning, middle, and end.
V3 Ideas and conclusions are thoroughly developed and support the purpose or objective.
V4 Audience is actively engaged.
V5 Delivery is clear and effective.

Quantitative Literacy: Students will demonstrate quantitative literacy (Q) by using quantitative methods to calculate solutions to diverse problems and career-specific situations and interpreting and applying the results, effectively exhibiting the following:

Q1 Performing mathematically correct calculations.
Q2 Interpreting the results and forming data-supported conclusions.
Q3 Applying the results to specific situations.

Critical Thinking: Students will demonstrate critical thinking (CT) by exploring issues/objects/works through the collection and analysis of evidence that results in informed conclusions, effectively demonstrating the following:

CT1 Identifying the issue.
CT2 Gathering credible information.
CT3 Analyzing relevant information.
CT4 Formulating a conclusion.

Intercultural Knowledge and Competence: Students will demonstrate intercultural knowledge and competence (IC) recognizing diversity, as well as interacting and cooperating in a diverse setting, including, but not limited to, differences in race,

ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, or political belief, effectively demonstrating the following:

IC1   Recognizing cultural diversity.
IC2   Communicating in a diverse setting.
IC3   Collaborating in a diverse context.

Institutional-Level Assessment: Timeline

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June/July
Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data and reminds faculty which General Education Outcomes are to be assessed.	Collect Institutional data. Develop strategies.				Collect Institutional data. Develop strategies.				Director of Accreditation and Assessment provides summary of Assessment Report from fall semester's data.	

Institutional-Level Assessment: Procedure

1. During Faculty Convocation, the Director of Accreditation and Assessment will remind faculty which General Education Outcomes are to be assessed.

2. Faculty will use the designated General Education Rubrics, which will be available in Brightspace, as well as on Southern's website, to assess the designated General Education Outcomes. These rubrics are designed to assist faculty in consistently evaluating General Education Outcomes. Faculty will decide as a department what assignment will be used for Institutional-Level Assessment.

3. Faculty will assess two General Education Outcomes a semester while using the designated General Education Rubric(s).

4. Data gathered using the rubric will be used to develop an action plan to improve student success and attainment of a given outcome.

Institutional-Level Assessment: General Education Outcomes Timeline

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2026
Written Communication Quantitative Literacy	Written Communication Quantitative Literacy	Written Communication Quantitative Literacy	Written Communication Quantitative Literacy	Written Communication Quantitative Literacy
Verbal Communication	Intercultural Knowledge	Critical Thinking	Verbal Communication	Intercultural Knowledge

2. Program Level-Assessment (Program Outcomes)

Program-Level Assessment is completed using the following methods:

1. Five-Year Program Review
2. Annual Program Review
3. Annual Program Outcomes and Curriculum Mapping Review

Program outcomes are designed to provide a clear and measurable understanding of what students are expected to achieve upon completion of an educational program.

Program-Level Outcomes: Format

- Outcomes should be student-centered, e.g. "By completion of a program, the student will be able to…."
- Outcomes must be measurable and utilize Bloom's Taxonomy.
- Outcomes must be achievable and realistic.
- Outcomes must be aligned with learning opportunities and assessments.
- Outcomes must be observable.
- Outcomes must be appropriate to the level of learning, considering both the course level and degree type.

Program-Level Assessment: Timeline: Five-Year Review

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Director of Accreditation and Assessment requests data from Director of Institutional Research	Director of Accreditation and Assessment meets with Deans and Program Directors	Deans, Program Directors, and faculty work on Reviews		Completed Reviews sent to Director of Accreditation and Assessment		Revised Reviews sent to Academic Student Affairs Committee	Revised Reviews sent to President's Cabinet	Revised Reviews sent to Board of Governors and Community and Technical College System by May 31	

Program-Level Assessment: Procedure: Five-Year Review

Program-Level Assessment: Timeline: Annual Review

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Program Directors and Deans start Annual College Survey	Program Directors and Deans submit Part I of Annual College Survey to Director of Accreditation and Assessment and select 20% of Program Outcomes to assess	Collect Data		Collect Data		Collect Data	Program Directors and Deans submit Part II of Annual College Survey to Director of Accreditation and Assessment	Program Directors and Deans submit Annual Surveys to Accreditation Offices, as well as Director of Accreditation and Assessment	

Program-Level Assessment Procedure: Annual Review
Templates will be available on website.

<u>Course-Level Assessment (Student Learning Outcomes)</u>

Student Learning Outcomes

Student Learning Outcomes are statements that describe the knowledge, skills, and abilities that students are expected to demonstrate by the end of a course. Student Learning Outcomes are written in terms that are measurable, realistic, and observable. These outcomes help guide the instructional design of a course, as well as the assessment of student learning. Student Learning Outcomes communicate to students what they will be learning in a course and how their learning will be assessed.

Course-Level Assessment: Format

- Outcomes should be student-centered, e.g. "At the end of this course, the student will be able to…."
- Outcomes must be measurable and utilize Bloom's Taxonomy.
- Outcomes must be achievable and realistic.
- Outcomes must be aligned with learning opportunities and assessments.
- Outcomes must be observable.
- Outcomes must be appropriate to the level of learning, considering both the course level and degree type.

Comparison of Program Outcomes to Student Learning Outcomes

Program Outcomes	Student Learning Outcomes
"By the end of the program, the student will be able to…."	"By the end of the course, the student will be able to…."
Example: "Upon graduation, students in Nursing will be able to generate a safe and effective environment for their group of clients."	Example: "By the end of course, the student will be able to apply techniques learned in class on how gender affects the representation of sciences in the United States."
Example: "By the end of the program, students will be able synthesize the skills and knowledge required in conducting performance and economic evaluation."	Example: "By the end of the course, students will be able to balance an account."
Measurable ✓	Measurable ✓
Realistic ✓	Realistic ✓
Observable ✓	Observable ✓

Course-Level Assessment: Procedure

1. The Director of Accreditation and Assessment will announce when course-level assessments are due and will send a link to the Course-Level Assessment Form via e-mail.

2. Faculty will pick **one** Student Learning Outcome from **one** course to assess. **Faculty are responsible for only one report.**

3. Faculty will complete and submit the Course-Level Assessment Form to the Director of Accreditation and Assessment by the end of the semester.

4. The Director of Accreditation and Assessment will provide a summary of the Assessment Report at the next Governance Day. The Director of Accreditation and Assessment will also announce via e-mail when the Assessment Report is available on the college's website.

Course-Level Assessment: Timeline

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Faculty collect data for Course-Level Assessment.				Faculty submit Course-Level Assessment Form to Director of Accreditation and Assessment.	Faculty collect data for Course-Level Assessment.				Faculty submit Course-Level Assessment Form to Director of Accreditation and Assessment.
Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data.									Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data.

Co-Curricular Assessment

Student Learning Outcomes

Co-curricular assessment is a process that examines and provides evidence for student learning in programs, organizations, and learning experiences outside of the classroom. Southern defines "co-curricular" as programs that contribute to the educational experience and help students connect in-class learning with out-of-class experiences. Administrative and supervisory staff in respective student services departments are responsible for the development and assessment of Student Learning Outcomes associated with co-curricular programming.

Co-Curricular Assessment: Timeline

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
Chief Student Services Officer collects data.								Chief Student Services Officer submits report to Director of Accreditation and Assessment Chief Student Services Officer and Co-Curricular Committee plan co-curricular assessment for next academic year		

Summary Timeline for Assessment

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data and reminds faculty which General Education Outcomes are to be assessed.	Collect Institutional data. Develop strategies.				Collect Institutional data. Develop strategies.				Assessment Report	

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Director of Accreditation and Assessment requests data from Director of Institutional Research	Director of Accreditation and Assessment meets with Deans and Program Directors	Deans, Program Directors, and faculty work on Reviews		Completed Reviews sent to Director of Accreditation and Assessment		Revised Reviews sent to Academic Student Affairs Committee	Revised Reviews sent to President's Cabinet	Revised Reviews sent to Board of Governors and Community and Technical College System by May 31	

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Program Directors and Deans start Annual College Survey	Program Directors and Deans submit Part I of Annual College Survey to Director of Accreditation and Assessment and select 20% of Program	Collect Data		Collect Data		Collect Data	Program Directors and Deans submit Part II of Annual College Survey to Director of Accreditation and Assessment	Program Directors and Deans submit Annual Surveys to Accreditation Offices, as well as Director of Accreditation and Assessment	

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
	Outcomes to assess									

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Faculty collect data for Course-Level Assessment.				Faculty submit Course-Level Assessment Form to Director of Accreditation and Assessment.	Faculty collect data for Course-Level Assessment.				Faculty submit Course-Level Assessment Form to Director of Accreditation and Assessment.
Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data.									Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data.

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
Chief Student Services Officer collects data.								Chief Student Services Officer submits report to Director of Accreditation and Assessment Chief Student Services Officer and Co-Curricular Committee plan co-curricular assessment for next academic year		

Timeline Key:

Blue – Institution Learning Assessment- General Education Outcomes
Yellow- Program-Level Review 5 years
Orange- Program-Level Review 1 year
Pink- Course-Level Assessment

The Assessment Cycle

Assessment is a student-oriented and faculty-led practice that is used to seek continuous improvement in teaching and learning. Assessment provides faculty the opportunity to refine their teaching methods and strategies and modify learning objectives to improve student learning.
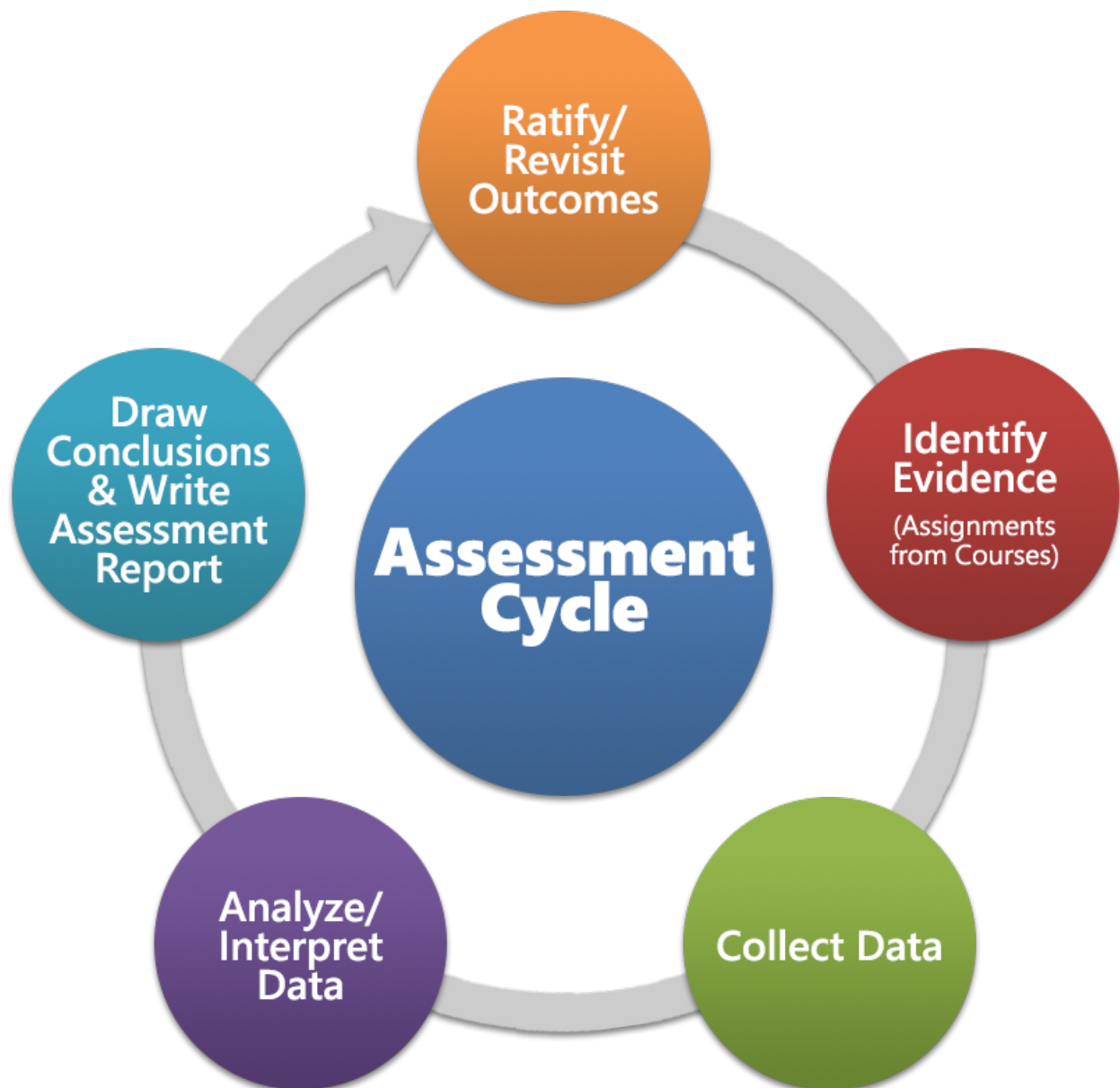
The Assessment Cycle: Procedure

Step 1: Identify Outcomes and Map Curriculum in Programs
A new assessment cycle begins with reviewing the previous assessment results. Based on the results, the new assessment focus should be determined, along with the appropriate assessment methods, types of evidence to collect, and when to collect it. Tools, such as rubrics and surveys, should be created or identified in order to conduct the assessment successfully.

Accomplished by:
- Updating the General Education Outcomes and Program Outcomes
- Developing rubrics and surveys
- Piloting new methods

Step 2: Align Methods and Collect Evidence
Determine the sample size, and college evidence for student learning through student activities, such as essays, projects, presentations, demonstrations, examinations, etc.

Accomplished by:
- Providing various activities during class time
- Collecting data through rubrics and surveys

Step 3: Analyze Evidence
Use the designated assessment tool to review students' activities. Review the assessment results, identifying patterns, and formulate questions about the patterns.

Accomplished by:
- Submitting the report via Office 365
- Reviewing the report developed by Director of Accreditation and Assessment

Step 4: Share the Results
Develop a short report based on the results and determine what the action plan will be.
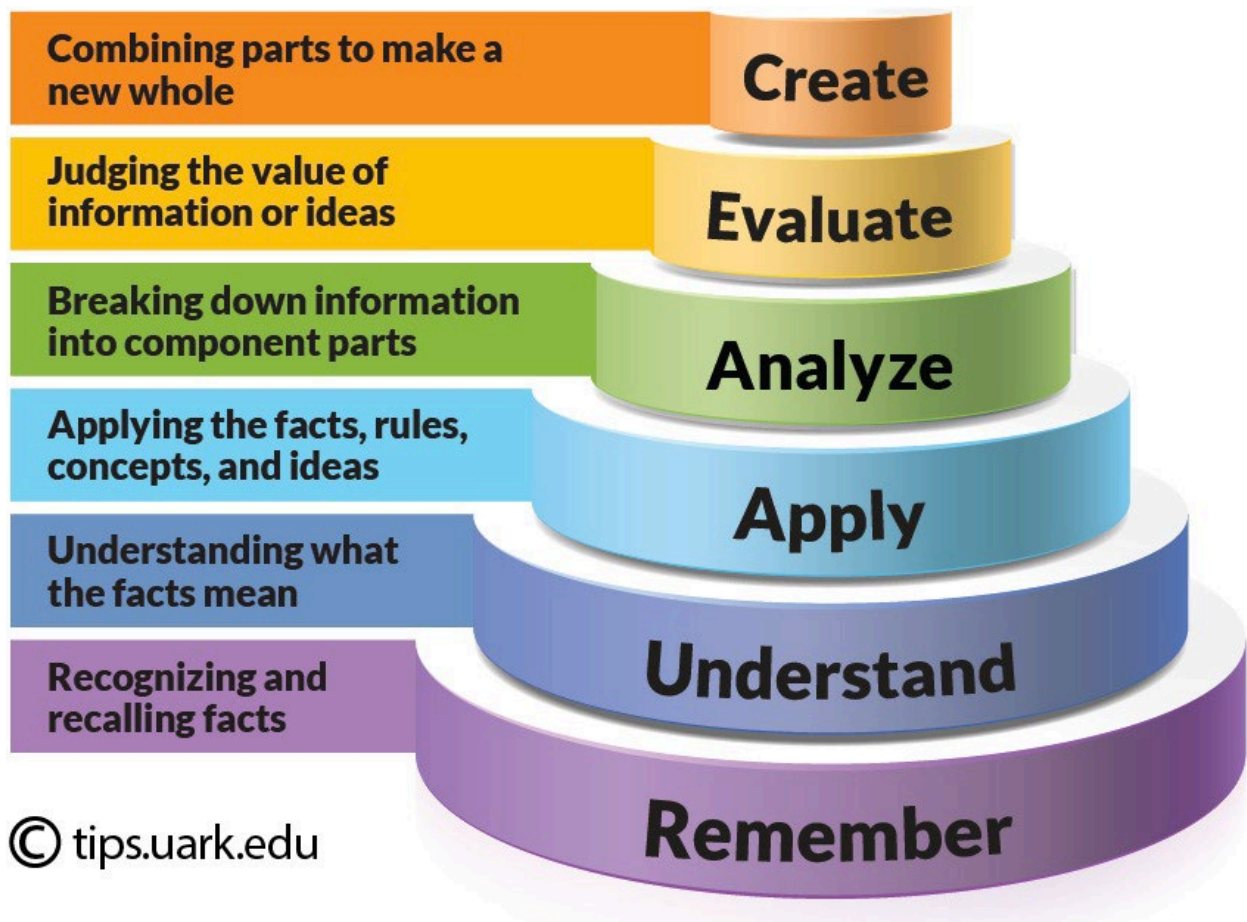
Step 5: Identify and Implement Changes
Propose strategies for maintaining and /or improving student learning. Work with appropriate stakeholders to choose one or more strategies to implement. Complete your plan in the narrative of your report, and share with everyone.

Step 6: Assess the Impact of the Changes
Review past improvement strategies. Determine what data is needed to make informed decisions to improve student learning, and return to Step 1.

Bloom's Taxonomy

Create — Combining parts to make a new whole

Evaluate — Judging the value of information or ideas

Analyze — Breaking down information into component parts

Apply — Applying the facts, rules, concepts, and ideas

Understand — Understanding what the facts mean

Remember — Recognizing and recalling facts

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Student Learning Outcomes should describe what students should know, be able to do, and/or be like by the end of a defined course. These types of Student Learning Outcomes are typically linked to domains. The common domains of learning include cognitive, affective, and psychomotor. Benjamin Bloom is credited with identifying the Taxonomy of the Cognitive Domain.

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Resources

http://www.utar.edu.myfegt/file/Revised Blooms infor.pdf

http://www.celtiastate.edu/teaching-resources/effective-practice/revised-bloom-taxonomy/

http://teaching.uncc.edu/learning-resouces/articles-books/best-practice/goals-objectives/writing-objectives

https://www.nvcc.edu/osi/assessment/index.html