A GUIDE FOR STUDENT LEARNING OUTCOMES ASSESSMENT

Edison State College
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A GUIDE FOR STUDENT LEARNING OUTCOMES ASSESSMENT

The purpose of this handbook to provide the framework for developing a process of systematic assessment at Edison State College. Implemented with a concise plan, assessment of student learning should involve the commitment faculty, staff, and students. The overall purpose of this assessment plan is to help students improve, maintain academic quality, and further the type of quality enhancement needed in a baccalaureate institution.

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Preface

"The key to educational excellence lies not in the memorization of vast amounts of information, but rather in fostering habits of mind that enable students to continue their learning, engage new questions, and reach informed judgments."

Liberal Education & America's Promise
AAC&U

"Above all things I hope the education of the common people will be attended to, convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty."

Thomas Jefferson to
James Madison, 1787

INTRODUCTION

Introduction

Edison State College is a public, tax-supported college serving the four counties of Lee, Charlotte, Collier, and Hendry/Glades. Supported by the Board of Trustees, Edison State College's faculty, and staff are committed to the advancement of student learning as demonstrated by the College's Mission Statement:

EDISON STATE COLLEGE
Mission Statement

Edison State College is a comprehensive public college dedicated to educational excellence in programs ranging from continuing education to the baccalaureate degree. The faculty and staff are committed to preparing students to be productive citizens by helping them develop academic and professional proficiencies; to think logically, critically, and analytically; to communicate effectively; to seek and evaluate information; and to act with sound judgment in the interest of our global community.

To support this mission Edison State College provides the following:

- Liberal arts and pre-professional education through the Associate of Arts degree;
- Professional and technical education through the Associate in Science degree and college certificates;
- Access to baccalaureate degrees through upper-division transfer, articulation, program delivery as authorized by the State Board of Education, and Edison University Center partnerships with colleges and universities;
- Qualified faculty and staff committed to the educational goals of the learner;
- Personal and professional development opportunities;
- Services and opportunities promoting academic, personal, and social growth among students;
- Accessibility to programs through learning assistance, academic advising, flexible scheduling, and distance education;
- Educational partnerships with business, industry, government, and other institutions;
- Cultural resources, events, and facilities for the community.

Student learning and student success serve as our focal point at Edison State College. It is our primary purpose. All learning experiences are designed to advance students in the achievement of their educational goals. Support systems for students, faculty, and staff are in place to enhance the learning experience and to insure that student learning is relevant, current, and meaningful. Curricula is created, reviewed, and presented by faculty in a manner that engages students and best positions them for success.

The entire learning process is guided by three fundamental questions:

- **What do students need to know to successfully achieve their educational goals?**

- **How do we know that student have learned what they need to know?**

- **What continuous improvement strategies should we consider to improve student learning outcomes?**

Learning Outcomes Assessment

Our Philosophy:

While responsibility for assessing learning resides primarily with faculty and the academic unit, at Edison State College we strive to broaden this concept to impact organizational culture and values. Because we place great importance on our organizational heritage, we fully recognize that in time a *culture of assessment* will more fully evolve throughout the organization. But this will take time. Achieving organizational quality is our ultimate goal. This philosophy is best illustrated by the work from the Education Commission of the States in 1996 (modified by N. Thomas, 2006).

Making Quality Count in Undergraduate Education
Report from the Education Commission of the States
Excerpt, page 5—modified

Quality begins with an organizational culture that values

- High expectations
- Respect for diverse talents and learning styles
- Organizational support for student success

A quality curriculum requires

- Coherence in learning
- Synthesizing experiences
- Ongoing practice of learned skills
- Integrating education and experience

Quality instruction builds in

- Active learning
- Assessment, feedback, and continuous improvement
- Collaboration within and across disciplines
- Faculty involvement with students

Edison State College continually strives to support this philosophical foundation. We believe that in the following:

Learning is a joint responsibility which engages three key groups:

The students recognize that they are responsible for their learning; the faculty provide relevant and coherent curricula supported by activities that offer students an opportunity to analyze, synthesize, and apply what they have learned; and the staff facilitate learning by providing ongoing support for continuous improvement.

Edison State College encourages the faculty to adopt learning models that are learner centered and actively engage students in the educational process. The College encourages the application of innovative teaching and learning techniques; it also fully respects well-designed teaching pedagogies that use traditional methodologies knowing that a thoughtful assessment of the students learning will occur.

The College fully supports core general education competencies that are well-defined and integrated into each degree program and all courses in the curriculum. All courses and programs are designed to develop, build-upon, and reinforce these core competencies.

Focusing on student learning outcomes solidifies the quality and caliber of our academic program. Ideally it is an ongoing process, seamlessly integrated in the classroom, in the curriculum refinement process, and in the fabric of the educational environment. It is not an additional task to do; rather, it is a process that continually provides clear evidence of student learning and organizational effectiveness.

THE PURPOSE:

Much has been written about assessing student learning and many working definitions have emerged. For example, the purpose of assessment as defined by Huba and Freed (2000):

Assessment is the process of gathering information from multiple sources in order to develop an understanding of what students know, understand, and can do with their knowledge as a result of their educational experience. The process culminates when assessment results are used to improve subsequent learning.

At Edison State College, the primary purpose of assessment of student learning is to define and measure levels of achievement of student learning and to make appropriate modifications and improvements to the curriculum and teaching pedagogy. In a positive and proactive manner, it causes faculty and staff to reflect on the caliber of teaching and learning in the classroom, in courses, in programs, and across the institution.

Participants in the assessment process realize that assessment is the primary responsibility of faculty in collaboration with administrative support; Edison State College realizes that assessment is not an exact science but, because standards of achievement are defined in the process, it generates meaningful data leading to

improvements in the learning environment; and we realize that assessment is not a punitive process, but rather it supports with data, a formative process for quality improvement.

THE GENERAL EDUCATION PROGRAM

PROGRAM PHILOSOPHY

The General Education Program* provides a foundation for all students to acquire core competencies in their program or degree of study. In 2006, Edison State College's Curriculum Committee adopted the following general education philosophy and related core competencies. These competencies are consistent with the requirements mandated by the State of Florida and are augmented by specific competencies thought to be important by Edison faculty and administration.

> *General education is a program of study that establishes a foundation for lifelong learning and prepares students to be thoughtful, informed, global citizens. This program fosters academic excellence, interdisciplinary dialog, respect for self and others, and social responsibility.*

* Revised October 2006; effective August 2007

The foundation to our General Education Program effectiveness is creating a general understanding of core competencies and systematically applying them throughout the curriculum. Core competencies are those "life" skills that transcend any one specific discipline but are interdisciplinary in their application and key to developing a holistic approach to education. At Edison, we believe core competencies include the following.

GENERAL EDUCATION COMPETENCIES

Competency	Definition
Communication (COM)	To communicate (read, write, speak, listen) effectively using standard English and apply effective techniques to create working relationships with others to achieve common goals
Critical Thinking (CT)	To demonstrate the skills necessary for analysis, synthesis, and evaluation
Technology/Information Management (TIM)	To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources
Global Socio-cultural Responsibility (GSR)	To identify, describe, and apply responsibilities, core civic beliefs, and values present in a multi-cultural society
Scientific and Quantitative Reasoning (QR)	To identify and apply mathematical and scientific principles and methods.

To insure that these specific skills are firmly integrated into each program or degree, general education core courses are identified and printed in the College Catalog. These, and other courses, cultivate core competencies and measure students' achievements based on detailed rubrics for each competency.

Additionally, all Edison State College courses identify general education skills that are reinforced within the context of the discipline; these courses have, in their syllabi, a section devoted to Learning Outcomes and Assessment that addresses general education competencies, specific course competencies, and related assessment strategies to measure effectiveness.

OVERVIEW OF ASSESSMENT PROCESS

Edison State College has developed and implemented a comprehensive institutional assessment process which is the basis for developing a culture of evidence that demonstrates how the institution uses assessments results to effect positive change. Underlying the assessment process is an institutional philosophy that focuses on improved and expanded student learning. Two statements in the College's *Academic Plan* illustrate that the College:

- Strives for ***Excellence in Learning*** —by providing course content, learning environments, and pedagogy designed to challenge students' intellect and creativity.

And

- Promotes a ***Culture of Evidence*** —by continually assessing curricula for effectiveness and improvement, and making data driven decisions to enhance the learning environment and advance our effectiveness.

Edison State College has adopted four levels of assessment which operate simultaneously across the institution resulting in a culture of evidence. The four levels of assessment include:

CLASSROOM ASSESSMENT

COURSE ASSESSMENT

PROGRAM ASSESSMENT

INSTITUTIONAL ASSESSMENT

Classroom assessment, course assessment and program assessment are faculty driven process each with its own unique set of procedures and all of which drive institutional change. The student learning outcomes assessment process is at the heart of Edison's assessment process. Improved and expanded student learning, ideally, will have a positive effect on institutional outcomes. Improved student learning might for example, result in higher levels of student satisfaction with

courses and programs, or with employer satisfaction with our graduates, or with improved retention rates in individual courses and/or student persistence in earning a degree or certificate.

HISTORY OF ASSESSMENT IN GENERAL EDUCATION

The College is acutely aware that there are clearly two types of assessment measures: direct and indirect. The student learning outcomes assessment process at Edison relies on direct measures of learning. Direct measures of student learning may include pre and post tests, portfolio assessments, faculty designed exit tests, standardized tests (CLEP, MAAP), among others, all of which demand external validation. It is important to recognize that while indirect assessment measures may tell us a great deal about the institution, they are most often not indicators of student learning. For example, the CCSSE and Noel Levitz student satisfaction surveys which Edison administers from time to time, often lead to improved processes in the institution, but they do not measure student learning.

Edison has implemented an assessment plan that is faculty driven at the classroom, course and program levels. With the assistance of a Learning Outcomes Associate Faculty member and lead faculty trained in assessment, faculty participate in classroom assessment activities, course assessment activities, and program assessment activities in a risk-free environment. Assessment results are used in a formative rather than a summative manner at Edison. The goal of any assessment process must be institutional improvement; therefore, using assessment results in a punitive manner affecting either faculty or students would not produce valid and reliable results.

Phase One (Initial Assessments):
In Spring, 2006, a general education pilot assessment was initiated; then, in Fall, 2006, three course-level assessments were conducted. This phase initiated assessments for "written communication" under the "Communication" student learning outcome. It included the following four assessment projects:

1. The first assessment was a pilot where faculty administered a summary-response writing assignment in five courses, representing each of the academic areas, as well as a course from the A.S. program. This writing assignment was given during Spring, 2006, and graded holistically in two sessions by a cross-section of faculty from several disciplines. The rubric used was one adapted from the template provided by Dr. Larry Kelley. **Results:** This pilot provided insight as to how to conduct a written communication assessment. We initiated plans for a standardized "Communication" rubric, training workshops in holistic scoring, and a Writing Center-- all of which we completed.

2. The second assessment occurred in Fall, 2006. The English faculty took the same summary-response assignment and administered it during the tenth week of the semester in all sections of ENC 1101

taught by full-time faculty and selected sections taught by adjuncts. The essays were compiled and the English faculty holistically scored thirty percent in an all-day scoring session in October (using the new general education "Communication" rubric).
Results: Over 70% of our ENC 1101 students scored an acceptable "2" or above. Also, faculty had very high inter-rater reliability, indicating the validity of the research. English faculty made a recommendation that students take ENC 1101 during the first 15 hours at the College, changed the EAP course prerequisites, and decided to keep administering a final essay as part of the exit requirements for ENC 1101.

3. The third assessment occurred during Fall, 2006 in the B.A.S. course, MAN 3052. Professor Kathy Clark administered the same summary-response assignment to her students during the first class. These essays were scored by Professor Clark and Professor Ambrose (English).
Results: Three out of the four students passed the assessment; however, no one scored higher than a "2." Thus, the Writing Center began to offer workshops for all Edison State College students and a special APA/research skills workshop for B.A.S. students during Spring, 2007. Also, the Writing Center began to offer panels/workshops to all faculty on "Devising Effective Writing Assignments" and "How to Facilitate Writing and Revision."

4. The fourth assessment was a comparative of ENC 1102 ground vs. e-learning modalities. Professor Ellie Bunting administered an exit reader-response essay on a choice of two education-related topics. These essays were compiled and all of them were scored holistically by Professor Bunting (English) and Professor Ambrose (English).
Results: Students had a very high passing rate on this essay assignment (95%), with the e-learning students scoring slighter better. This assessment proved the e-learning ENC 1102 modality used by Professor Bunting is comparable to the ground ENC 1102 modality. Further assessment with comparing ground vs. e-learning courses is planned for 2007 - 2008.

Phase Two (Course Level Assessment Plan):
In an effort to have the greatest impact on student learning, the College decided to focus on "high impact courses" -- those courses which have the highest enrollments. The College will begin at least three new projects in a given year but with no more than twelve projects in process at any one time (see Appendix A). In order to complete these assessments in a timely and systematic manner, the Student Learning Outcomes Committee developed a set of procedures for conducting course learning outcomes assessments and for general education assessment as well. It is important to note that these are two separate processes: courses assessment focuses on course content; general education assessment focuses on skills acquisition.

Course level learning outcomes assessment is guided by the procedures outlined in the document "Learning Outcomes Assessment Project" (see Appendix C). Faculty,

administration, institutional research and the LOA Associate work together to design and implement a learning outcomes project that will yield both valid and reliable results. Once the project is approved, progress is tracked through the "LOA Checklist" (see Appendix D). The process has six stages and spans three years:

1. Designing and proposing a Learning Outcomes Assessment Project (LOA) (Spring of semester prior to administration of the project)
2. Implementing the design and collecting data (Fall Year 1)
3. Redesigning the course to improve student learning (Spring Year 1)
4. Implementing course revisions and reassessing student learning (Fall/Spring Year 2)
5. Data collection and analysis (Fall/Spring Year 3)
6. Final analysis/reporting results (Spring Year 3)

What is most significant about this process is that it produces verifiable results which demonstrate how assessment is being used to drive curricular change. The results are documented in the "Course/Program Assessment and Analysis Form" (See Appendix E).

Phase Three (General Education Assessment Plan):
The College will continue to use MAAP as a measure of general knowledge associated with general education as one measure of the attainment of general education goals. It was administered in Fall, 2006, and will be again in Fall, 2007. Additionally, all students completing the AA degree are required to pass the CLAST exam which is also a measure of general knowledge related to general education outcomes. However, as a result of several learning outcomes assessment projects were piloted in recent semesters, the College is implementing the common graded assignment for assessing general education outcomes for general education courses. The common graded assignment is developed by faculty who are teaching a particular general education course; all faculty who are teaching the course in a particular semester must participate in the project and, therefore, must require the assignment. Instructors use the assignment as a "content" assignment within the course. Also, the assignment, because it is designed to assess least four of the general education goals, will be used to measure the student's attainment of general education goals. The faculty also develop a grading rubric for the assignment. In the Summer of 2007, humanities faculty will pilot this new process in HUM 2230 (see Appendix F).

HISTORY OF ASSESSMENT IN PROFESSIONAL AND TECHNICAL STUDIES

Programs in the Professional and Technical Studies Division (P&T) integrate both technical skills and general education competencies. Additionally, occupational requirements often guide the assessment process through standardized examinations and performance observations. P&T programs participate in assessing learning outcomes through two specific strategies:

- Discipline specific assessment plans

- Program review processes.

P&T program outcomes are designed in accordance with established learning expectations for specific fields of study and conform to the Florida Department of Education Frameworks. Often these expectations are determined by an external agency and are unique to individual occupational areas.

PROFESSIONAL AND TECHNICAL PROGRAM ASSESSMENT PLANS

When defining Edison's program outcomes, faculty consider both general education competencies and discipline specific skills. Program assessment plans are developed to include: identifying program outcomes, aligning individual course outcomes within the program design, and creating a grid that demonstrates this linkage. In addition, General Education Program competencies are blended into the program of study to form a holistic approach to learning. This insures that students are exposed to both workforce and life skills. Program grids are developed that illustrate where and when leaning outcomes are addressed throughout the entire program.

In summary, a comprehensive Program Assessment Plan with clearly established learning outcomes and assessment techniques, is prepared and reviewed annually. Also, matrixes are developed as listed below.

PROFESSIONAL AND TECHNICAL PROGRAM REVIEWS

Program reviews are used to gain a multidimensional view of P&T programs. Numerous factors such as enrollment trends, learning outcome effectiveness, graduation rates, and financial analysis are incorporated in the analysis. The goal of these reviews is to document program viability and to determine how individual programs are achieving student learning, program objectives, and future potential.

Typically during a program review, three or more improvement strategies are recommended by the faculty and Dean; upon review with the District Vice President of Academic Affairs they are formalized into the continuous improvement unit plan. As required by the State of Florida Department of Education, each program is reviewed on a five-year cycle in accordance with the timeline illustrated below. It should be noted that during 2006-07 all programs will be reviewed with the vice president, and frequently thereafter.

PROGRAM REVIEW

Professional and Technical Programs

Program	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Accounting	0	0		X		
Biotechnology		X				
Bus. Admin.	0	0	X			
Cardio. Tech.	0		X			
Computer Sc.	0	0			X	
Criminal Just.	0			X		
Dental Hygiene	0		ADA (AST)		ADA (HYG)	
Drft. & Design	0	0		X		
Early Childhood	0	X				
EMS	JRC/EMT					JRC/EMT
Fire Science	0	0			X	
Golf Operations	X	0				X
Nursing	0			NLN		
Paralegal	0		X			
Phy. Therapy	0/APTA					APTA
BAS-Public Safety Mgt.		O	O	O	TBD	TBD
Rad. Tech.	0			JRCERT		
Respiratory Care	0/Accred.				CoARC	

X=State DOE requirement; 0=Edison review plans as of 12/06

As each program approaches this process, the faculty and staff collaborate on addressing the following areas:

- A Program Profile
- Student Learning Outcomes
- Program Strengths and Weaknesses
- Program Improvements
- Future Issues Impacting the Program
- Program Efficiency and Productivity
- Overall SACS Standards

Upon completion the faculty, dean, and vice president of academic affairs meet to discuss the results of this comprehensive review with particular emphasis on student success data, environmental trends, facilities, staffing, and professional development suggestions. Follow up meetings are scheduled if needed.

Learning Outcomes Assessment Projects

I. Standards for Assessment

In "College Learning for the New Global Century," the Association of American Colleges and Universities presents the essential philosophical framework for student learning outcomes assessment grounded in two key concepts:

1. How do colleges prepare students for the challenges of the twenty-first century?

2. How do colleges create a "framework of excellence" in their curricula to help students master the wide range of knowledge they will need to be successful, productive citizens?

These two questions have guided Edison State College to initiate deliberate, intentional general education standards designed to create educational practices that will help students to integrate their learning and apply their learning. The intention is to move away from the idea of a "liberal education" as a set of separate, discrete disciplines toward a unified, comprehensive set of outcomes essential for all disciplines. Thus, the student learning outcomes that are being assessed at Edison State College are not designed to reflect just a series of courses, but an attempt to evaluate the cumulative progression of developing intellectual skills in the following areas (see rubrics):

- Communication (Written and Oral)
- Critical Thinking
- Technology/ Information Management
- Global Socio-cultural Responsibility
- Scientific and Quantitative Reasoning.

These competencies reflect the traditions of American higher education needed for a "free society and for the full development of human talent" ("Liberal Education & America's Promise," AAC&U). This type of holistic learning approach emphasizes teaching students to integrate and apply their learning across all fields of study: liberal arts and professional fields. It is a concept of education based on the democratic ideal that all citizens should benefit from a liberal education and a curriculum that provides them with the opportunity to achieve both personal and professional success:

1. They acquire the useful training to prepare them for the workplace In today's global economy; and

2. They learn the skills to engage them intellectually in literature, politics, economics, sciences, and the arts.

Our general education standards are truly based on a traditional curriculum that has been updated and broadened for the twenty-first century. Edison State College, with its history as a community college and its emergence as a baccalaureate-granting institution, is in the unique position of creating a community of scholars aligned in its

thinking of how to transform open-admission students into an "educated citizenry." Thus, the student learning outcomes reflected in the general education program are essential not only for each student's success, but to the vitality of our society. The following general education rubrics are being used College-wide for assessment.

LEARNING OUTCOMES ASSESSMENT PROJECTS

II. Course Level

There are two types of Learning Outcomes Assessment Projects that are currently being conducted on the course level:

- Individual Course Project
- High-Impact Course Project

In order to initiate either an Individual Course Project or High-Impact Course Project, the individual(s) interested should follow the procedures outlined in The Learning Outcomes Project Proposal (see Appendix C). The assessment project should be presented to the Lead Faculty and appropriate Academic Dean. Then the individual or team, working with the Learning Outcomes Associate, should formulate a proposal and present it to the other faculty members in the discipline of the project plan.

Once the project has been approved by discipline faculty members, it then goes to the District Vice President, Academic Affairs for approval and funding.

Some typical types of projects include the following:

- Standardized Tests
- Portfolio Assessment
- Pre-test, Post-test
- Holistically-Scored Essay

Project Assistance:

Edison State College fully supports the Learning Outcomes Assessment Program and provides assistance through Lead Faculty trained in assessment, the Learning Outcomes Associate, and the Department of Institutional Effectiveness. Every stage of the assessment process from the planning to the implementation to the final report, the College will provide the faculty member(s) with support. Some areas of assistance are as follows:

- Project Design (including the Proposal)
- Statistical and Technical Support for Data Collection
- Project Management
- Access to Student Records/Data
- Project Report

Project Requirements:

Each course assessment project, whether individual or high-impact, consists of six stages that are completed in a three-year cycle, including design, implementation, course redesign, reassessment of student learning, data collection, and final analysis (see Appendix D).

Stage One: Designing and Proposing a Learning Outcomes Assessment Project

In Stage One, the following steps will be taken:

1. Choose team leader
2. Review common course outline objectives
3. Determine LOA objective(s)
4. Determine method(s) of external validation
5. Match instrument(a) to objectives
6. Determine method(s) of data collection and timeline
7. Conditions and schedule of payment
8. Submit draft

Stage Two: Implementing the Design and Collecting Data

In Stage Two, the following steps will be taken:

1. Assessment and demographic data will be submitted to Department of Institutional Effectiveness
2. Data summary meeting with LOA

Stage Three: Redesigning the Course to Improve Student Learning

In Stage Three, the following steps will be taken:

1. Recommendations determined
2. LOA works with individual or team to redesign the course

Stage Four: Implementing Course Revisions and Reassessing Student Learning

In Stage Four, the following steps will be taken:

1. Recommendations implemented in the course

Stage Five: Data Collection and Analysis

In Stage Five, the following steps will be taken:

1. Reassessment/data collection
2. Data submitted to Department of Institutional Effectiveness

Stage Six: Final Analysis/ Reporting Results

In Stage Six, the following steps will be taken:

1. Final report will be written and shared with discipline faculty
2. Final report will then be sent to the Academic Dean
3. Final report will be sent to the District Vice President, Academic Affairs
4. Final report will be submitted to the College community

III. General Education Program Level

In order to document that the College has an effective General Education Program, it has created an assessment plan that produces evidence of student learning. The plan includes both internal and external measures.

Internal Measures:

Common Graded Assignments

The College is currently piloting a cycle of general education assessment using Common Graded Assignments (see Appendix B). These are criterion-referenced assessments designed by an assessment team of faculty, based on the model successfully used by The Community College of Baltimore College.

To conduct this type of General Education Assessment, the assessment team creates a Common Graded Assignment and a 6-point scoring rubric that covers at least four of the six Student Learning Outcomes (see HUM 2230 Pilot in Appendix F). These assignments will be incorporated into the syllabus of the designated course, and a random sample will be collected and scored analytically. The data from this assessment will provide feedback on the General Education Program goals.

For the upcoming General Education assessment projects, faculty will be given workshops to be trained in creating the Common Graded Assignment, as well as the analytical scoring.

External Measures

MAAP

The College is presently using the Measure of Academic Proficiency and Progress (MAAP) as an assessment of the effectiveness of the General Education Program. The MAAP test was given in Fall, 2006 and again in Fall, 2007, to a random sampling of classes.

Schedule for MAPP test for General Education

Week 1				
	Monday Sept. 17	**Tuesday Sept. 18**	**Wednesday Sept. 19**	**Thursday Sept. 20**
Sabine Eggleston	10:00 a.m.			
Lee Foreman	5:30 p.m.			
Don Ransford		11:00 a.m.		
Don Ransford		1:00 p.m.		
Rona Axelrod			10:00 a.m.	
Rona Axelrod			1:00 p.m.	
Doug Nay			6:00 p.m.	
Wendy Chase				11:00 a.m.
Noelle Burr				2:00 p.m.

Week 2				
	Monday Sept. 24	**Tuesday Sept. 25**	**Wednesday Sept. 26**	**Thursday Sept. 27**
Fernando Mayoral	9:00 a.m.			
Don Ransford	2:00 p.m.			
Ginger Donnelly		9:30 a.m.		
Ginger Donnelly		11:00 a.m.		
Ron Smith			8:00 a.m.	
Peggy Romeo			2:00 p.m.	
Dale Hoover				11:00 a.m.
Sebastian Bennett				3:00 p.m.

	Monday Sept. 24	**Tuesday Sept. 25**	**Wednesday Sept. 26**	**Thursday Sept. 27**
Jaen, Janice				
Wolfson, Jed				
Orobello, Natala				
Manacheril, George				

	Monday Sept. 24	**Tuesday Sept. 25**	**Wednesday Sept. 26**	**Thursday Sept. 27**
Luther, David				
Weinland, Linda				
VanGlabek, Joan				
Paschall, Katie				

CLASSROOM LEARNING ASSESSMENT

Aside from the formal research that is conducted at the program and course level, the College supports the informal techniques used by faculty at the classroom level. This type of assessment is used to facilitate learning through mutual feedback between the instructor and student, and it is considered part of the faculty member's teaching responsibilities. Faculty are encouraged to utilize various classroom assessment techniques based on the work of Angelo and Cross's *Classroom Assessment Techniques: A Handbook for Faculty.* These assessments are aids to students and instructors in the learning process and include the following techniques:

- The One-Minute Paper
- "The Muddiest Point"
- One Sentence Summary
- "What's the Principle?"
- Directed Paraphrasing

Project Suggestions:

Classroom learning assessment is deliberate, but a much less formal process than the Learning Outcomes Assessment Projects. Individual faculty members will decide what to assess, how to assess, and how to respond to the data. Projects can certainly vary is scope and complexity but should relate to one of three areas defined by Angelo and Cross in *Classroom and Assessment Techniques: A Handbook for Faculty:*

1. Course-related knowledge and skills;
2. Learner attitudes, values, and self-awareness; and
3. Learner reactions to instruction.

Each classroom assessment project should following the following steps:

Stage One: Planning the Project

1. Choose the class
2. Determine the Learning Objective
3. Decide on an appropriate assessment technique

Stage Two: Implementing the Project

1. Teach the chosen Learning Objective
2. Collect feedback
3. Analyze the feedback

Stage Three: Responding to the Students

1. Interpret the results and communicate them to the students

APPENDIX A
COURSE-LEVEL ASSESSMENT MATRIX
High-Impact Course Level Assessment
2006 - 2011

Year 2006 – 2007 ENC 1101 Phase I Phase II Phase III		
Year 2007 – 2008 ENC 1101 Phase IV	Year 2007 - 2008 MAT 1033 Phase I Phase II Phase III	
Year 2008 - 2009 ENC 1101 Phase V Phase VI	Year 2008 – 2009 MAT 1033 Phase IV	Year 2008 – 2009 CHM 2025L SPC 1600 REA 9003 PSY 2012 Phase I Phase II Phase III
	Year 2009 – 2010 MAT 1033 Phase V Phase VI	Year 2009 – 2010 CHM 2025L SPC 1600 REA 9003 PSY 2012 Phase IV
		Year 2010 – 2011 CHM 2025L SPC 1600 REA 9003 PSY 2012 Phase V Phase VI

APPENDIX B
GENERAL EDUCATION ASSESSMENT MATRIX
2007 – 2009

Year 2007 Pilot (summer) Summer A HUM 2230		
	Year 2007 (fall) Planning for general education assessment; review HUM 2230 data	
		Year 2008 - 2009 ECO 2013 HUM 2230 BSC 1093C CHM 2025L

Appendix C
Edison State College Learning Outcomes Project Proposal
Multi-Section Course Level Assessment
2008 – 2009 Cohort

Faculty members should begin by discussing the basic ideas of the project with their lead faculty member and gain preliminary approval of the project from the appropriate dean. Once preliminary approval is received, faculty members will develop the full proposal in conjunction with the Learning Outcomes Associate, using the format listed below. Proposals are limited to no more than three pages and must be submitted to the Learning Outcomes Associate and the appropriate dean for final approval.

Proposals must include the following:

Project Description:
Briefly describe the project and explain how it will strengthen and improve student learning. Indicate which course(s) or program(s) will be involved in the study.

Project Objectives:
List and describe the specific objectives (outcomes) to be measured as part of the project.

Methodology:
Explain the method and instrument (s) that will be used to collect data to measure the learning outcomes identified.

External Validation:
Describe how the assessment instruments(s) will be externally validated if standardized tests are not being used.

Timeline:
State the timeline for each of the stages in the project. These stages include the following: 1) Designing and Proposing a Learning Outcomes Assessment Project; 2) Implementing the Design and Collecting and Analyzing the Data; 3) Redesigning the Course to Improve Student Learning; 4) Implementing Course Revisions;5) Reassessment/Data Collection and Analysis; and 6) Final Analysis and Reporting of Results.

Stage	**Timeline (mo/yr. – mo/yr)**

1

2

3

4

5

6

Project Needs:

List and justify all resources necessary to conduct the project. Identify all faculty who will participate in the project and define the scope of their roles and responsibilities. Categories of needs include staff assistance, consumables, etc.

Faculty Participants/Roles:

Consultant Fees:

Test Fees:

Other Costs (explain):

Signatures:

Discipline Chair/Associate Dean_____

Date: _____

Learning Outcomes Associate _____

Date: _____

Dean _____ Date: _____

District Vice President of Academic and Student Affairs _____

Date: _____

Program Assessment
Common Graded Assignment Project
2008 – 2009

Faculty members should begin by discussing the basic ideas of the project with their lead faculty member and gain preliminary approval of the project from the appropriate dean. Once preliminary approval is received, faculty members will develop the assignment in conjunction with the Learning Outcomes Associate, using the format listed below. Proposals are limited to no more than one page and must be submitted to the Learning Outcomes Associate and the appropriate dean for final approval.

Projects must include the following:

Description of the assignment:
Briefly describe the proposed assignment and explain how it will strengthen and improve student learning. Indicate which course and/or program will be involved in the assignment.

Assignment Objectives:
List and describe the specific objectives (outcomes) to be measured as part of the assignment.

Methodology:
Explain the method and instrument (s) that will be used to collect data to measure the learning outcomes identified.

Timeline:
State the timeline for each of the stages in the project. These stages include: developing the assignment; developing a scoring rubric for the assignment; devising an implementation plan; conducting the assignment; and scoring the assignment.

Project Needs:
List and justify all resources necessary to conduct the project. Identify all faculty who will participate in the project and define the scope of their roles and responsibilities. Categories of needs include staff assistance, consumables, etc.

Please fill in the blanks on the following page and then make an appointment with Janet Ohlemacher, the Learning Outcomes Associate (ext. 1081, L-120).

Classroom Learning Assessment Project
2008 – 2009

Faculty members should begin by discussing the basic ideas of the project with their lead faculty member and gain preliminary approval of the project from the appropriate dean. Once preliminary approval is received, faculty members will develop the assignment in conjunction with the Learning Outcomes Associate, using the format listed below. Proposals are limited to no more than one page and must be submitted to the Learning Outcomes Associate and the appropriate dean for final approval.

Projects must include the following:

Description of the assignment:
Briefly describe the proposed assignment and explain how it will strengthen and improve student learning. Indicate which course and/or program will be involved in the assignment.

Assignment Objectives:
List and describe the specific objectives (outcomes) to be measured as part of the assignment.

Methodology:
Explain the method and instrument (s) that will be used to collect data to measure the learning outcomes identified.

Timeline:
State the timeline for each of the stages in the project. These stages include: developing the assignment; developing a scoring rubric for the assignment; devising an implementation plan; conducting the assignment; and scoring the assignment.

Project Needs:
List and justify all resources necessary to conduct the project. Identify all faculty who will participate in the project and define the scope of their roles and responsibilities. Categories of needs include staff assistance, consumables, etc.

Please fill in the blanks on the following page and then make an appointment with Janet Ohlemacher, the Learning Outcomes Associate (ext. 1081, L-120).

Classroom Assessment Project 2008 - 2009

Description of the Assignment:

Assignment Objectives:

Methodology:

Timeline:

Stage	mo/yr. – mo/yr
Developing the Assignment	
Developing a scoring rubric for the assignment	
Devising an implementation plan	
Conducting the assignment	
Scoring the assignment	
Final Analysis and Reporting of Results	

Faculty Participants/Roles:

- **Faculty would receive $100-150 in the term the project was conducted.**

Signatures:

Discipline Chair/Associate Dean _____
Date: _____

Learning Outcomes Associate _____
Date: _____

Dean _____
Date: _____

District Vice President of Academic and Student Affairs
_____
Date: _____

APPENDIX D

1. Designing and proposing a Learning Outcomes Assessment Project (LOA) (Spring of semester prior to administration of the project)	Status	Comments
Choose team leader		
Review Common Course Outline objectives		
Determine LOA instrument(s)		
Determine method(s) of external validation		
Match instrument(s) to objectives		
Determine method(s) of data collection and timeline		
Conditions and schedule determined for payment		
Submit draft of RFP and (as necessary) external consultant report approved		

2. Implementing the design and collecting data (Fall Year 1)	Status	Comments
Assessment and demographic data submitted to PRE office		
Data summary meeting		

3. Redesigning the course to improve student learning (Spring Year 1)	Status	Comments
Recommendations		

determined		
Interim LOA report to include recommendations *		

4. Implementing course revisions and reassessing student learning (Fall/Spring Year 2)	Status	Comments
Recommendations implemented (2 semesters)		

5. Data collection and analysis (Fall/Spring Year 3)	Status	Comments
Reassessment/data collection		
Data submitted to Research*		

6. Final analysis/reporting results (Spring Year 3)	Status	Comments
Final report sent to academic dean		
Final report sent to the Vice President of Academic Affairs		
Final report submitted to the college community*		

* Note: a one-to-three page mid-year and annual report is required each year of the project if the approved timeline is not being met. Report due dates are January 15 and June 15.

APPENDIX E
COURSE/ PROGRAM ASSESSMENT AND ANALYSIS FORM

Name of Course/Program:

Name of Team Leader:

LEARNING OUTCOME(S)

Identify the learning outcome(s) that you are measuring.

ASSESSMENT PLAN

Name and brief description of the instruments/rubrics. (Attach a copy of the instrument to this document if appropriate).

Brief description of what is to be assessed/measured.

Date(s) of administration.

Sample (number of students, % of class, level, demographics).

DATA ANALYSIS

Analysis and summary of findings.

USE OF ASSESSMENT FINDINGS TO IMPROVE STUDENT LEARNING

Recommended changes based on assessment findings. Include plan for sending substantive changes to department/college/university curriculum teams.

Describe how data and recommendations were shared with faculty. (Attach a copy of minutes to this document if applicable).

Appendix F
HUM 2230 Pilot General Education Assessment

General Education Assessment in Humanities

This assignment will serve as both a graded assignment in our course and an assignment that will be used to determine how well Edison State College is meeting its goal to hone your skills in Communications, Critical Thinking, Ethics and Values and Technology. You must submit a 400-500 word essay that addresses the assignment below according to the following guidelines; failure to follow these instructions may result in a zero for the assignment. Please read all instructions carefully.

Submission Guidelines:

- Compose your essay in Microsoft Word, and title it "Assessment Essay."
- Place your student I.D. number (**not your social security number**) in the upper left-hand corner.
- Double-space your essay, using the Times New Roman 12 font.
- You must include one quotation in your essay, either from the primary text or the critical analysis of the text that you will also be reading. Be sure to properly cite your source using the MLA guidelines.
- Proofread your essay for grammar and mechanics, using both the spell-check software available on Microsoft Word and any grammar manuals in your possession.
- Submit your essay electronically as a Word attachment to your professor within one week from the date of the initial assignment.

Essay Guidelines:

- Read the excerpt from Ibsen's *A Doll's House* in Volume 5 of The Humanistic Tradition on pp. 91-92 .
- Use the Academic Search Premier database that can be accessed through the "Edison Libraries" tab on the Edison Portal to locate the following article: **Ibsens' A Doll's House. By: Rosefeldt, Paul, Explicator, Winter 2003, Vol. 61 Issue 2, p.84, 2p..**
- After having read and thought about both texts, write a fluid essay that addresses the following:
    - Include an introductory paragraph that conveys to someone who has not read or viewed this work an overview of the scene you will be analyzing. You will want to include the author's name and the title of the work in this introduction.
    - Describe the two ethical positions concerning Nora's decision to leave Helmer and the children.
    - Identify the values that each character asserts to justify their respective positions.
    - Explain which ethical point of view in the narrative you most agree with and why.
    - Integrate Rosefeldt's analysis of the text into your assessment of the characters and their respective positions.

If you have any questions, please contact your professor

Appendix G
Assessment Rubric for General Education Competencies
Humanities 2230

Gen. Ed. Criteria	6 High	5	4	3	2	1 Low
Communication	Excels in expressing ideas in clear, well-formatted sentences. Makes very few errors in grammar and spelling. Excels at developing and expressing ideas. Expertly demonstrates good organization and coherence	Consistently expresses ideas in clear, well-formed sentences. Makes few errors in grammar and spelling. Very good at expressing ideas. Clearly demonstrates good organization and coherence	Generally expresses ideas in clear, well-formed sentences. Makes more than a few errors in grammar and spelling. Fairly good at developing and expressing thoughts, ideas and beliefs. Shows some evidence of organization and coherence.	Inconsistent in expressing ideas in clear, well-formed sentences. Makes enough errors in spelling and grammar to affect the positive flow of the assignment. Adequate at developing and expressing thoughts and beliefs. Shows some difficulty in organization and coherence.	Ideas are frequently expressed in unclear and confusing sentences. So many errors in grammar and spelling that content is overshadowed. Poorly develops and expresses thoughts and ideas. Shows little evidence of organization and coherence.	Ideas are almost always expressed in unclear and confusing sentences. Makes excessive errors in grammar and spelling. Fails to adequately develop and express thoughts and ideas. Little to no evidence of organization and coherence.
Critical Thinking	Excels in evaluating and articulating the relative importance of issues discussed as part of the topic.	Generally succeeds in evaluating and articulating the relative importance of issues discussed as part of the topic.	Adequately evaluates and articulates the relative importance of the issue(s).	Inconsistently evaluates the relative importance of issues discussed as part of the topic and leaves some questions unanswered.	Generally misunderstands and poorly articulates the relative importance of the issues discussed as part of the topic and leaves many questions unanswered	Completely misunderstands and very poorly articulates the relative importance of the issues discussed as part of the topic.
Technology/Information Management	Very effectively uses internet resources to develop a very relevant and provocative argument	Generally effective in using internet resources to develop a generally relevant and somewhat provocative argument	Somewhat effective in using internet resources to develop a somewhat relevant argument.	Uses internet resources, but develops a somewhat irrelevant and/or confusing argument.	Uses internet resources, but develops a completely irrelevant or inappropriate argument.	Does not use internet resources and fails to develop a relevant or provocative argument based on internet resources.
Ethics and Values	Work is original and always accurately	Work is original and usually accurately	Work is original but documentation is	Work is original but documentation is	Work is original but documentation	Work is not original and documentati

	documented. Excels at comparing, contrasting and evaluating pro/con positions for an ethical issue.	documented. Effectively compares, contrasts and evaluates pro/con positions for an ethical issue.	not always accurate. Able to compare, contrast and evaluate pro/con positions for an ethical issue.	often inaccurate. Able to describe the pro/con positions for an ethical issue.	is almost always inaccurate. Able to identify the pro/con positions for an ethical issue.	on is always inaccurate. Unable to identify, describe or evaluate pro/con positions for an ethical issue.

Appendix H
Assessment Report for 2007 & 2008

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
Edison State College

Marty Ambrose
Jan Ohlemacher

Assessment activities during the 2007 – 2008 academic year continued to build on previously-established assessment practices. Based on information gained from analyzing activities and data, the Student Learning Outcomes Committee (SLOC) revised processes, re-organized timelines, and began planning for the implementation of a three-year review of syllabi across the College. SLOC met monthly to discuss all issues related to assessment at the course and program level. A subcommittee was formed during the fall semester, with Jan Ohlemacher as Chair, to review the assessment proposals as they were submitted for approval. The proposals were to carry out the projected assessments defined in *A Guide for Student Learning Outcomes Assessment* matrices, produce data, and initiate continuous improvement.

General Education Program Assessment:

Comprehensive Program Review:
MAPP testing was completed during Fall, 2007, and it showed significant increases in English, as well as improved retention in math courses. (put in numbers). Critical thinking still proved to be a weak area for most Edison State College students.

Common Graded Assignments:
SLOC decided last year that the General Education Program assessment would be completed through Common Graded Assignments (CGAs), and a pilot assessment was completed in HUM 2230 during Summer, 2007. This pilot paved the way for the following assessments:

ECO 2013 (Spring, 2008)
CHM 2025 (Spring, 2008)

Both of these CGAs were given in all sections of the courses; the data has been gathered, and reports will be completed by Fall, 2008. An additional CGA is planned for Fall, 2008 in BSC 1093C, and the HUM 2230 CGA assessment will be completed in all humanities classes during Fall, 2008.

Multi-section Course-Level Assessment:
The course-level assessment has been moving forward in ENC 1101, which completed its first two years of the assessment cycle with a common exit

exam, followed by a pilot portfolio. This pilot was reviewed by the English faculty team and Dr. Rose Mince and revised for implementation. During Fall, 2008, all sections of ENC 1101 will be administering the finalized portfolio assessment, to be scored by all English faculty during duty days in Spring, 2009. In addition, MAT 1033 completed its first year of course-level assessment with a pre and post test.

During Fall, 2008, the following additional course-level assessments are planned:

- PSY 2012 (pre and post test)
- CHM 2025L (pre and post test)
- SPC 1600 (pre and post test)

Additionally, three other assessments are in the development stage for the next academic year:

- CGS 1100
- PHI 2600
- REA 9003

Professional and Technical Programs:

Comprehensive Program Review

Data results have been gathered from a professional portfolio in the Early Childhood Program.

Annual Program Review

The following programs have completed assessment projects:

- EMT – national and state exams
- Criminal Justice – overall course assessments
- Computer Technology – five design projects and three oral presentations
- Golf Course Operations – work experience
- Heath – national and state exams
- Fire Science – essay question and skills assessment
- Business and Technical – course comprehension and project
- Paralegal – internship; portfolio

Bachelor Degree Programs:

Annual Program Review

B.A.S. in Public Safety – Capstone Course Project

Recommendations:

Following the analysis of data and with input from SLOC, the following recommendations have been made:

1. The General Education Program assessment cycle need to be fully developed with more concise processes for assessment projects, subcommittee review, and timely payments.
2. A comprehensive review of General Education courses and syllabi will begin in Fall, 2008, using criteria developed and approved by SLOC.
3. Assessments, both in General Education and Professional and Technical Studies need to be tied into a clearer plan for continuous improvement and, eventually, the Quality Enhancement Plan.

Appendix I
Professional and Technical Studies
Learning Outcomes and Assessment Methodologies

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Accounting Technology	1. Analyze, calculate and journalize correcting, adjusting, closing, and reversing entries. 2. Collect, record, and analyze accounting data to evaluate alternatives in decision making processes. 3. Calculate and understand break-even analysis and other related topics. 4. Identify, record, and evaluate various cost accounting systems. 5. Define and apply generally accepted accounting principles.	Outcomes are evaluated at the course level with comprehensive final exam. Exam questions are test bank generated. Academic year 07-08 the faculty will implement embedded questions in all ACG 2071 sections. The performance standard is a minimum of 70% correct responses on embedded items.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Business Administration & Management	1. Identify, classify, and demonstrate management activities. 2. Demonstrate a basic understanding of legal and ethical issues in a business environment. 3. Demonstrate knowledge of the principles and practices of management 4. Demonstrate knowledge of budget principles and interpret budgets 5. Analyze and develop written solutions to behavior problems affecting job performance. 6. Describe activities associated with the management functions of planning, organizing, staffing, leading, and controlling. 7. Identify major acts and important regulations resulting from the growth and changes in financial institutions. 8. Evaluate promotional effectiveness. 9. Develop and modify marketing mixes for a business.	Outcomes are evaluated at the course level with course comprehensive project. Academic year 07-08 the faculty will implement a standard rubric for all sections of MAN 2021. These final projects will be scored by faculty. At least 70% of all projects scored will receive a minimum overall rating of 3 on a 4-point scale.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Cardiovascular Technology	1. Demonstrate professional interpersonal communication and work ethics 2. Demonstrate accurate cardiac catheterization skills 3. Demonstrate knowledge of cardiac rhythms 4. Demonstrate knowledge of the role of the cardiovascular technician 5. Demonstrate the integration of knowledge required to pass the certification examination for CVT technicians	Edison College Comprehensive Final Exam with a pass rate of 70% Edison College Comprehensive Skills Test – 100% achieve standard of "2" or better on scale of 0-3 To achieve 100% pass rate on RCIS (Registry Exam for Invasive Cardiology)	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Computer Programming & Applications	1. Program majors will be able to design and analyze problems and develop program specifications. 2. Program majors will have experience writing code in various languages. 3. Program majors will have experience demonstrating competency in oral and written communication. 4. Program majors will have experience using databases.	Students will have created at least three original design projects during their coursework. 70% of the projects must achieve at least a 3 on an overall 5 point grading scale. Students will have created at least two original design projects during their coursework. 70% of these projects must achieve at least a 3 on an overall 5 point grading scale. Students will give at least three oral presentations in their coursework, providing accompanying sources for the presentation. Students will write at least two reviews of current issues in technology and/or computer science. 70% of these projects must achieve at least a 3 on an overall 5 point grading scale. At least one project will be completed in which students are required to examine a business model and develop database specifications. They must achieve at least a 3 on an overall 5 point grading scale.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Crime Scene Technology	1. Demonstrate knowledge of recording the crime scene and related evidence on film, disc, and video 2. Demonstrate knowledge of collection and development of evidence 3. Demonstrate knowledge of fingerprint development and preservation 4. Demonstrate knowledge of crime scene data gathering 5. Demonstrate knowledge of mapping, measuring and logging the crime scene 6. Demonstrate knowledge of crime scene report writing 7. Demonstrate knowledge of courtroom testimony presentations 8. Demonstrate knowledge and understanding of the criminal justice system	Faculty evaluate each learning outcome as it corresponds with each course required in the program. Rubrics are used to provide a numerical score for each individual learning outcome.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Criminal Justice Technology	1. Describe and discuss the criminal justice system 2. Describe and discuss the principles of criminology 3. Describe the juvenile delinquency field 4. Identify the criminal investigation procedure 5. Describe the field of criminal law 6. Describe the field of corrections administration 7. Explain evidence and rules of evidence 8. Summarize police administration	Faculty evaluate each learning outcome as it corresponds with each course required in the program. Rubrics are used to provide a numerical score for each individual learning outcome. Average scores are calculated for each outcome, then aggregated for an overall average score. The possible range is 4 – 16. The acceptable target for an average overall rating is 11 or higher.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Dental Hygiene	1. Explain the role of the dental hygienist 2. Perform oral hygiene techniques accurately on an adult and child 3. State the rules and regulations applicable to the dental hygienist 4. Demonstrate the use of computer technology as it relates to dental hygiene 5. State the most common problems with dental care in the elderly, adult, and child.	Patient approval rating at 90% or above ADA examination, 100% pass rate ADA examination, above national average on each of 15 subcategories	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Drafting & Design Technology	1. Demonstrate an understanding of point sources in 3-D. 2. Demonstrate an understanding of the environment of Architectural Desktop. 3. Measure tolerance(s) on horizontal and vertical surfaces using millimeters, centimeters, feet, and inches. 4. Apply CAD Drawing Standards as established and updated by the industry. 5. Apply systems-drafting techniques.	Outcomes are evaluated at the course level with comprehensive portfolio in ETD 2350. All ETD 2350 sections comprehensive portfolios will be scored and evaluated by a faculty rubric. These portfolios will be scored by faculty. At least 70% of all projects scored will receive a minimum overall rating of 3 on a 4-point scale.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Early Childhood Education	1. Demonstrate knowledge of child growth and development both typical and atypical 2. Demonstrate knowledge of early childhood educational planning to include cognitive, motor, language, literacy, health, safety, nutrition, social skills, parental involvement, and appropriate methods of guidance and classroom management 3. Demonstrate knowledge of the early childhood education profession 4. Demonstrate knowledge of community needs and resources	Student professional portfolios will be evaluated at the completion of EEC 1947 Early Childhood Practicum II using a rubric developed by faculty. At least 70% of all portfolios scored will receive a minimum overall rating of 3 on a 4-point scale.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Emergency Medical Services Technology	1. Demonstrate knowledge of the paramedic profession 2. Describe EMS systems 3. Demonstrate knowledge of the health care delivery system and health occupations 4. Describe medical and legal considerations 5. Describe and demonstrate EMS communications systems 6. Earn a passing score on the Florida Paramedic Certification Examination 7. Demonstrate basic leadership and administrative skills for management of emergency medical service systems	Achievement of these outcomes is demonstrated by performance on the National Registered Emergency Medical Technician (NREMT) and State of Florida Paramedic exams. The performance target is a pass rate of 70% or higher on both exams.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Fire Science Technology	1. Understand and apply the principles of supervision and management necessary for leadership and administration in the fire service 2. Demonstrate the proper use, maintenance, and inspection of various safety equipment 3. Demonstrate an understanding of the principles of fire development, cause, and prevention 4. Provide an in-depth analysis of the principles of fire control through the utilization of personnel, equipment, and extinguishing agents on the fire ground 5. Describe successful emergency scene operations where hazardous materials are involved 6. Utilize knowledge of building materials to affect safer occupancies 7. Utilize different types of teaching methods and techniques for diverse populations	Outcomes are evaluated at the course level with essay questions that are scored by faculty with a rubric and/or a skills assessment checklist. Each assessment tool has an identified score as the achievement target. The overall performance standard is a minimum of 70% of assessed work that achieves the target of the assessment tool.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Golf Course Operations	1. Demonstrate basic knowledge of the various turfgrasses and landscape plants 2. Demonstrate knowledge of the operation, maintenance and repair of golf course equipment 3. Demonstrate knowledge of irrigation scheduling maintenance of golf course irrigation systems. 4. Prescribe, supervise and manage the application of agricultural chemicals and fertilizers. 5. Demonstrate leadership, communication, public relations, employability and human relations skills. 6. Obtain a restricted pesticide application license	Outcomes are evaluated through the work experience program (i.e., GEB 1949). Students take the work experience program during their last term of core classes. Employers are asked to evaluate each student and then indicate the extent to which specified learning outcomes have been achieved, based on a 4-point scale. At least 70% of all employer evaluations returned will reflect a minimum overall rating of 3 on a 4-point scale.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Internet Services Technology	1. Demonstrate proficiency with Internet structure, organization and navigation. 2. Demonstrate understanding of networked environments, hardware and software. 3. Understand, install and configure servers and computer hardware and software. 4. Perform enterprise architecture-related tasks. 5. Perform web design/development and programming/scripting activities. 6. Perform testing, troubleshooting, security and management of web sites. 7. Perform e-commerce-related tasks and quantitative analysis. 8. Demonstrate professional development skills, documentation, employability skills and general organizations computing workplace competencies.	Achievement of outcomes is assessed at the course level using Network and Web design projects, in class programming, network and computer configuration, and Network and Program design projects. During 2007-2008, faculty will develop scoring rubrics to assess common assigned projects for specified courses. 70% of these projects must achieve the minimum performance score established for each rubric.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Networking Services Technology	1. Demonstrate understanding of networked environments and data communications 2. Understand and configure computer hardware and software. 3. Understand, install and configure computer hardware and software. 4. Perform internetworking activities 5. Perform network administration, management, troubleshooting and maintenance activities. 6. Perform documentation, technical reference and user training activities. 7. Demonstrate professional development skills, employability skills and general organizations computing workplace competencies.	Achievement of outcomes is assessed at the course level based on performance on projects such as design of LAN/ WAN. Peer-to-peer and server based networks; building computer systems and loading operation systems software and applications, and configuring computers to use the local area network, wide area network, and the Internet. During 2007-2008, faculty will develop scoring rubrics to assess common assigned projects for specified courses. 70% of these projects must achieve the minimum performance score established for each rubric.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Nursing	1. Demonstrate skills required to work at the professional RN level. 2. State and demonstrate the professional legal and ethical parameters of the RN. 3. Show the integration of the physical sciences, behavioral sciences, technology, psychological sciences with pathophysiology and the care of the patient in a clinical setting. 4. Show leadership skills within the parameters of the Associate Degree nurse	Outcomes are evaluated by the NCLEX Exam for RNs. Students are evaluated during each progressive semester according to their expected skill and knowledge level and area of expertise. The Program goal is to maintain national and state averages for pass rate on the first attempt (85% pass)	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Paralegal Studies	1. Demonstrate knowledge of the ethical and professional standards of the legal assistant 2. Demonstrate ability to utilize the law library and apply knowledge to legal writing 3. Demonstrate knowledge of tort law, constitutional law, and criminal law concepts and their application to factual situations 4. Demonstrate knowledge of all phases of trial practice and procedure, including knowledge of practice and procedure of tribunals before which the legal paraprofessional is authorized to represent clients under the supervision of a licensed attorney	Students will assemble a portfolio in the Paralegal Internship course, which will be evaluated with a rubric developed by faculty. The standard is an average rating of 3 or higher on individual competencies, and an overall average rating of 21 or higher for all competencies.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Radiologic Technology	1. Demonstrate professional interpersonal communication and work ethics. 2. Demonstrate accurate radiologic technology skills. 3. Demonstrate knowledge of positioning patients for radiologic procedures. 4. Demonstrate knowledge of the role of the radiologic technologist 5. Demonstrate the integration of knowledge required to pass the certification examination for ARRT exam	100% pass rate on the ARRT (American Registry for Radiologic Technologists)	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Associate in Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle
Respiratory Care Technology	1. Demonstrate professional interpersonal communication and work ethics 2. Demonstrate accurate respiratory care skills and techniques 3. Demonstrate knowledge of blood gases and other physiologic responses to alterations in respirations 4. Demonstrate knowledge of the role of the repiratory care technician 5. Demonstrate the integration of knowledge required to pass the certification examination for CVT technicians	Pass rates on NBRC (National Boards for Respiratory Care) exams as indicated: CRT – 100% passing rate (national standard is 80%) RRT – Pass rate of 80% (national standard is 50%) CWRRT SAE – Pass rate of	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment

Bachelor of Applied Science Degree Programs, Learning Outcomes and Assessment Methodology

Degree Program	Learning Outcomes	Assessment Methodology	Assessment Cycle

Public Safety Management	1. Direct employees to achieve organizational goals 2. Formulate a public policy proposal 3. Justify the validity and reliability of a program 4. Recommend ethical solutions to current management challenges 5. Analyze budgets to forecast future organizational needs 6. Develop an organizational chart 7. Evaluate employee performance 8. Demonstrate knowledge of laws and regulations regarding hiring and firing practices, labor relations, and public policy 9. Analyze and develop planning strategies in response to homeland security issues including terrorism and emergency management 10. Employ a series of strategies, including quality assurance, and critical thinking to manage activities ranging from normal to special assignments 11. Manage large scale incidents including the development of long term recovery and mitigation strategies 12. Utilize sound human resource practices to address current public safety issues with an emphasis on employee relations	The extent to which students have achieved general knowledge and skills competency will be assessed by administration of the MAPP to those enrolled in MAN 4915 Management Capstone Project. The performance standard is scores equal to or greater than the institutional mean of 112.52 for critical thinking, 119.94 for reading, 115.48 for writing, and 114.60 for math. The extent to which students achieve the above learning outcomes will be evaluated through a capstone project completed in MAN 4915 Management Capstone Project. Faculty will evaluate projects using a rubric with a 3-point scale. The performance target is 70% of projects evaluated with an overall average score of 2 or higher.	3-Year – encompasses collection and aggregation of assessment results, implementation of improvement interventions, and reassessment