

A GUIDE FOR STUDENT LEARNING OUTCOMES ASSESSMENT

Edison 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 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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INTRODUCTION

Introduction

Edison 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 College's faculty, and staff are committed to the advancement of student learning as demonstrated by the College's Mission Statement:

EDISON COLLEGE Mission Statement

Edison 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 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 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 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 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 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 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 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 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	To communicate (read, write, speak, listen) effectively using standard English
Critical Thinking	To demonstrate the skills necessary for analysis, synthesis, and evaluation
Technology/Information Management	To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources
Ethics and Values	To identify, describe, and apply responsibilities, core civic beliefs, and values present in a multi-cultural society

Interpersonal Skills	To apply effective techniques to create working relationships with others to achieve common goals
Quantitative Reasoning	To demonstrate the ability to manipulate or interpret numeric information

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 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

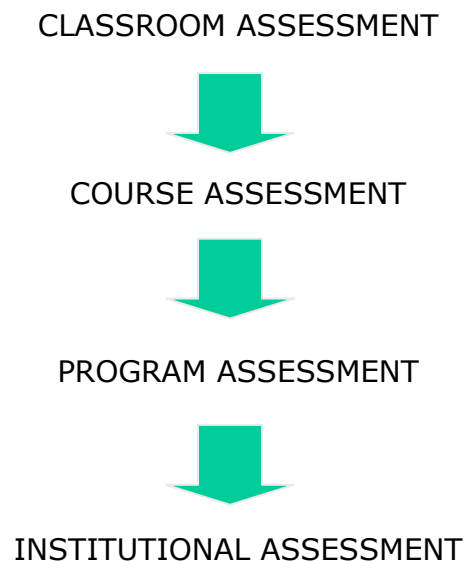
Edison College has developed and implemented a comprehensive institutional assessment process which is the basis for developing a culture of evidence that demonstrates how the institution uses assessments results to effect positive change. Underlying the assessment process is an institutional philosophy 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 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 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 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 slightly 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 learning 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.		0	0	0	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. 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 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

II. 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 will be given again in Fall, 2007, to a random sampling of classes.

[add grid]

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 in 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 follow 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 REA 9003 BSC 1093C MAT 1033 Phase I Phase II Phase III	
Year 2008 - 2009 ENC 1101 Phase V Phase VI	Year 2008 - 2009 REA 9003 BSC 1093C MAT 1033 Phase IV	Year 2008 - 2009 SPC 1600 CGS 1100 PSY 2012 Phase I Phase II Phase III
	Year 2009 - 2010 REA 9003 BSC 1093C MAT 1033 Phase V Phase VI	Year 2009 - 2010 SPC 1600 CGS 1100 PSY 2012 Phase IV
		Year 2010 - 2011 SPC 1600 CGS 1100 PSY 2012 Phase V Phase VI

**APPENDIX B
GENERAL EDUCATION ASSESSMENT MATRIX
2007 – 2008**

Year 2007 Pilot (summer) Summer A HUM 2230		
	Year 2007 (fall) Planning for general education assessment; review HUM 2230 data	
		Year 2008 (spring) ECO 2013 PHI 2600 Natural Sciences (TBA)

Appendix C

LEARNING OUTCOMES ASSESSMENT PROJECT

Assessing student learning is a powerful strategy that energizes the learning environment and inspires faculty and students. Positively focused assessment initiatives can have a major impact on the quality of an organization. They can stimulate a transformative process that engages members of an academic discipline, department, or organization in a systematic reflection of the curriculum and continuous improvement strategies. The goals of the projects are to measure student learning of course or program learning, and to encourage innovation to improve student learning. Projects must include sample sections from all campuses at which the course or program is offered. Two types of projects are possible:

1) Faculty members may propose an individual project to measure learning outcomes in a course that has comparatively small enrollment (e.g., calculus or British literature)

OR

2) Faculty members may spearhead a larger high-impact course project to measure the outcomes of a course with comparatively large enrollment (multiple sections and campuses).

Why conduct a learning outcomes assessment project?

- Teaching faculty continuously seek to improve the teaching and learning that go on in courses and programs. By conducting a learning outcomes assessment project, you will assess and improve the current level of student learning.
- There is support available for developing a research design (LOA faculty member) and for data analysis (Planning, Research, and Evaluation).
- SACS requires that an institution implement outcomes assessment at the course, program, and institutional level.

Edison College
Learning Outcomes Project Proposal
2007 – 2008 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 Faculty Member, using the format listed below. Proposals are limited to no more than three pages and must be submitted to the LOA faculty member 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:

Lead Faculty _____

Date: _____

LOA _____

Date: _____

Dean _____

Date: _____

District Vice President, Academic Affairs: _____

Date: _____

**APPENDIX D
LOA CHECKLIST**

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 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: **Ibsen's 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.

Assessment Rubric for General Education Competencies HUM 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-formatted 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-formatted 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-formatted 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 documented. Excels at	Work is original and usually accurately documented. Effectively	Work is original but documentation is not always accurate.	Work is original but documentation is often inaccurate. Able to describe	Work is original but documentation is almost always	Work is not original and documentation is always inaccurate.

	comparing, contrasting and evaluating pro/con positions for an ethical issue.	compares, contrasts and evaluates pro/con positions for an ethical issue.	Able to compare, contrast and evaluate pro/con positions for an ethical issue.	the pro/con positions for an ethical issue.	inaccurate. Able to identify the pro/con positions for an ethical issue.	Unable to identify, describe or evaluate pro/con positions for an ethical issue.
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