

# General Education Assessment and The Institutional Portfolio



Edison State College  
September, 2009

*The purpose of this handbook is 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 of 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.*

## **Student Assessment Committee**

Oversight Administrator: Steve Atkins, Vice President of Academic and Student Affairs

Assessment Chair: Marty Ambrose

### **Executive Committee:**

Co- Chairs: Steve Atkins and Marty Ambrose

Robert Beeson

Bill Roshon

Pamela Mangene

Kevin Shriner

Mary Myers

Kristen Zimmerman

Dennette Foy

### **Subcommittee on General Education Syllabus Review and Course-Level**

#### **Assessment:**

Chair: Don Ransford and Henry Linck

Henry Linck

Joan Van Glabek

Pamela Mangene

Gale Tracey

Sabine Eggleston

Robert Beeson

Scott VanSelow

### **Subcommittee on General Education Assessment:**

Chair: Marty Ambrose

Russell Swanson

Peggy Romeo

Ellie Bunting

Kathy Clark

Myra Walters

Michael Nisson

Doug Nay

Erin Harrell

Dennette Foy

Joanne Lewin

Rodney Dennison

Theo Koupelis

Mary Myers

Tom Rath

Kristen Zimmerman

### **Subcommittee on Student Services Assessment:**

Chair: Kevin Coughlin

Teresa Grissom

Joe Kaye

Billie Silva

Kathie Morris

**Subcommittee on Prof. and Technical Studies and Program Level Assessment:**

Chair: Kevin Shriner/ Steve Atkins/ Dennette Foy

Kim Gresham

Don Warren

Terri Heck

Jeff Ziomeck

Bill Roshon

Elaine Schaefer

Mary Lewis

## 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 SECURIOTY FOR THE PRESERVATION OF A DUE DEGREE OF LIBERTY."

THOMAS JEFFERSON TO  
JAMES MADISON, 1787

## **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, ADMINISTRATION, AND STAFF ARE COMMITTED TO THE ADVANCEMENT OF STUDENT LEARNING AS DEMONSTRATED BY THE COLLEGE'S 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, ADMINISTRATION, 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."*

# **THE EDISON STATE COLLEGE 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."

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; they include the following: to think and communicate effectively both in oral and written communication; to achieve insights gained through experience in critical thinking about ethical issues/problems; to develop the ability to use technology effectively; to be aware of our culture and other cultures and eras; to develop the capacity for problem solving in courses across the disciplines; and, finally, to gain sufficient depth in a chosen field of knowledge to make a significant contribution to society.

## GENERAL EDUCATION COMPETENCIES

Competency	Definition
Communication (COM)	To communicate effectively using standard English (written or oral).
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 diverse 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 Edison State College Catalog and website. These, and other courses, cultivate core competencies and measure students' achievements based on The Institutional Portfolio, which includes the collection of student artifacts reviewed by multidisciplinary scoring teams using detailed rubrics.

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 at the course and program level to measure effectiveness.

## LEARNING OUTCOMES ASSESSMENT AT EDISON STATE COLLEGE

### *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
- Synthesis of experiences
- Continuous practice of learned skills
- Integration of 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 as illustrated in our following guiding principles of student learning:

*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 through The Institutional Portfolio, which is 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, administration, 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.

## OVERVIEW OF GENERAL EDUCATION 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 "The Institutional Portfolio: A Performance-Based Model for Assessment of General Education" based on the research of Dr. Jeffrey Seybert. The principles underlying the model include the following concepts:

- **General Education as the responsibility of the faculty as a whole (not individual departments)**
- **Minimally-intrusive process for faculty and students**
- **Use of existing examples of student work**

The Assessment Methodologies are in three major categories:

- **"Real-World" Experiences**
- **Course-Related/Course Connected [*portfolios, competency analysis, capstone experiences, capstone courses*]**
- **Testing [*standardized tests, locally-developed tests, "embedded" tests, such as MAPP and CAPP*]**

Classroom assessment, course assessment, and program assessment are faculty-driven processes, each with its own unique set of procedures and all of which drive institutional change. The student learning outcomes process is at the heart of the College's assessment process. Improved and expanded student learning, ideally, will have a positive effect on institutional outcomes.

## **HISTORY OF ASSESSMENT IN GENERAL EDUCATION (2006 – 2008)**

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, SENSE, and Noel Levitz student engagement/satisfaction surveys which Edison administers on a three-year rotation, 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 the Student Assessment Committee and the Academic Chairs 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 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. Inter-rater reliability was established. 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:** 75% of students had an overall score of "2"; however, no one scored higher than a "2." Based on these results, 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:** 95% of students had an overall score of "2" or above, 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 (now SAC) 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 B). Faculty, administration, institutional research and the Assessment Chair 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 by the Student Assessment Committee and the Assessment Chair. The process has six stages and spans three years:

1. Designing and proposing a Learning Outcomes Assessment Project
2. Implementing the design and collecting data
3. Redesigning the course to improve student learning
4. Implementing course revisions and reassessing student learning
5. Data collection and analysis
6. Final analysis/reporting results

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" and the "Report Form for the Edison State College Website" (see Appendices C and D).

***Phase Three (General Education Assessment Plan):***

The College continued 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. However, as a result of several learning outcomes assessment projects piloted in recent semesters, the College implemented the common graded assignment for assessing general education outcomes for general education courses. The common graded assignment was developed by faculty who were teaching a particular general education course; thus, all faculty who taught the course during a particular semester participated in the project and, therefore, required the assignment. Instructors used the assignment as a "content" assignment within the course. Also, the assignment, because it was designed to assess at least four of the general education goals, was used to measure the student's attainment of general education goals. The faculty also developed a grading rubric for the respective assignment. In the Summer of 2007, humanities faculty piloted this new process in HUM 2230. Common Graded Assignments were subsequently implemented in ENC 1101, ECO 2013, and BSC 1093C.

***Phase Four (The Institutional Portfolio):***

Overall, general education assessment has been moving forward; however, the development of Common Graded Assignments to assess General Education has proven to be too time-consuming and labor intensive to serve the College and create a cycle of continuous improvement. Also, it has not proven to be broad enough to cover both Arts and Sciences and Professional and Technical Studies. In order to create a system of General Education assessment that is across the disciplines, Student Learning Outcomes Committee (now SAC) adopted the Institutional Portfolio (Spring, 2009) listed below.

**LEARNING OUTCOMES ASSESSMENT (2009 – 2010)**

## **I. THE INSTITUTIONAL PORTFOLIO**

### **Assessment of General Education Learning Outcomes: An "Institutional Portfolio" Approach to Assessment of General Education Learning Outcomes**

Edison State College has adopted the Institutional Portfolio to establish a college-wide assessment process for general education. This model involves the collection and review of student projects produced in courses throughout the curriculum for each of the five general education competencies. The review of student artifacts is conducted by interdisciplinary faculty teams using scoring criteria (rubrics). Assessment results are reported for the College as a whole but may also be disaggregated and analyzed by a number of demographic variables of interest to faculty.

#### **What Comprises an "Institutional Portfolio"**

- A collection of student work, "artifacts", produced throughout the curriculum for each of the five major outcomes: Communication, Critical Thinking, Technology/Information Management, Global Socio-cultural Responsibility, and Scientific and Quantitative Reasoning
- Reviewed by faculty teams using scoring criteria (rubrics)
- Results are compiled, analyzed, and reported in the aggregate by the Department of Research and Planning
- Results are reported to the Student Assessment Committee which, in turn, reports to the Vice President of Student and Academic Services
- Assessment results are disseminated and appropriate steps are implemented to address areas of concern

#### **Characteristics of the "Institutional Portfolio" Model**

- The outcomes and scoring teams are multidisciplinary thus "responsibility" rests with the institution/faculty as a whole, rather than single departments
- It is invisible to students
- It requires no special "sessions", no sacrifice of class time (e.g. for testing), no external incentives for students to perform well
- It is not an "add-on", existing classroom projects are utilized to provide ample evidence of student learning and success that evolves from and can be considered in an authentic context.
- It is a dynamic process

#### **Assessment Plan Logistics**

**Who Scores:** Six-seven person interdisciplinary faculty teams

**How Scored:** Individually by team members or as a group

**How Many Artifacts:** 100 per outcome per year

**When Scored:** Fall artifacts in spring; spring artifacts in fall (Summer A 2009 is a pilot)

**Who Selects Courses:** Department of Research and Planning

**Who Selects Artifacts:** Faculty in each targeted class

**Who Collects, Copies, Distributes Artifacts:** Department of Research and Planning

## **II. COURSE-LEVEL ASSESSMENT**

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

- Level One: Individual Course Project
- Level Two: 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). *Some course-level assessment in high-impact courses may be initiated by the College.* The assessment project should be presented to the Academic Chair and appropriate Academic Dean. Then the individual or team, working with the Assessment Chair, 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 assessments include the following:

- Standardized Tests
- Portfolio Assessment
- Pre-test, Post-test
- Common Graded Assignments

### **Project Assistance:**

Edison College fully supports the Learning Outcomes Assessment Program and provides assistance through Academic Chairs trained in assessment, the Assessment Chair, and the Department of Research and Planning. 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 one-two year cycle, including design, implementation, course redesign, reassessment of student learning, data collection, and final analysis.

### ***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 Research and Development
2. Data summary meeting with Academic Chair

### ***Stage Three: Redesigning the Course to Improve Student Learning***

In Stage Three, the following steps will be taken:

1. Recommendations determined
2. Academic Chair 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 Research and Development

### ***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 Chair
3. Final report will be sent to the District Vice President, Academic Affairs
4. Final report will be submitted to the College community

## **APPENDIX A**

**COURSE-LEVEL ASSESSMENT MATRIX**  
**High-Impact Course Level Assessment**  
**2006 - 2010**

Year 2006 – 2007 ENC 1101 Stage I Stage II Stage III			
Year 2007 – 2009 ENC 1101 Stage IV Stage V Stage VI	Year 2007 - 2008 BSC 1093C MAT 1033 Stage I Stage II Stage III		
	Year 2008 – 2010 BSC 1093C MAT 1033 Stage IV Stage V Stage VI	Year 2008- 2009 SPC 1017 PSY 2012 ECO 2013 HUM 2210 Stage I Stage II Stage III	
		Year 2009 – 2010 SPC 1017 PSY 2012 ECO 2013 HUM 2230 Stage IV Stage V Stage VI	Year 2009- 2010 BSC 1093C CGS 1100 Stage I Stage II Stage III

## **COURSE-LEVEL LEARNING OUTCOMES ASSESSMENT PROJECT**

Assessing student learning is a powerful strategy that energizes the learning environment and inspires faculty and students. 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.

Faculty members should begin by discussing the basic ideas of the project with their Academic Chair 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 Assessment Chair, using the format listed below. Proposals are limited to no more than three pages and must be submitted to the Academic Chair, Assessment Chair, appropriate dean and VPASA.

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.

<b><u>Stage</u></b>	<b><u>Timeline (mo/yr. – mo/yr)</u></b>
---------------------	---

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:**

Academic Chair: \_\_\_\_\_  
Date: \_\_\_\_\_

Assessment Chair: \_\_\_\_\_  
Date: \_\_\_\_\_

Dean \_\_\_\_\_  
Date: \_\_\_\_\_

District Vice President, Student and Academic Affairs: \_\_\_\_\_  
Date: \_\_\_\_\_

**COURSE/ PROGRAM ASSESSMENT AND ANALYSIS FORM  
(Interim and Final)**

**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 D**

## Report Form for the Edison State College Website (Final Form)

1. Assessment Project Report:

Program	
Department	
College	
Program Assessment Coordinator	
Academic Year	
Report Submitted by	
Phone/email	
Date Submitted	

2. According to the Assessment Plan, what were the planned assessment activities to be conducted during the Academic Year? You may want to copy and paste from this program's assessment plan.

Which outcomes for this program were measured?	How did you measure the outcomes?	What results did you expect?

3. Results, conclusions, and discoveries. What are the results of the planned activities listed above? What conclusions or discoveries were made from these results. Describe below or attach to the form.

4. Use of Results. What program changes are indicated? How will they be implemented? If none, describe why changes were not needed.

5. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?



