2018

HOCKING COLLEGE

OFFICE OF ASSESSMENT

Plan for Academic Assessment

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INTRODUCTION

Since the Hocking College Plan for Assessment of Student Academic Achievement was submitted in 2002, the original strengths of the program have endured. Faculty members are the primary owners of the process. Multiple measures of assessment are consistently used. Dedicated time has been allocated for annual assessment. Since 1996, job descriptions for faculty members and administrators have included assessment duties.

Although it has followed the original framework and guidelines, aspects of the program have changed as we have continued to discover what makes an assessment program effective. We continue to evaluate our Student Learning Outcomes, measures, and data for effectiveness and accuracy. We implement summative and formative opportunities for assessment and feedback in each program.

The assessment plan outlined in this document is designed to examine the programs and courses offered at Hocking College and ensure that these offerings are aligned with the College's Mission. This plan uses a variety of data obtained from multiple stakeholders including but not limited to students, faculty, college administration, alumni, the community, and employers. Specifically, the plan focuses on the following:

1. Technical Career Preparation and Enhancement that meet the needs of the community and prepares students for the workforce.
2. General Education courses that support technical and career education programs and that prepare students to successfully transfer to four-year institutions.
3. Developmental support that provides students with the writing, reading, and math skills necessary to promote success at the college level.

Assessment has clearly become an important part of Hocking College's academic processes and we will continue to make improvements.

MISSION & PURPOSES

MISSION STATEMENT

We serve as a pathway to prosperity, teaching and inspiring all who seek to learn, growing careers and changing lives.

PURPOSES

Technical Career Preparation and Enhancement

The College provides hands-on technical education that prepares learners to be successful in the workplace. Learning opportunities prepare individuals with specific knowledge, skills, and attitudes for entry-level technical positions or for career advancement. Academic, professional, and government standards are utilized to measure success.

General Education

The College's General Education Program is built on the belief that general education is essential to all work and participation in local and global societies. General knowledge, skills and attitudes, known as

Institutional Success Skills, have been adopted. These represent minimum expectations for a college-educated adult. Success Skills are woven into and assessed throughout the curriculum.

Transfer

The College collaborates with other institutions of higher education and with high schools to facilitate students' smooth passage between institutions. The transfer module, associate of individualized studies, applied associate degrees, and transfer agreements with other institutions of higher education facilitate the transfer of programs and courses.

College Readiness

The College is committed to providing dual credit within high schools accelerating the students' time to degree. The College will provide additional preparation for college-level work and support services for under-prepared students. These programs provide increased persistence and completion as students develop the confidence and skills to succeed.

Economic Development

The College enhances the economic vitality of the community by providing customized education and training for local organizations and by partnering with other institutions of higher learning and chambers of commerce to recruit new employers to the area. The College works actively with advisory groups, local, regional, national, and international organizations to assist with business development and economic expansion.

Lifelong Learning

The College is a learning community committed to the enhancement and enrichment of each of its community members through diverse educational opportunities offered throughout their lives. The College fosters learning as a continuous journey toward increased empowerment for students, staff, graduates, and all other members of its extended community.

Co-Curricular Education

The College demonstrates its commitment to enrichment of the whole learner through the support and delivery of co-curricular programs directed toward personal and career enhancement. Holistic growth and development of learners is promoted in college-managed residence halls, athletics, Academic Success Center, co-curricular programming and the Student Center, which are living/learning centers.

HOCKING COLLEGE ASSESSMENT HISTORY

While Hocking College has employed assessment tools and strategies in determining its students' levels of academic success, preparation for many years' development of a formal program of assessment began in earnest in 1991. Three academic administrators attended the North Central Association annual conference to learn about North Central's assessment initiative and later shared information with faculty. The following year, faculty developed mission and goals statements for each technology/program. With representatives from each academic department, the Assessment of Student Academic Achievement Coordinating Council was formed.

In 1993, a half-time assessment coordinator was appointed to assist with development of the College's assessment plan and development of program outcomes and measures. On the first annual Assessment Review Day, program faculty developed additional outcomes and measures of student academic success.

The following year, an Assessment Council focus group developed a plan, which was submitted to the Council for review, revision, and final approval. Ninety percent of faculty subsequently approved the plan. In 1995, the plan was submitted to NCA and approved. In 1996, individual program plans were refined and exit competencies were examined and modified. Program Assessment Work Days continued each year followed by modification of curriculum and instruction in response to assessment results.

In 1998 the assessment process became an essential part of the Academic Affairs ReVISIONing Learning process. In 1999, the Hocking College Academic Assessment Coordinator led an effort to establish an annual Ohio Assessment Forum and a network among Ohio Two-Year College Assessment Coordinators. In 2001, the Assessment Council role was expanded to include a review process. A new Assessment Coordinator was also appointed in 2001. In this same year all academic departments utilized NCA's Levels of Implementation tool to evaluate progress toward full implementation of assessment of Student Learning Outcomes.

In 2001, programs were identified to be pilots for the integration of our institutional general education requirements called Success Skills. Several initiatives began in 2002 including the institutional integration of Success Skills and their documentation in a locally developed ePortfolio. To aid in the integration, a curriculum matrix was created for each program. The matrix showed the courses in which of the Student Learning Outcomes would be introduced, reinforced, and assessed in each course. The next few years (02-05) saw a phased integration and incorporation of Success Skills into programs and courses. After the phased integration, there was a continued emphasis on documentation of summative assessment points within the ePortfolio. During the 2008-2009 school year, internal and external evaluators were used to rate Success Skill mastery by reviewing a random sampling of ePortfolio documents from institutional assessment folders of 2008 graduates.

As the 2010-2011 school year began Hocking was in a maintenance mode, continuing the systematic gathering of evidence, analyzing the data, and making changes to improve curriculum, instruction, and assessment. Institutional assessment work days were dedicated and provided opportunities to work together for this improvement. Unfortunately, it was at this time that there were also a number of administrative changes which caused the derailment of the assessment of student academic

achievement process. The full-time assessment coordinator was asked to move into a position as a dean and the assessment coordinator position was left vacant for multiple years. The president of the college officially discontinued the use of the ePortfolio, thus ending the standardized collection of assessment data. In its place the president insisted that the National Occupational Competency Testing Institute (NOCTI) test be implemented to gather general education assessment data. The test was piloted with several Capstone classes in the summer of 2012 and the pre-test was given institutionally in Cornerstone, Hocking's first year experience course, during the 2013-2014 school year.

After the first administration of the NOCTI was completed, it was determined that the test did not meet the assessment needs of Hocking College. The test was tedious to administer and was not customized for the institution, and its use was discontinued. In the autumn of 2014, another administrative change occurred. The president was removed from his position, and while a search was conducted for a permanent president, the interim president was appointed who subsequently was hired as the full time president.

In the spring of 2015, a new director of assessment was hired. The Assessment Council and the Success Skills Learning Community were each reestablished by the new director. After some initial education about the assessment needs of the institution and the development of a common language of assessment, the groups worked together to re-establish an institutional plan for assessment. Furthermore, the director began working with Kathy Telban, a nationally known outcomes strategist and coach, to enable the training of Outcomes Based Education (OBE) facilitators in the autumn of 2015 where they will identify and improve Student Learning Outcomes and summative assessment measures.

The College joined the Higher Learning Commission's Assessment Academy in 2016 with the goals of:

1. An embedded cycle of assessment for courses, programs, co-curriculars, and the institution.
2. Campus-wide buy-in for the assessment process.
3. Complete integration of our data collection and analytic tool – LiveText.

This systematic reaffirmation and reintegration will span the length of the Academy participation and should secure that the process is reasonable and doable for all parties involved. Furthermore, the project will help to ensure that the assessment process becomes fully embedded into the culture of the institution, securing its continuity even in the face of change.

ASSESSMENT PROGRAM AND PRACTICES

KEY FEATURES OF THE HOCKING COLLEGE ASSESSMENT PLAN

The intent of the Hocking College Plan for Assessment of Student Academic Achievement is to effectively and accurately evaluate student success as they navigate the river that is their educational experience here at Hocking College. To introduce the plan we must look at three key elements:

- Roles & Responsibilities
- Student Engagement
- Processes & Cycle

Roles & Responsibilities

The plan is an institution-wide effort, requiring input and action from all stakeholders in the college. In 1996 responsibility for Assessment of Student Academic Achievement was added to academic job descriptions across the institution. Fortunately, this standard has continued and the following section defines specific individuals and groups who are accountable for key elements of the process.

Administration

President

- Understands, values, and supports assessment as a critical component to the mission of the institution
- Champions engagement in assessment and assessment initiatives

Vice President of Academic Affairs

- Provides proactive leadership in all important processes and initiatives related to the assessment of student academic achievement
    - Schedules, monitors, and evaluates Programs Reviews
    - Facilitates Academic Affairs Committee (curriculum oversight committee)
- Ensures funding for all processes
- Assures that continuous assessment is a mandatory process
    - Reports on assessment initiatives to the Board of Trustees and the President
- Supports college-wide assessment activities
    - Supports campus-wide education in assessment
    - Provides time in the college calendar for assessment activities
- Champions engagement in assessment and assessment initiatives

Director of Assessment

- Chairs Assessment Council (AC) and Success Skills Learning Community (SSLC)
- Schedules OBE and Success Skill Reviews
    - Coordinates sessions and facilitates OBE training
- Provides continuous improvement opportunities for all academic and co-curricular assessment efforts
    - Administers and schedules all assessment activities
    - Provides assessment-related faculty development

    - Reviews and continuously improves all assessment processes
    - Schedules and facilitates college-wide assessment activities
    - Promotes sharing of skills, ideas, and best practices among faculty of different departments
    - Educates faculty and administration about sound assessment practices
    - Generates educational and informational materials for faculty and administrators
- Selects, maintains and upgrades all assessment related technology
- Maintains assessment plans, compiles, and distributes the assessment reports
- Champions engagement in assessment and assessment initiatives

Deans/Commanders/Assistant Deans/Chairs/Program Managers/Directors

- Participates in Assessment Council and/or Success Skills Learning Community
- Ensures faculty participation in the assessment process
- Conducts Program Reviews
- Facilitates OBE sessions ensuring appropriate program outcomes
- Assures program advisory board meeting results are implemented
- Implements faculty development
- Champions engagement in assessment and assessment initiatives

Faculty & Staff

Faculty members have the largest role in Hocking College's program of assessment. They have contributed to every stage of development of the assessment program, are members of the Assessment Council and the Success Skills Learning Community, have participated in development activities, and have designed and implemented assessment measures congruent with their Student Learning Outcomes.

- Actively participate in Program Review
- Develop assessment points and methods for Student Learning Outcomes
- Provide current and timely documentation of assessment results
- Actively participate in OBE sessions
- Conduct advisory board meetings
    - Initially the advisory board meetings will be facilitated by the Dean/Commander/Department Chair/Program Manager/Director. In order to develop leadership within each program, key individuals showing potential and enthusiasm for the process will be identified and requested to transition into the role of conducting these meetings. Leadership potential will be identified through performance in OBE sessions, Program Reviews, Advisory Board meetings, 'spirit' in all activities on and around the campus community.
- Advise students
- Provide formative and summative assessment feedback to students
- Champion engagement in assessment and assessment initiatives

Student

- Actively engages in all aspects of the educational journey including curricular, co-curricular and social functions & events
- Actively engaged students are identified by the following actions (including, but not limited to):

- Provides feedback to faculty and programs
- Meets regularly with advisor
- Maintains GPA and attendance goals
- Participates in campus activities
- Utilizes tutoring services
- Participates in service projects and program extra-curricular activities

Student Engagement

Engagement of students at all levels is critical for the success of the assessment plan. The purpose of this section is to identify key touch points that students should encounter throughout their educational journey and define what is available to them. It is critical to note that while this section deals with student engagement, engagement and assessment would not be possible without the entire faculty and staff supporting and facilitating the process.

Pre-registration

- The students have not yet committed to Hocking College. These events should give prospective students and parents a feel for the campus community, should introduce programs, and should inform about outcomes-based education and assessment.
  - Field Days
  - Discover Hocking
  - Quick Start

Post-registration/1st semester students

- Students are immersed in the college experience (their own personal journey). Concepts and foundations are laid for relationships, interactions, assessment & support.
  - Smart Start
  - Welcome Day
  - Cornerstone (first year experience course)
  - Introductory courses

Journey

- General and Technical courses
- Assessment of student achievement
- Advising
- Success Skills
- Student Employment
- Intramural/Co-curricular Activities

Reward

- Completion of courses, certificates, degrees
- Graduation ceremonies
- Student Team and Academic Recognition System (STARS)
- Recognition in institutional publications
- Intramural Activities
- Awards Banquets

- Continuing Education (new journey)
- Giving Back (service learning/civic responsibility)
- Employment
- Alumni Foundation

Processes and Cycles

In order to provide a framework for the Hocking College Assessment Plan, the following processes will be required at the designated intervals.

Item	Interval	Responsible Party
Program Review	4 year	Administration/Faculty
OBE Session	4 year	Assessment Director/Administration/Faculty/ Assessment Council
Council Assessment Review (CAR)	Annual w/select programs	Selected Program Faculty/Assessment Council
Success Skills Review	Annual	Administration/Faculty/SSLC
Accreditation	Ongoing	All
Assessment of Student Achievement	Ongoing	All
Reporting	Ongoing	Administration/Faculty

Continuous assessment is planned, ongoing and systematic. It is carried out throughout the college to identify areas of improvement and areas that are meeting outcome thresholds. At regular intervals throughout the year, (assessment day in autumn & spring semester start weeks) faculty members in every technology/program at Hocking College will meet to analyze assessment data from the previous academic terms/year. At this time, changes in curriculum and instruction are discussed and changes to the subsequent terms/year are proposed to address weaknesses or areas of concern exposed by the assessments. This process is documented in the Summative Self-Assessment Review described later in the plan.

GATHERING & USING EVIDENCE TO EVALUATE STUDENT LEARNING

Using evidence to evaluate student learning is an essential part of the assessment cycle. This is the point where the institution self-assesses and evaluates the effectiveness of student learning and then makes recommendations and action plans for improvement. Put simply, it is "closing the loop". Evidence can be evaluated in three different areas:

1. Course Level
2. Program Level
3. Institutional Level

Additionally, we can divide these levels into academic courses versus co-curricular activities.

MULTIPLE MEASURES OF ASSESSMENT

Criteria and measures have been developed and refined over time to meet the primary goal: preparing students for entry level work in their chosen disciplines. Some measures have emerged naturally from existing courses, projects, and tests. Evaluations, many based on rubrics applied to these measures of assessment, have served to generate data for both the assessment program and student grades. Examples of measures commonly used include the following:

- Practicum, internship, clinical, or cooperative work experience evaluations
- Performance tests
- Written or computer based tests
- Capstone course/experience evaluations
- Lab evaluations
- Learner developed products (research reports, hands-on projects, electronic portfolios)
- External certification tests

Faculty have been and will continue to be educated over time to understand the desirability of multiple assessment measures which include internal/external, summative/formative, cognitive/behavioral/affective, and direct/indirect measures.

SUCCESS SKILLS

The Hocking College Success Skills are general education outcomes needed on the job, in life, and in the community. They are work and life skills, behaviors and attitudes that all students need to develop. Each Hocking program and discipline integrates the Success Skills into the curriculum and courses. The Success Skills are identified as follows:

- Communicates Effectively (CE)
- Maintains Professional Skills and Attitudes (PA)
- Demonstrates Learning and Critical Thinking Skills (CT)
- Maintains a Code of Ethics (ET)
- Practices Human Relations Skills (HR)
- Demonstrates Math Skills (MS)
- Demonstrates Community, Cultural & Global Awareness (GA)
- Implements Career Appropriate Technology (IT)

Two or three of the Success Skills will be identified annually, on a rotating cycle, for review by the Success Skills Learning Community (SSLC). During that year, members of the SSLC will design and implement educational materials/procedures that will engage faculty in the appropriate incorporation and measurement of these Success Skills.

DEVELOPMENT OF A MULTI-PAGE CURRICULUM PLAN

The multi-page curriculum plan, intended to be given to every faculty member, is designed to help the faculty put their course in context with the rest of the curriculum and will also serve to facilitate the needs of the assessment of student academic achievement. None of the documents within this plan tells an instructor how to teach the course. Instead, it provides A) a way to look at the course from a degree or program perspective; B) a description of what the students will be able to do as a result of the course and in conjunction with a sequence of other courses; and C) the content the students must master to demonstrate outcomes in specific assessment tasks. It will include the following:

1. A list of the intended *Student Learning Outcomes* for the program of which the course is a part.
2. A *Course Guide* (CG), which identifies the intended learning outcomes of the course; the concepts, issues, and skills the students must develop; and assessment tasks. A separate CG will be included for each unique course.
3. A *Program Guide* (PG), which reveals the major concepts, issues, and skill sets students must learn in the program, along with descriptions of summative assessment tasks.
4. A *Visual Curriculum*, showing in a visual form, how the course is connected with other courses in the program.
5. A *Curriculum Map*, showing in a linear chart form, how the program's courses connect with student learning outcomes; indicating the outcomes' introduction, reinforcement, and formative & summative assessment.

Courses identified for the collection of Student Learning Outcome assessment data are identified in the multi-page curriculum plan within the curriculum map and the visual curriculum. Graduate and employer surveys contribute additional data about graduate performance and satisfaction with their preparation in the Student Learning Outcomes. They also reveal whether graduates have found jobs or decided to pursue additional education.

COURSE AND PROGRAM LEVEL ASSESSMENT

Evidence to Review

Evidence of student learning collected on the academic course/program level is

Evidence	Source	Frequency	When Collected	Stored
Program Outcome Rubric Data	Faculty/Supervisors	Semester	Ongoing live	Portfolio analytic tool
Success Skills Rubric Data	Faculty/ Supervisors	Semester	Ongoing live	Portfolio analytic tool
External licensure / certification exams	Varies	Following Program Completion	Following Program Completion	Externally
Graduate Surveys	Graduates	Annual	Summer Semester	Learning Management System (LMS) (Assessment Page)
Employer Surveys	Employers	Annual	Autumn Semester	LMS (Assessment Page)
Student Course Evaluation	Student	Semester	Weeks 13-15	Current-Paper Future- Portfolio analytic tool
Faculty Course & Self-Evaluation	Faculty	Semester	Week 16	Future Portfolio analytic tool (Instructor professional portfolio)
Grades	Faculty	Semester	Tuesday after semester ends	Student Information System
Curriculum Map Review	Department	Annual	Autumn Semester	LMS (Assessment Page)
Course Guide (CG) Review	Department	Semester	Every Semester	LMS (Assessment Page)
Program Guide (PG) Review	Department	Annual	Autumn Semester	LMS (Assessment Page)

[Note: Although the Professional Bargaining unit required only one student course evaluation be implemented per semester, it is the option of management to request more]

Timeline and Process to Review

Evidence will be reviewed and reported on the following schedule in a department meeting with faculty, an assigned supervisor (Chair/Dean, etc.), and if possible, an OBE facilitator or other Assessment staff.

Evidence collected in	Review will take place on	Written report submission
Autumn Semester	Spring Semester-Startup week	Annually on Autumn Assessment Day
Spring Semester	Autumn Semester-Startup week	Annually on Autumn Assessment Day
Summer Semester	Autumn Semester-Startup week	Annually on Autumn Assessment Day

Summative Self-Assessment Review (SSAR)

The aforementioned meeting will follow guidelines and procedures as outlined in the *Summative Self-Assessment Review (SSAR) checklist* and the results of the meeting will be reported annually using The *Summative Self-Assessment Review* form. The SSAR will be stored in the LMS Assessment page and will be comprised of the following:

- Mission and primary goal alignment statement
- Program outcomes
- Success Skills (institutional general education) outcomes
- Improvements implemented based on the previous year's analysis
- Internal & external benchmarked levels of achievement (Summative Assessment Data)
- Analysis of data
- Planned improvements at the course & program level action plan
    - Specific steps, cost (time, money, materials), responsible party, deadline
    - Will be shared with external users such as advisory board

CO-CURRICULAR ASSESSMENT

Hocking College recognizes that a holistic approach to education is invaluable for the student. According to Banta, "Assessment programs that focus exclusively on classroom-related goals and performance cannot capture all that students learn, including some of the outcomes that policy-makers and employers say are increasingly important…" (Banta, 1998).[1] As previously identified, Hocking College calls these outcomes Success Skills, and it is the intent of the college to offer co-curricular activities which enable students to integrate into the fabric of the institution and thus encourage them to persist through to degree completion (Tinto, 1987).[2] Among other things, co-curricular activities include clubs and organizations, intramural sports, and intercollegiate athletics. They are a pivotal part of a student's educational experience at Hocking College and another pathway to gain the Success Skills required for

1 Banta, T. W., & Kuh, G. D. (1998). A Missing Link in Assessment: Collaboration Between Academic and Student Affairs Professionals. Change,30(2), 40-46.

2 Tinto, V. (1987). Leaving college: Rethinking the causes and cures of student attrition. Chicago: University of Chicago Press

life and future employment. According to Elliot, "Students who were engaged in postsecondary co-curricular activities had a higher GPA, were more satisfied with their college experience, more self-confident, better able to manage emotions, and more emotionally independent from their parents than students who were not involved" (Elliot, 2009).[3]

Hocking College has made important progress in the assessment of co-curricular activities. In our current processes, individual group/club leaders gather participation and student satisfaction information for our co-curricular activities. This information is analyzed within the department/organization, and used to improve co-curricular processes and offerings. Success Skills have been integrated into many of these co-curricular activities; however, formal evaluation of the Success Skills has not yet taken place.

The plan for future co-curricular assessment begins with the identification of students engaged in co-curricular activities. Rather than maintaining paper lists of these participants, the students will be identified within our student information system and / or the portfolio analytic tool. The advisor of the co-curricular activity will be responsible for maintaining and updating this information. While this seems like a simple task, it is the foundation for assessing co-curricular activities.

The identification of students involved in co-curricular activities within the student information system will allow institutional mining of data and selective distribution of surveys. The office of assessment, using an electronic data analytic tool, will be able to identify trends over time using student participation in co-curricular activities as a measure. The office of institutional research will be able to tailor surveys specifically for students who participate in co-curricular activities. These surveys will not only enable us to gather information on co-curricular satisfaction, but also to evaluate Student Learning Outcomes completion from the student's perspective.

The Executive Director of Student Engagement & Student Life has been charged with the task of working with other co-curricular facilitators to develop a set of co-curricular outcomes. In the same way that technical programs have developed a linear model to view where program outcomes occur in the curriculum, co-curricular education will develop a matrix that shows how co-curricular and Success Skill outcomes are introduced, reinforced, or assessed for each of the co-curricular activities. Institutional rubrics have already been developed for Success Skills outcomes and will be used by the co-curricular advisor to evaluate the co-curricular activities. Rubrics will be developed for the co-curricular outcomes so that they may be applied by the co-curricular advisors in the same way.

Timeline to Review

Evidence will be reviewed and reported on the following schedule in a department meeting with Co-curricular advisors, the Director of Co-curricular Education, and if possible, an OBE facilitator or other Assessment staff.

3 Elliot, J.R. (2009). The Relationship of Involvement in Co-Curricular Programs on Community College Student Success and Development. Open Access Theses and Dissertations from the College of Education and Human Sciences. Paper 44. http://digitalcommons.unl.edu/cehs/diss/44

Evidence collected in	Review will take place on	Written report submission
Autumn Semester	Spring Semester-Startup week	Annually on Autumn Assessment Day
Spring Semester	Autumn Semester-Startup week	Annually on Autumn Assessment Day
Summer Semester	Autumn Semester-Startup week	Annually on Autumn Assessment Day

Co-Curricular Engagement Report (CCER)

Results of the aforementioned meetings will be reported annually using *Co-Curricular Engagement Report* (CCER) form. The CCER will be stored in the LMS Assessment page and will be comprised of the following:

- Mission and primary goal alignment statement
- Co-curricular outcomes
- Success Skills (institutional general education) outcomes
- Improvements implemented based on the previous year's analysis
- Compilation of assessment data
- Analysis of data
- Planned improvements action plan
    - Specific steps, cost {time, money, materials}, responsible party, deadline

INSTITUTIONAL LEVEL ASSESSMENT

Evidence to Review

At the institutional level, assessment activities are designed to evaluate the overall success and quality of the education being provided, by evaluating the extent to which the institutional and program level outcomes are being realized. While program outcomes vary by program, the Hocking College Success Skills are general education outcomes needed on the job, in life, and in the community. They are work and life skills, behaviors and attitudes that all students need to develop. Each Hocking program and discipline integrates the Success Skills into the curriculum and courses. The Success Skills are identified as:

- Communicates Effectively (CE)
- Demonstrates Math Skills (MS)
- Demonstrates Learning and Critical Thinking Skills (CT)
- Maintains Professional Skills and Attitudes (PA)
- Practices Human Relations Skills (HR)
- Implementation of Career Appropriate Technology (IT)
- Demonstrates Community, Cultural & Global Awareness (GA)
- Maintains a Code of Ethics (ET)

Data concerning the assessment of the Success Skills will be collected by program faculty and co-curricular staff through the use of a portfolio and analytic tool. As indicated in the job responsibilities,

the Director of Assessment will facilitate the Assessment Council in conducting a review of evidence and the dissemination of recommendations for the improvement of student learning.

A random sampling of Success Skills artifacts will be evaluated using institutional rubrics (identified on the college's Assessment Resources webpage). These rubrics are tools used to assess a level of skill or performance based on a specific set of criteria. A rubric identifies both what the learner needs to do, and how to do it well. Using rubrics helps those conducting assessments to clearly and reliably determine whether or not the performance indicators have been met.

While Hocking College's assessment program does not rely heavily on survey results to determine student success, there has been an attempt to make surveys to graduates and employers as relevant as possible by requesting feedback about the demonstration of Success Skills and program outcomes. Results of graduate and employer surveys will be reviewed in the Summative Self-Assessment Review process. It must be noted that the survey results will be one year delayed because the College's survey process takes approximately 15 months to complete.

Council Assessment Review (CAR)

The Council Assessment Review (CAR) is designed to be a process for providing feedback to programs and for formalizing reporting to all necessary stakeholders in the Hocking College community. The CAR will be conducted by the Assessment Council on a rotating cycle, following the annual submission of the program's Summative Self-Assessment Review (SSAR). The Council Assessment Review process is explained in depth in the index and has been designed to meet several needs including:

- Assuring greater consistency among the program assessment plans.
- Making clear the criteria most highly valued in assessment.
- Increasing familiarity among faculty of assessment tools, practices, and nomenclature through a regular discussion/reporting process outside their own program.

REPORTING EVIDENCE AND RESULTS

REPORTING PLAN

In order to strengthen Hocking College's commitment to improving programs and services that contribute to a high level of student accomplishment, assessments of student learning will be shared with our internal and external constituents on a regular schedule and in a variety of reporting mediums. It is important to note that specific student data will be kept private, following FERPA guidelines. Reports and public analytics will reflect information at the program or institutional level.

Internal Constituents

Hocking College's internal constituents include students, faculty, staff, and administrators. Information reported to internal constituents can potentially lead to improvements in program and pedagogy. Assessment information can be provided to internal constituents in an ongoing fashion on the Hocking College website (www.hocking.edu), as well as in internal newsletters. Students should have constant access to assessment information such as Student Learning Outcomes, rubrics, grades, and portfolios through the data collection and analytic tool. In addition to the Hocking College website, some of this data can be found on the college's Learning Management System (LMS). Faculty will have constant access to items such as standardized program and general education rubrics, Student Learning Outcomes, course objectives, student portfolios, and grades. Faculty should receive assessment data at department meetings (as needed or available) throughout each semester, as well as during staff development days that occur twice throughout the semester.

Assessment data should be used in the decision-making processes for each program, as well as the college as an entirety. It is crucial to allow faculty time for reflection and discussion of the assessment reporting, as it will allow them time to make changes in their pedagogy, as well as their programs. Staff and administrators would also benefit from reporting at the staff development days, as well as reporting through newsletters multiple times a year.

External Constituents

Hocking's external constituents include parents, potential students, surrounding communities, graduate & potential employers, advisory boards, the Hocking College Board of Trustees, external program accreditors, and the Higher Learning Commission. All external constituents should have access to reporting through the Hocking College Website. External constituents within our local counties will also receive annual information through local publications such as, *The Athens News*, *The Logan Daily News*, *The Athens Messenger*, and *The Perry County Tribune*. Parents and potential students will receive assessment data at recruitment events. Parents, potential students, communities, employers, and advisory boards will receive information focused on Student Learning Outcomes, trends in employment, graduation rates, and job placement. Advisory Boards and potential employers will receive reports and/or newsletters twice a year, in conjunction with advisory board meetings. The Board of Trustees will receive, from the Vice President of Academic Affairs, regular reports as requested throughout the year during scheduled board meetings. All data reported to the Higher Learning Commission and external program level accrediting bodies will meet the schedule dictated by the accrediting body.

Information provided in assessment data reports will be clear and easy to understand. The information on the website will be updated at least annually and will include easy-to-understand graphics used to illustrate the successful completion of the assessment of the Student Learning Outcomes for each department as well as the institution as a whole. Utilizing a portfolio and analytic tool will allow standardized reporting to a variety of constituents. It will also provide the ability to tailor information to each individual constituent group as well.

APPENDIX

COUNCIL ASSESSMENT REVIEW (CAR): OVERVIEW AND PROCESS

CAR Overview

The Council Assessment Review (CAR) is a process through which assessment of student academic achievement in Hocking College programs of study are periodically evaluated. The review process seeks to aid the Assessment Council in accomplishing its mandate of evaluating the college's current model of assessment and creating guidelines for assessment planning and implementation that reflect student learning at the program department, and institutional level. Goals of the CAR process include the following:

- Providing feedback and support to individual programs in the design, implementation, and improvement of their Summative Self-Assessment Review.
- Establishing over time, standards of excellence for assessment methodologies and measures used at the college.
- Identifying resources and faculty development needed to promote effective assessment.
- Gathering information for reporting assessment results and for evaluating the state of assessment efforts throughout the college.
- Facilitating communication of assessment results among all constituencies of the college.
- Disseminating best practices information throughout the college for the continuous improvement of assessment practices and, thereby, student learning.

It is the intent of the Assessment Council to facilitate vigorous, thoughtful inquiry into each program's approach to assessment; to offer the combined experience and creativity of the Council's members in helping programs to meet challenges to successful assessment; and to provide guidance, set goals, and identify accomplishments as programs seek to discover the ultimate rewards of mature assessment programs as they improve student learning. It is not the intent of the Assessment Council to be punitive, coercive, or negative in its examination.

CAR Process

The Council Assessment Review process has four stages: the Self-Evaluation, the Council Evaluation, the Council Report, and Program Feedback. A fifth stage, a Faculty Conference, may be added, either during the Council Evaluation, if the Council believes discussion with faculty would be helpful, or as part of the Report stage, if the Council believes that an in-person discussion of its recommendations would be beneficial.

Self-Evaluation

The Self-Evaluation packet initiates the Review process. This document asks program faculty to reflect on the state of their assessment program in the following areas: Summative Self-Assessment Review, levels of understanding & communication, and program successes / challenges / plans. Faculty are also asked to comment on the institutional assessment program and are invited to make requests for help or guidance in meeting any special challenges to their assessment progress.

A collaborative effort among faculty in completing the Self-Evaluation is strongly recommended. The Self-Evaluation is designed to:

- Encourage reflection and discussion among colleagues in a program about both the history and the current state of their assessment work.
- Help faculty provide the Assessment Council with information which will enable it to offer a useful interpretation of the program's progress in assessment.
- Gather information on issues of importance from which the Assessment Council may derive a comprehensive evaluation of the state of assessment at Hocking College.

Council Evaluation

During the Council Evaluation, a team of members led by the liaison to the program under review meets to discuss the program's SSAR and Self-Evaluation. An evaluation rubric is used to compare the program's progress against established criteria. The team uses a three point scale to describe the program status as: planning, emerging, or maturing.

Council Report

The Council Report is a written evaluation of the assessment program. It includes the evaluation rubric, specific comments, an analysis of strengths, and recommendations for continued progress. It also sets the schedule for the next review or progress check.

Program feedback

The Feedback form is given to the program under review along with the council report. Responses to the questions will help the assessment council modify the review process, when necessary, and determine how to assure that the process is useful to programs.

MULTI-PAGE CURRICULUM PLAN SAMPLE TEMPLATES

Cover Page / Outcome List

HOCKING COLLEGE
OFFICE OF ASSESSMENT

MULTI-PAGE CURRICULUM PLAN

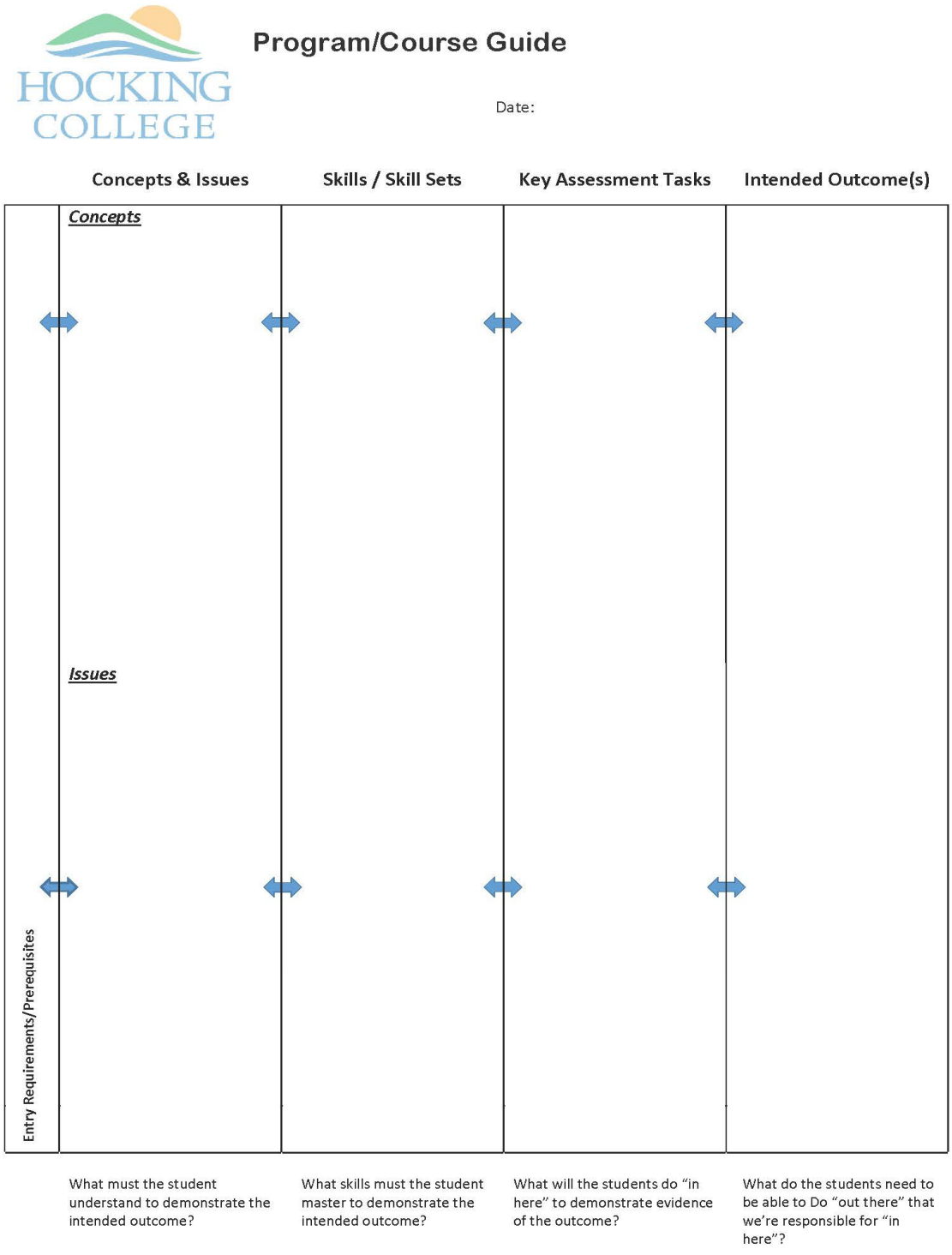
PROGRAM: Click here to enter program.

DATE: Click here to enter date.

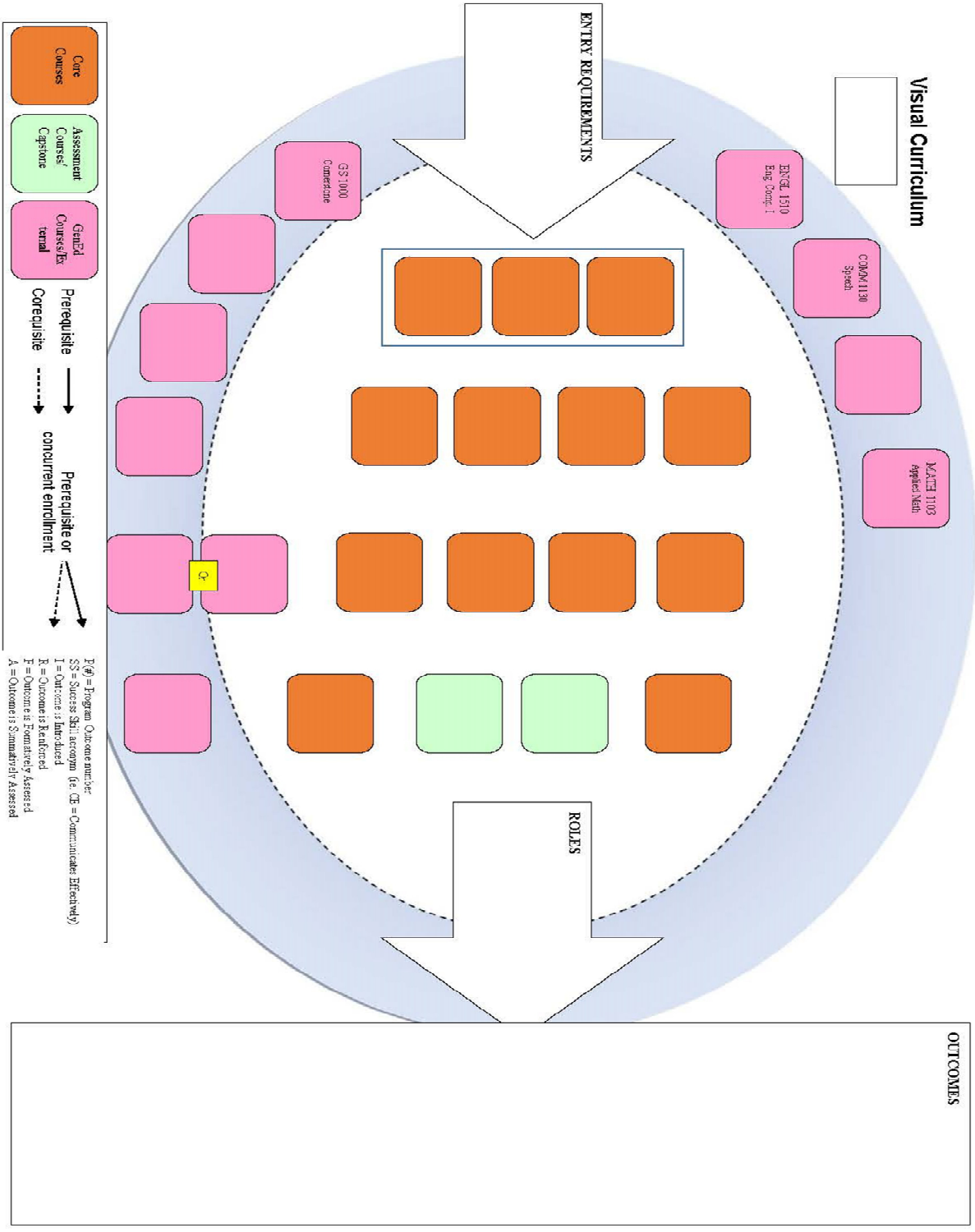
OUTCOMES:

Click here to enter outcomes.

Program / Course Guide



Visual Curriculum



Curriculum Map

HOCKING COLLEGE OFFICE OF ASSESSMENT **Enter Program Here**	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Course Name	Enter Additional Course Name Columns as needed
	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #
Enter Program Outcome 1																						
Enter Outcome 1 Performance Indicator 1																						
Enter Outcome 1 Performance Indicator 2																						
Add or Remove Rows as needed																						
Enter Program Outcome 2																						
Enter Outcome 2 Performance Indicator 1																						
Enter Outcome 2 Performance Indicator 2																						
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Add or Remove Rows as needed																						
Enter Program Outcome 5																						
Enter Outcome 5 Performance Indicator 1																						
Enter Outcome 5 Performance Indicator 2																						
Add or Remove Rows as needed																						
Add or Remove Rows as needed																						
Add Program Outcome Lines as needed																						

ASSESSMENT COUNCIL

Responsibilities

Strategic planning from the Assessment Council will allow our students to make the connections between what they will need to know, "out there" and what they learn, "in here." The Council will focus on the following:

- Evaluate Hocking College's current model of assessment.
- Create guidelines for assessment planning and implementation that reflect student learning at the course, program, and institutional level.
- Study and provide recommendations regarding future college implementation of best practices in the assessment of student achievement of Student Learning Outcomes.
- Assist the Director of Assessment in developing an assessment model that assures programs are achieving Student Learning Outcomes.
- Promote, increase, and create a shared understanding of assessment campus wide.
- Facilitate sharing of assessment strategies and ways to improve student learning.
- Review annual assessment documents submitted by programs and provide feedback for improvement purposes,
- Provide guidance to the Director of Assessment regarding future practices in electronic reporting and gathering of artifacts from students.
- Explore professional development opportunities for the college regarding assessment.
- Provide guidance, structures and support for the assessment of student learning throughout the institution.

Members

Name	Department	Office	Extension
Brian Alloway	Arts, Business and Science	VAC 109	6413
Emily Boyer	Allied Heath	DVD 309	6428
Roger Deardorff	Public Safety Services	PSS 201	6300
Sayre Flannagan	Natural Resources	NR 202	6254
Jane Ann Fuller	Arts, Business and Science	OAK 312I	7198
Christina Gater	Arts, Business and Science	JL 351A	7165
Mark Hackworth	Arts, Business and Science	VAC 109	6492
Terry Hill	Allied Heath	DVD 327	6420
Kristi Kozma	Academic Support Center	DVD 114	7104
Victor Maxson	Academic Affairs	OAK 210B	7110
Jane Okwako	Grants	JL 170B	7035
Ryan Rieder	Arts, Business and Science	OAK 314	7214
Kathleen Temple-Miller	Natural Resources	NR 203	6282
Jason Szostek	Natural Resources	NR 208	6259
Lea Wandling	Public Safety Services	PSS 103A	7188
Molly Watson	Academic Support Center	DVD 120	7159

SUCCESS SKILLS LEARNING COMMUNITY

Responsibilities

The current charge of the Success Skills Learning Community (SSLC) will be to review the Success Skills and their indicators to assure their relevance and if necessary, to propose changes. Two or three of the Success Skills will be identified annually, on a rotating cycle, for review by the SSLC. During that year, members of the SSLC will design and implement educational materials/procedures that will engage faculty in the appropriate incorporation and measurement of these Success Skills. The SSLC will support the complete integration of the Success Skills at the course-level and within programs to aid in the assessment of general education outcomes.

Members

Name	Department	Office	Extension
Patricia Bartoe	Nursing	DVD 217	6377
Scott Dunfee	Natural Resources	NR 215A	6263
Scott Elliott	Arts, Business and Science	OAK 312J	7184
Alaina Himes	Allied Heath	DVD 330	6460
Victor Maxson	Academic Affairs	OAK 210B	7110
Sarah Parker-Clever	Arts, Business and Science	OAK 332	6134
David Swanson	Natural Resources	NR 202	6265
Neil Tuuri	Arts, Business and Science	WASH	

Glossary of Terms

Term	Definition
Artifact	Something the learner produces that can be used to assess his/her learning.
Assessment	A shared process of purposeful, systematic measurement used to document, reflect upon, and improve subsequent learning experiences.
Assessment Framework	A representation of the processes and metrics used to evaluate outcomes at all levels of the curriculum. It includes a vocabulary of terms, a process for implementing an assessment plan, and guidance on how to assemble assessment data into documentation of learners' progress to be used to improve learning and institutional effectiveness.
Assessment Instrument	Used to assess learner learning. Examples include pre and post testing, surveys, and program portfolios.
Assessment Task	Complex and significant tasks learners complete to demonstrate achievement of one or more outcomes. Examples include assignments, projects, portfolios, presentations, and demonstrations. Designed to answer the question, "What can learners do 'in here' to demonstrate the intended outcomes?"
Capstone Assessment Tasks	Significant, culminating assessment points that ask the learner to synthesize learning and show evidence of the intended outcomes. Typically include final exams, final projects, practicums, internships, final papers, presentations and portfolios. Can be distributed across several parts of the program or concentrated at the end.
Closing the Loop	Seeing the assessment process through from start to finish, using evidence to evaluate student learning. This is the point where the institution self-assesses and evaluates the effectiveness of student learning and then makes recommendations and action plans for improvement.
Co-Curricular Assessment	The assessment of activities outside of the classroom (clubs, extra-curricular activities, athletics).
Concepts	Ideas that the learner must be able to comprehend and apply in different contexts.
Course Guide	Shows (at the Course Level) what learners need to be able to do to achieve the Student Learning Outcomes, how they will be demonstrated, and what essential content must be understood and mastered in the course. The Course Guide is a more in depth view and is a subset of the Program Guide.
Course Objective	Course objectives define a supporting skill, knowledge, or attitude leading to mastery of an Outcome. They are clear and concise statements that describe what you intend your students to learn / demonstrate by the end of the course.
Curriculum Map	The index or diagram of a curriculum to identify and address the overall coherence of a course of study and, by extension, its effectiveness. When educators map a curriculum, they are working to ensure that what students are actually taught matches the academic expectations in a particular subject area or program. A piece of the MPCP.

Diagnostic Assessments	Primarily used to identify needs and to determine prior knowledge of individual participants. Diagnostic assessments usually occur prior to a learning experience. These are often known as "placement tests" or "placement exams."
Direct External Measure	Those measures that evaluate a learner's work by some external person or test. External tests can be certification, licensure or other professional exams. External person can be an advisory or panel member evaluating a capstone project, supervisor for a practicum or internship, etc.
Direct Internal Measure	Those measures that assess learners' work by faculty, preceptors and other internal assessors. Learners' work can be demonstrated in a portfolio, capstone project, etc.
Direct Measure	Learners show their mastery of student learning outcomes through demonstration of skills, knowledge, abilities. There are two types of direct measures: direct internal measures and direct external measures.
Evaluation	The analysis and use of data by faculty to make judgments about learner performance. Evaluation includes the determination of a grade or a decision regarding pass/fail for an individual assignment or for a course.
Evidence	Distinctly visible outward signs or indications that lead to conclusions/judgments/change.
Formative Assessment	Ratings and feedback given during a unit/course/program focused on improving learner performance in later assessments.
Indirect Measure	Perceptions or comparison data that allows for inferences to be made about mastery of student learning outcomes, but does not demonstrate actual learning. Graduate and employer surveys are common Indirect Measures.
Institutional Outcomes (Success Skills)	Represents the knowledge and skills that ALL Hocking College students are expected to acquire upon completion of their degree.
Issues	Those primary problems the learner must understand in order to achieve the intended outcome.
Learning Activity	An assignment, task, or instructional strategy designed to help learners master specific student learning outcomes prior to being assessed.
Multi-Page Curriculum Plan (MPCP)	A combination of 4 parts of the assessment process. It contains a Curriculum Map, Program Guide, Course Guide and Visual Curriculum all of which play vital roles in the continuous improvement cycle.
Norming	Raters meet to discuss rubric levels, what does a 4 look like, a 3, a 2, and a 1? Rating an assignment to see if all raters assess it at the same level
Outcomes	Statements that express clearly what learners should be able to do in real life context that educators are responsible for. What learners will be able to DO "out there" as a result of what they learn "in here." Outcomes may be measured at the course, program, or institution level.

Outcomes-based Education (OBE)	An educational system where learning outcomes drive the efforts of the entire system. This is accomplished by determining what outcomes should be achieved by students, doing everything to help students achieve those outcomes, and assessing the results. The OBE process involves the gathering of stakeholders to identify intended student learning outcomes and summative assessment points. This process may create outcomes for new programs or revise and update outcomes for existing programs.
Performance Indicators	Concrete measurable performances students must meet as indicators of achievement. They are the specific, measurable statements identifying student performance(s) required to meet the Student Learning Outcome.
Program	A sequence of courses that results in a certificate or degree
Program Guide	Shows (at the Program Level) what learners need to be able to do to achieve the Student Learning Outcomes, how they will be demonstrated, and what essential content must be understood and mastered in the program. A piece of the MPCP.
Program Outcomes	Describes what the learner should be able to do in real-life technical contexts and settings once they graduate, rather than inside the classroom.
Program Review	A planned interruption to review learning evidence across a span of several years. Among other things it includes the program's assessment plan which documents the assessment tasks and measurement tools that will be used to collect evidence of learner learning for each Student Learning Outcome.
Qualitative data	Exhibit differences in quality rather than amount. Qualitative data are often generated during subjective evaluation processes by subject-matter-experts. Learning facilitators knowledgeable in the subject area observe learner performance in real-world situations, make judgments and inferences about levels of learner learning, and express the evaluations in holistic narratives.
Quantitative data	Exhibit variance in amount rather than kind. Numeric scores are considered quantitative when the numbers connote different amounts of learning or achievement..
Reliability	The rate at which assessments are repeatable over time (by the same person – intra-rater reliability). Rating an assignment to see if all raters assess it at the same level (inter-rater reliability)
Rubric	A rating grid that specifies the characteristics to be assessed and describes what each accomplishment level would include. A qualitative assessment instrument that synthesizes the standards to help evaluators classify learner work.
Scoring Guide	A qualitative assessment instrument that explicitly describes the standards for good performance to help the learner know what “good” looks like. Can be used by learners, evaluators or assessors to provide feedback to improve performance or product.

Skills	Abilities that are essential to the outcome; usually learned and mastered through practice and feedback. The best way to distinguish skills is simply to ask yourself what the student must be able to do that requires a routine of practice and feedback. The key is that it must be a process they can master. Combined with what the learner must understand (themes, concepts, issues) these form the content of the learning experience.
Student Learning Outcomes	The term Student Learning Outcome is a generic term for the broad description of outcomes used at Hocking College. It includes both the Institutional Outcomes (Success Skills) and the Program Outcomes.
Success Skills (Institutional Outcomes)	General education outcomes needed on the job, at home and in the community. They are work and life skills, behaviors and attitudes that all students need to develop.
Summative Assessment	Rating learners at the end of a course/program/unit without the expectation that learners may still improve on that outcome.
Summative Self-Assessment Review (SSAR)	The process of documenting our assessment work. Documents common themes, issues, conclusions, and changes needed in curriculum and resources which are needed to improve learning.
Validity	The degree to which the measurement aligns with the outcome. It measures what we want it to measure.
Visual Curriculum	A visual depiction of how learning progresses by constructing the learner's whole experience, from entry to graduation. Visual Curriculums illustrate the connections between courses, outcomes and assessment, allowing the members of a learning community to see how their courses and Student Learning Outcomes are aligned. This is achieved by visually representing the general flow pattern of the program and where courses fit into the overall learning experience. A piece of the MPCP.