

# PLAN FOR ASSESSMENT

OF STUDENT ACADEMIC ACHIEVEMENT



HOCKING  
COLLEGE

OFFICE OF ASSESSMENT

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## INTRODUCTION

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Since the last 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 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, 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 prepare 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 courses that provide 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. We will continue to improve the process even as we benefit from the improvements made as a result of it.

## MISSION & PURPOSES

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### MISSION STATEMENT

Hocking College provides a unique, innovative, and quality education in a supportive experience-based learning environment, preparing students for employment and transfer education opportunities, while teaching the value of lifelong learning, promoting diversity, and developing citizens who are engaged in their local and global communities.

### 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 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, high schools and career centers to facilitate students' smooth passage between institutions. The associate of arts, associate of science, 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.

### *Developmental Education*

The College is committed to providing access to those learners who need additional preparation for college-level work. Learners begin their course work at appropriate developmental levels and progress to levels of competence needed for career success. They acquire the confidence and skills to succeed. The College encourages learners to take selected hands-on technical courses prior to or simultaneously with the developmental course work.

### *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 areas. The College works actively with advisory groups and 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 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, which are living/learning centers.

## **HOCKING COLLEGE ASSESSMENT HISTORY**

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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 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 academic 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 the outcomes would be introduced, reinforced, and assessed. 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, an interim president was appointed.

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 reestablish 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 program outcomes and summative assessment measures.

# ASSESSMENT PROGRAM AND PRACTICES

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## 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 Curriculum 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/Chairs/Directors/Commanders*

- Participates in Assessment Council and/or Success Skills Learning Community
- 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 programs' outcomes.

- Actively participate in Program Review
- Develop assessment points and methods for Success Skills and Program 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 Department Chair/Director/Commander. 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 and 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
  - Participation 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 touchpoints 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 the Student Centered
- Intramurals
- 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	3-5 year	Admin/Dept. Chair/Faculty
OBE Session	3-5 year	Assessment Director/Admin/Dept. Chair/Faculty/ Assessment Council
Council Assessment Review (CAR)	Annual	Selected Program Faculty/Assessment Council
Success Skills Review	Annual	Admin/Dept. Chair/Faculty/SSLC
Accreditation	Ongoing	All
Assessment of Student Achievement	Ongoing	All
Reporting	Ongoing	Admin/Dept. Chair/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 semester, autumn and spring start weeks, and spring development week) faculty members in every technology/program at Hocking College will meet to analyze assessment data from the previous academic term/year. At this time changes in curriculum and instruction are discussed and changes to the subsequent term/year are proposed to address weaknesses or areas of concern exposed by the assessments.

It should be noted that we have developed and are implementing a very aggressive schedule for program review. By the end of the spring semester in 2016, all Hocking College programs will have completed a formal program review. Likewise we have developed an aggressive schedule for OBE completion for all programs. OBE reviews will begin Autumn 2015 and should be completed by the end of Summer 2016. Although the initial OBE session will directly follow the initial Program Review, this may not always be the case. After these two milestone events are completed, the following intervals on the chart below will be followed. Responsible parties for each activity are also listed.

## **GATHERING & USING EVIDENCE TO EVALUATE STUDENT LEARNING**

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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 central objective: 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
- Locally developed performance tests
- Locally developed paper/pencil 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:

- 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)
- Demonstrates knowledge of Science and Environment (SE)
- Demonstrates Community, Cultural & Global Awareness (GA)
- Maintains a Code of Ethics (ET)

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, SSLC will collect information from all programs' advisory panel members to ensure external validation of the value and relevancy of the Success Skill. Furthermore, the panel members will evaluate a random sampling of the assessment documents for the identified Success Skills using the institutional rubric. The data provided by this external evaluation will be used to give feedback to faculty and co-curricular advisors so they can improve the teaching / learning process.

## **DEVELOPMENT OF A MULTIPAGE 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 tell 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 *Learning Outcomes* for the program of which the course is a part.
2. A *Course Outcome Guide* (COG), which identifies the intended learning outcomes of the course; the concepts, issues, and skills the students must develop; and assessment tasks. A separate COG will be included for each unique course.
3. A *Program Outcome Guide* (POG), which reveals the major concepts, issues, and skill sets students must learn in the program, along with descriptions of summative assessment tasks.
4. A *Program Map*, showing in a visual form, how the course is connected with other courses in the program and the program outcomes.
5. A *Program Matrix*, showing in a linear chart form, how the program's courses connect with program outcomes including the outcomes introduction, reinforcement, and assessment.
6. A *Success Skills Matrix*, showing in a linear chart form, how the program's courses connect with Success Skills outcomes including the Success Skills introduction, reinforcement, and assessment.

Courses identified for the collection of program and general education assessment data are identified in the multi-page curriculum plan within the program map and the program & Success Skills matrices. Graduate and employer surveys contribute additional data about graduate performance and satisfaction with their preparation in institutional Success Skills and program 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

<b>Evidence</b>	<b>Source</b>	<b>Frequency</b>	<b>When Collected</b>	<b>Stored</b>
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	Institutional Research
Employer Surveys	Employers	Annual	Autumn Semester	Institutional Research
Student Course Evaluation	Student	Semester	Weeks 13-15	Current-Paper Future- Portfolio analytic tool
Faculty Course & Self-Evaluation	Faculty	Semester	Week 16	Portfolio analytic tool (Instructor professional portfolio)
Grades	Faculty	Semester	Tuesday after semester ends	Student Information System
Program Matrix Review	Department	Annual	Autumn Semester	Learning Management System (LMS) (Assessment Page)
Success Skills Matrix Review	Department	Annual	Spring Semester	LMS (Assessment Page)
Course Outcome Guide (COG) Review	Department	Semester	Every Semester	LMS (Assessment Page)
Program Outcome Guide (POG) 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	Spring Semester-Follow-up week OR Autumn Semester-Startup	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 central objective 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)<sup>1</sup> 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)<sup>2</sup> Among other things, co-curricular activities include clubs and organizations, intramural sports, and inter-collegiate 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 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-

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

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

confident, better able to manage emotions, and more emotionally independent from their parents than students who were not involved.” (Elliot, 2009)<sup>3</sup>

Hocking College has made important progress in the assessment of co-curricular activities. In our current processes, the Director of Co-curricular Education gathers participation and student satisfaction information for our co-curricular activities. This information is compiled in notebooks, analyzed, 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 outcome completion from the student’s perspective.

The Director of Co-curricular Education 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.

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

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<sup>3</sup> 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>



## 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 central objective 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 objectives 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)
- Demonstrates knowledge of Science and Environment (SE)
- 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 3 – 5 year rotation following the annual submission of the 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

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### 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](http://www.hocking.edu)), as well as in newsletters such as, *The Measuring Stick*, *The Verbatim*, *Student Centered*, and *The Hocking News*. Students should have constant access to assessment information such as program outcomes, rubrics, grades, and portfolios. In addition to the Hocking College website, some of this data can be found on the college's Learning Management System (Moodle). Faculty will have constant access to items such as standardized program and general education rubrics, program and course outcomes, student portfolios, and grades. Faculty should receive assessment data at department meetings 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 three 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. Advisory Boards and potential employers will receive reports and/or newsletters twice a year, in conjunction with advisory board meetings. Parents, potential students, communities, employers, and advisory boards will receive information focused on program outcomes, trends in employment, graduation rates, and job placement. 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 assessment 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

KEY ASSESSMENT TERMS	DEFINITION
<b>Artifact</b>	Something the learner produces that can be used to assess his/her learning.
<b>Assessment</b>	A shared process of purposeful, systematic measurement used to document, reflect upon, and improve subsequent learning experiences.
<b>Assessment Framework</b>	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.
<b>Assessment Task</b>	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?"
<b>Assessment Instrument</b>	Used to assess learner learning. Examples include pre and post testing, surveys, and program portfolios.
<b>Capstone Assessment Tasks</b>	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.
<b>Concepts</b>	Ideas that the learner must be able to comprehend and apply in different contexts.
<b>Diagnostic assessments</b>	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."
<b>Direct Measure</b>	Learners show their mastery of learning outcomes through demonstration of skills, knowledge, abilities. (Higher Learning Commission presentation by Kelly Funk) There are two types of direct measures: direct internal measures and direct external measures.
<b>Direct External Measure</b>	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.
<b>Direct Internal Measure</b>	Those measures that assess learners' work by faculty, preceptors and other internal assessors. Learners' work can be demonstrated in a portfolio, capstone project, etc.
<b>Evaluation</b>	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.
<b>Evidence</b>	Distinctly visible outward signs or indications that lead to conclusions/judgments/change.

KEY ASSESSMENT TERMS	DEFINITION
<b>Formative Assessment</b>	Ratings and feedback given during a unit/course/program focused on improving learner performance in later assessments.
<b>Indirect Measure</b>	Perceptions or comparison data that allows for inferences to be made about mastery of learning outcomes, but does not demonstrate actual learning. Graduate and employer surveys are common <i>Indirect Measures</i> .
<b>Issues</b>	Those primary problems the learner must understand in order to achieve the intended outcome.
<b>Learning Activity</b>	An assignment, task, or instructional strategy designed to help learners master specific learning outcomes prior to being assessed.
<b>Learning Objective</b>	A supporting skill, knowledge, or attitude leading to mastery of an Outcome.
<b>Norming</b>	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
<b>Outcomes</b>	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 developed at the course, program, or institution level.
<b>Outcomes-based Education (OBE)</b>	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 learning outcomes and summative assessment points. This process may create objectives for new programs or revise and update objectives for existing programs.
<b>Program</b>	A sequence of courses that results in a certificate or degree
<b>Program Adjustments</b>	A yearly event where faculty randomly select and review work samples and portfolios against standards and review assessment data to make program improvements based on evidence.
<b>Program Assessment Plan</b>	Documents the assessment tasks and measurement tools that will be used to collect evidence of learner learning for each program outcome.
<b>Program Assessment Report</b>	Documents common themes, issues, conclusions, and changes needed in curriculum and resources which are needed to improve learning.
<b>Program Map</b>	Visual depiction of how learning progresses by constructing the learner's whole experience, from entry to outcome. Program Maps illustrate the connections between courses, outcomes and assessment, allowing the members of a learning community to see where their courses and learner learning outcomes are aligned.

KEY ASSESSMENT TERMS	DEFINITION
<b>Program Review</b>	A planned interruption to review learning evidence across a span of several years.
<b>Qualitative data</b>	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.
<b>Quantitative data</b>	Exhibit variance in amount rather than kind. Numeric scores are considered quantitative when the numbers connote different amounts of learning or achievement..
<b>Reaction Assessment</b>	Takes place after a course or learning experience to gather the learners' opinions.
<b>Reliability</b>	The rate at which assessments are repeatable over time (by the same person – <b>intra-rater reliability</b> ). Rating an assignment to see if all raters assess it at the same level ( <b>inter-rater reliability</b> )
<b>Rubric</b>	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.
<b>Scoring Guide</b>	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.
<b>Skills</b>	Abilities that are essential to the outcome; usually learned and mastered through practice and feedback. Combined with what the learner must understand (themes, concepts, issues) these form the content of the learning experience
<b>Standards</b>	Criteria developed to assess a process, a product, or both and make them public in the form of scoring guides and rubrics
<b>Summative Assessment</b>	Rating learners at the end of a course/program/unit without the expectation that learners may still improve on that outcome.
<b>Track Evidence</b>	Where assessment data from direct and indirect measures is deposited and tracked for review over time.
<b>Validity</b>	The degree to which the measurement aligns with the outcome. It measures what we want it to measure.

## **COUNCIL ASSESSMENT REVIEW (CAR): OVERVIEW AND PROCESS**

### **CAR Overview**

The Council Assessment Review is a process through which activities for 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 in improved 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 their 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

### Cover Page / Outcome List



## MULTI-PAGE CURRICULUM PLAN

**PROGRAM:** [Click here to enter program.](#)

**DATE:** [Click here to enter date.](#)

**OUTCOMES:**

[Click here to enter outcomes.](#)

## Outcome Guide

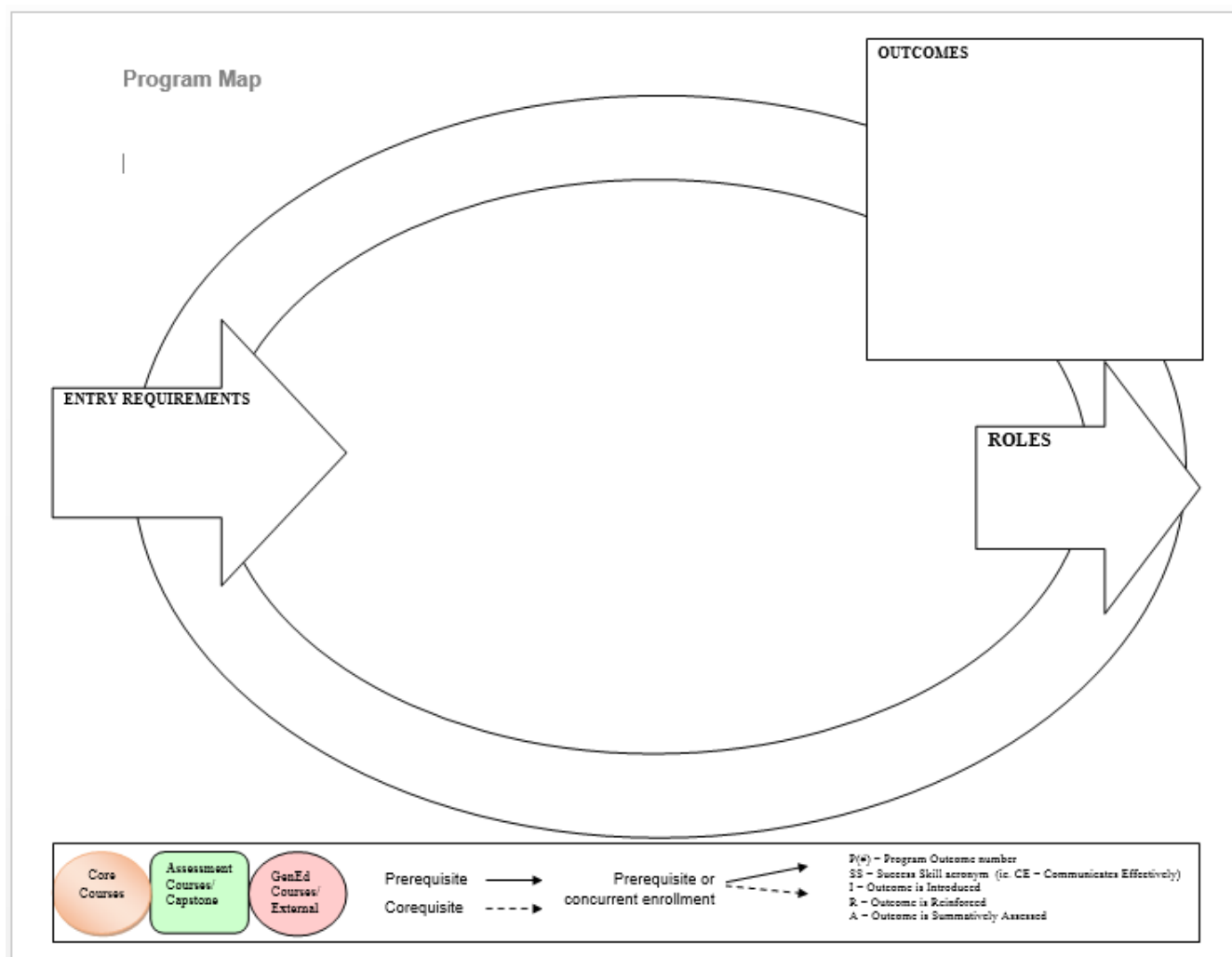
## Outcome Guide

Program / Course: [Click here to enter program/course.](#)

Date Revised: Click dropdown to enter date.

	Concepts & Issues	Skills / Skill Sets	Key Assessment Tasks	Intended Outcome(s)
	<u>Concepts</u> Click here to enter concepts.	Click here to enter skills.	Click here to enter assessment tasks.	Click here to enter outcome(s).
	</			

## Program Map





## Success Skills Matrix

[illegible]

Legend:

I-Outcome is presented at an introductory level in course material. In the course design, there is minimal expectation that the student has prior knowledge in the outcome area.

R-Outcome is incorporated into and reinforced throughout the course.

A-Outcome is assessed in this course and reflected in the annual program assessment report.

## 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 both technical and general program outcomes.
- Assist the Director of Assessment in developing an assessment model that assures programs are achieving both technical and general education 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
Melissa Atkins	Arts, Business and Science	JL 371	7219
Erin Bowald	Access Center	JL 249	7103
Sayre Flannagan	Natural Resources	NR 202	6254
Jane Ann Fuller	Arts, Business and Science	OAK 312I	7198
Michele Hanson	Nursing	DVD 217	6376
Mary Leffler	Arts, Business and Science	OAK Glass	7168
Jean Libben	Arts, Business and Science	OAK 312S	6130
Victor Maxson	Academic Affairs	OAK 210B	7110
Kathryn McGushin	Hospitality	MCHT 116	7608
Ryan Rieder	Arts, Business and Science	OAK 314	7214
Frits Rizor	Natural Resources	NR 205	6519
Mary Simon	Allied Health	DVD 309	6404
Kathleen Temple-Miller	Natural Resources	NR 203	6282
Kristine Williams	Arts, Business and Science	OAK 312	6135

## 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 SSLC will collect information from all programs' advisory panel members to ensure external validation of the value and relevancy of the Success Skill. Furthermore, the panel members will evaluate a random sampling of the assessment documents for the identified Success Skills using the institutional rubric. The data provided by this external evaluation will be used by SSLC to facilitate improvement of the teaching / learning process. Additionally, 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
Damon Clement	Engineering & Information Tech	HCEI 103	6620
Linda Deeds	Academic Affairs	OAK 210A	6110
Scott Dunfee	Natural Resources	NR 215A	6263
Jeannie Faulkner	Allied Health	JL 368	7076
Julie Gee	Natural Resources	NR 202	6287
Neil Hinton	Engineering & Information Tech	HCEI 103	6602
Todd Hoffman	Engineering & Information Tech	HCEI 113	6628
Giles Lee	Student Center	SCTR 194	6539
Mason Martin	Arts, Business and Science	OAK 312K	6155
Victor Maxson	Academic Affairs	OAK 210B	7110
Vincenzo Sclama	Hospitality	MCHT 116	7617
Bonnie Smith	Health & Safety	DVD 325	6419
David Swanson	Natural Resources	NR 202	6265
Todd Whited	Access Center	JL 249	6073