

**Institutional**

**Assessment**

**Handbook**

**Table of Contents**

1. Introduction…………………………………………………………………………………………………………………..3
2. Academic Program Assessment Overview …………………………………….………….………………… 4
3. Non-Academic Program Review ………………………………………………………………………………….. 7
4. CCSSE Community College Survey of Student Engagement …………………………………….…… 9
5. UARM Course Evaluations………………………………………………………………………………………….… 10
6. Graduation Survey …………………………………………………………………………………………….….….… 11
7. Co-curricular and Extracurricular Assessment Process Instructions for Sponsors ……..….12
8. Strategic Plan ………………………………….…………………………..……………………………………………...16
9. College-wide Assessment Timeline …………………………………………………………………..………… 19
10. Assessment Glossary …………………………………………………………………………………………..……… 21
11. Academic Program dstor1 Folder Components List …………………………….………….…25
12. **Introduction**

To promote continuous educational improvement in its learning ecosystem, UA Rich Mountain evaluates its non-academic/support service departments, educational programs, learning environments, and co-curricular/extracurricular programs. Assessment processes are designed to link decision-making, planning, and budgeting with evidence.

In support of this goal, the College includes evaluations on several levels including general education learning outcomes, course outcomes, program outcomes, co-curricular outcomes and extracurricular activity success, non-academic department efficiency, student satisfaction data, and Strategic Plan goals.

The assessment program activities include the following:

* support and guide faculty assessment strategies to improve student learning
* evaluate co-curricular and extracurricular activities to extend learning and promote engagement
* develop a culture of continuous improvement that uses data and evidence to address student success challenges
* confirm effective and efficient non-academic/support service departmental functions

1. **Academic Program Assessment Overview**

Instructors may find information about program outcomes in the College catalog. During each Spring semester, all academic program chairpersons must review relevant catalog information and degree documents. Questions about how to complete any academic assessment forms should be referred to the program chairperson or to the Assessment Committee.

**Documentation: All documentation must be uploaded to the Program folder system on dstor1** where each Program has assigned folders to organize yearly documents. The Assessment Committee will assist program directors with this process.

**How to access Program Folders:** dstor1 > Staff > Committees > 01 Academic Program Binders

In addition to the **required** digital files housed on dstor1, optional Academic Program *printed* binders may also be maintained at the discretion of each Program.

**Curriculum maps: Full**-time faculty meet periodically to review and update the program outcomes on the curriculum maps.

**Data Collection: Academic** Instructors collect course and program level data throughout each Fall and Spring semester. Program chairpersons will delineate the data collection and assessment rotation schedule.

Faculty will contribute any course or program changes for the upcoming year and the Program Review report due September 15.

Programs must maintain documentation regarding the following:

1. Upload meeting minutes to the dstor1 Minutes folder
2. Distribute Program Review reports to all Program members during faculty meetings (adjunct and full time)
3. Submit year–end final Program Review reports by September 15 to the dstor1 folder

**Closing the loop:** Program faculty members meet in August to analyze academic data from the past year (including pre/post-test reports). They discuss and document the changes needed and how to implement the changes. Data collection and assessment analyses are ongoing activities within each program.

**Organizing for the current year:** Chairpersons will also meet with all instructors to determine course outcomes, General Education Learning Outcomes **(GELOs)**, and Program outcomes for the current year’s data collection. Faculty will focus on these selected outcomes throughout the Fall and Spring semesters. Committees will document this decision process with minutes to supplement the program review document.

**A. Pre-test and Post-test data: Full**-time faculty in non-technical associate degree programs work collaboratively to create the program pre-test and post-test. In the Fall semester of their first year, new students are assessed over relevant program outcomes. As part of the graduation procedure in April or May, post-tests are conducted as students complete their programs. In the subsequent Fall semester, Faculty will review data to critique program outcome achievement. The data will also be included in the annual program reviews. The information collected will be shared among Program instructors during the subsequent Fall semester. Based on the outcomes data from the post-tests, classroom instructional changes will be made if necessary.

**B. Course Outcomes Reports:** Instructors gather course level data throughout the year using the faculty-created Course Outcomes reporting forms. Each semester, full-time and part-time instructors complete the Course Outcomes form, including course-level outcomes and General Education Learning Outcomes (GELOs). The faculty determine curriculum and instructional changes for the Program for next year.

Before the end of the Fall and Spring semesters, course outcomes documents are submitted to the academic Program chairpersons for uploading to dstor1. Data from these documents will be included in the Program Outcomes report for each Program at the end of the academic year.

**C. Program Review Reports: By September 15 of each year, each academic program will submit an annual Program Review report completed using data from the entire program.** The report summarizes the program’s accomplishments or needs during the previous year.

Academic program chairpersons complete the report including evidence of student learning and work with faculty to plan for program improvement. The Fall faculty meetings are held to “close-the-loop” and to make informed decisions for the upcoming instructional year.

These reports will be shared with all Program faculty members and the Assessment Committee during the Fall semester. In response to the report, committees or individuals may take specific actions. The resulting results will be noted in Program minutes or subsequent report documents.

**Accomplishment statements** for each academic Program must be included within the Program Review report. Refer to Section VIII Strategic Plan of this document for directions and models. The Assessment Committee will forward these statements to the Chancellor’s office for publication. Additionally, the Assessment Committee will annotate the Strategic Plan with the Accomplishment information and forward it to the Effectiveness Committee.

**Program Review Evidence**: Documentation, including the report forms, state or regional reviews, program success reports, meeting minutes, or other forms of evidence are submitted to the chairpersons for inclusion in the program assessment folders on dstor1 (See Section XI of this handbook for a complete list of required documents for the academic folders). The Assessment Committee will provide instructions to the Program directors for uploading all documents to the dstor1 folders.

**How to access dstor1 Folders:** dstor1 > Staff > Committees > 01 - Academic Program Binders

All internal and external reports will be appraised during the annual Program Review process which is to be completed by September 15. See Section XI of this document for a complete list of all required folder documents.

Important Reminder: If any of the evidence files entered in the annual academic program/Program binders were also mentioned on the Evidence Tracking Master list (\\dstor1\Staff\HLC 2025 Resource Room\Evidence Tracking), Directors must upload these files annually.

Contact the Assessment Committee with questions regarding file management for evidence documents.

**External Program Reviews: Programs** are also reviewed by external authorities on a rotating schedule. The Vice Chancellor for Academic Affairs will inform each program or Program when a review is scheduled.

1. **Non-Academic Program Review**

Non-Academic Program Review (NPR) is completed annually to evaluate operational functions and/or services, to summarize accomplishments, and identify departmental needs. NPR documents will include the needs and accomplishments for each non-academic department/program.

Department Directors will oversee the collection of relevant information throughout the academic year. Information includes, but is not limited to, the following items:

* the status of the department/program
* relevant data pertaining to the past year's activities & achievements
* accomplishments that address a Strategic Plan Goal or other concerns
* future department needs, changes, and proposed plans
* resource requests (human resources, equipment, technology, facilities, and supplies) that will help the department/program attain its goals for quality improvement
* professional development accomplishments and/or future needs

**Important Reminder:** If any of the evidence files entered in the annual academic program/Program binders were also listed on the Evidence Tracking Master list (\\dstor1\Staff\HLC 2025 Resource Room\Evidence Tracking), Directors must upload these files annually.

Some Departments or programs are also reviewed by external authorities on a determined schedule. The Department Directors must upload any External Review documents.

Department Directors should refer questions about the process, evidence, or reporting steps to the Assessment Committee. All reports and evidence documents must be uploaded to dstor1 folders no later than September 15 each year.

1. **Community College Survey of Student Engagement (CCSSE)**

The Community College Survey of Student Engagement(CCSSE) is a biennial assessment at UA Rich Mountain. The [CCSSE website](https://www.ccsse.org/aboutsurvey/aboutsurvey.cfm) summarizes the survey’s focus:

“Extensive research has identified good educational practices that are directly related to retention and other desired student outcomes. The Community College Survey of Student Engagement *(CCSSE)* builds on this research and asks students about their college experiences — how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on.”

CCSSE is administered in the classroom. Since many students take approximately an hour to complete the survey, instructors will be given advanced notice so that they may allow adequate time in their instructional schedules to administer this assessment. The College will release institutional level aggregate data for review by College employees. If needed, specific actions will be taken by the Effectiveness Committee in response to the findings.

**Instructor Preparation Tips for CCSSE Surveys:**

1. Ask as many students as possible to complete the forms. Allow absent students sufficient time during the week to complete the document.
2. Provide #2 pencils (mechanical allowed) for students.
3. Read directions aloud to students.
4. Tell students to read items carefully. Point out the rating options.
5. When completed, keep documents separated by course if necessary (see envelope labels with section numbers).
6. Do not bend, fold, mutilate, or staple the sheets.
7. Assign one student to collect documents for the instructor and place them in the provided envelope. Evaluations are anonymous, so the instructor should not view the completed forms.
8. Return the envelope to the Institutional Research department by the due date
9. **UARM Course Evaluations**

UARMcourse evaluations are conducted each semester. The main goal is to gather student feedback regarding teaching and learning in each course. Instructors receive personalized aggregate data during personnel reviews each Spring semester. The Vice Chancellor of Academic Affairs will guide instructors through improvement steps if necessary.

1. **Graduation Survey**

Upon completion of their degree program, students are given the opportunity to provide general feedback regarding their overall college experience.

Survey results are tabulated by the Institutional Research Coordinator, and the results are posted on the college Intranet for review. The Effectiveness Committee may review the results and make recommendations in response to the survey findings.

The Student Affairs office sends prospective graduates a link to the survey in April. Students must complete the survey prior to receiving their graduation regalia.

1. **Co-curricular and Extracurricular Assessment Process Instructions for Sponsors**

INTRODUCTION

Sponsors should be familiar with the definitions of co-curricular and extracurricular activities for UA Rich Mountain. Additionally, co-curricular sponsors should understand each of the co-curricular outcomes and general educational learning outcomes. Sponsors will sometimes be called upon to explain the differences among these outcomes for participants as they complete an event survey to evaluate their experiences.

Please study the following information to accurately complete the assessment documents during the semester/year. If a program event could meet either the co-curricular or extracurricular definition, the sponsor should consult with the Assessment Committee.

DEFINITIONS

Co-curricular activities are defined as those which align with and enhance the standard curriculum goals. Assessment focuses on student improvement regarding the institution’s co-curricular outcomes. Co-curricular activities may focus on student development outcomes, general education learning outcomes (GELOs), or both.

Co-curricular Outcomes with Definitions

* Leadership: Understanding the relational process that engages scholarship and the life experiences of students to understand and change their communities.
* Social responsibility: Impact of decisions and activities on society and the environment
* Intrapersonal relationships: Matters that go on exclusively within one person. People who have high intrapersonal intelligence are aware of their emotions, motivations, beliefs, and goals.
* Interpersonal relationships: Relationships or actions that take place between two or more people. They involve effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives.
* Lifelong and global learning: Ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. Global learning is concerned with exploring the interconnections between people and places around the world.

General Education Learning Outcomes with definitions

* Communication: Development of listening, reading, writing, and speaking skills for academic, personal, or professional purposes
* Research: Application of methods of inquiry in general education or technical courses to defend ideas in a documented argumentative or analytical paper
* Technology: Use of technological skills to identify, locate, and process information
* Critical Thinking: A process to conceptualize, apply, analyze, synthesize, and evaluate information

**CO-CURRICULAR** SPONSOR PROCEDURES

For most academic divisions, co-curricular accomplishments are summarized and analyzed in the “Academic Annual Program Review” document. Sponsors should complete Part IV Item 4 to discuss co-curricular events within the division.

Some Non-academic departments also complete co-curricular reports. These sponsors complete should complete a separate Co-Curricular form, “Co-Curricular Event Evaluation.”

Assessment forms are available through the college website:

[www.uarichmountain.edu](http://www.uarichmountain.edu) > About > Institutional Assessment

~~For each co-curricular event, sponsors complete assessment steps prior to, during, and after the events. All forms referenced in the instructions may be found on the Assessment webpage.~~

1. ~~Before your events~~

* ~~Save a copy of any event flyers or advertisements. Sponsors will scan the documents, along with survey samples, at the end of the year. For now, just start a file folder as you conduct your events.~~
* ~~Insert the title and date of the event into the participant survey document before you make copies to distribute to the participants at the event. The survey documents will be saved, tabulated, and summarized in the annual program review document and the report titled “Co-Curricular Event Evaluations~~

1. ~~During the events~~

* ~~Distribute participant surveys. This step is critical, so the sponsor should plan to spend adequate time distributing and tabulating surveys. Some sponsors set up a survey table at the entrance / exit to the event and provide a basket or box for returned survey papers. Participants can leave their surveys in a box or give them to the sponsor.~~
* ~~Collect the completed surveys and tabulate the information. This might take 10-15 minutes. If you have student club officers or leaders, they could help with this step. This information will be included in the annual program review document.~~
* ~~Always save a small representative group of the completed participant surveys from each event throughout the year. Just slip the papers into a file folder for future reference and scanning. You could clip them together with any flyers or brochures that you have saved.~~

1. **~~After the events~~**  ~~Using the records kept throughout the academic year, submit details for Part IV question 4 in the annual Program Review document.~~

~~At the year's end, sponsors gather the sample surveys and associated flyers from all events and scan them into one PDF file.~~

~~Name the survey file like this example: PTK event surveys-flyer 2020-2021~~

~~The Assessment Committee will supply feedback and instructions regarding any follow-up documentation needed to complete the review process.~~

**EXTRACURRICULAR** SPONSOR PROCEDURES Extracurricular activities are defined as those experiences that provide the opportunity to engage with the institution and that connect students to others within the community in meaningful ways.

Extracurricular program evaluation will focus on effective and efficient planning for, and assessment of, student engagement. Extracurricular sponsors complete the assessment document named “Extracurricular Program Evaluations” at the end of the program year.

Extracurricular activities are traditionally a large part of the college experience and appreciably promote student engagement. These activities are not explicitly tied to academic learning or curricula. Extracurricular assessment centers on administrative review of the efficient use of student engagement resources rather than student outcomes. The extracurricular participant survey reflects this assessment goal rather than co-curricular outcomes.

Forms are located on the college website [www.uarichmountain.edu](http://www.uarichmountain.edu) > About > Institutional Assessment > Institutional Assessment > Extracurricular Forms

1. Before your extracurricular events

* Save a copy of any event flyers or advertisements. You will scan the documents, along with survey samples, at the end of the year. For now, just start a file folder as you conduct your events.

1. During the semester/year

* Extracurricular sponsors do not formally collect information after each event.
* Sponsors may start entering program information into Table 1 (Planning Phase) of the “Extracurricular Assessment Report”

1. End of year

* Insert your program title and year into the participant survey document (see website) before you make copies to distribute to the participants near the end of the season/year. (Examples: Athletics 2020-2021 or SGA 2021-2022)
* Complete the participant surveys. The survey gathers overall participant feedback regarding the entire season or year for the program. This feedback step is critical, so sponsors should plan to spend adequate time distributing and tabulating surveys.
* After tabulating survey results and entering the results in Table 2 (Participation & Engagement) of the report titled “Extracurricular Assessment Report,” save these completed survey documents for uploading as a PDF later.
* At the year's end, gather a representative survey sampling, along with associated flyers, and scan them into one PDF file. (Do not scan a large quantity of surveys.) Name the survey file like this example: Choir surveys-flyer 2020-2021
* Complete Table 3 (Year End Program Review: Assessment, Action Plan, & Timeline) with adequate discussion of the program. Make sure that reflections and necessary changes are completely explained. Use the Rubric for Extracurricular Programs to evaluate the content of the report.
* Before April 30th, upload all files to the co-curricular/extracurricular dstor1 folder as assessment documentation. (Staff > HLC 2025 Resource Room > Co-Curricular-Extracurricular)
* The Assessment Committee will supply feedback and instructions regarding any follow-up documentation needed to complete the review process.

1. **Strategic Plan**

**Introduction**

The College revised its Strategic Plan for 2020-2025, and implementation began during the Fall 2020 semester. The Strategic Plan Goals were aligned with the Higher Learning Commission’s criteria for accreditation. All institutional Programs and Departments collaborated in determining the initial strategic strategies and actions for the plan.

(dstor1 > Staff > HLC 2025 Resource Room > Assessment > Strategic Plan & Accomplishments > Master Spreadsheet and Updated Sheets > Strategic Plan Master)

To monitor the institution’s progress in addressing the Plan, annual Program Review documents include Accomplishment Statements. These statements specifically address one or more of the Strategies and/or Actions listed on the Strategic Plan. All Programs and Departments will include Accomplishment Statements in their annual Program Review documents submitted each September.

***DEFINITIONS***

**Strategies** are broad initiatives which could unfold over an extended period.

**Actions** are incremental steps needed to complete a Strategy**.** Actions may be accomplished in a more limited time frame.

Proposed strategies and actions may be included in the Academic and Non-Academic Program Review reports each fall. Program meeting minutes will typically document the discussions which generated the newly proposed strategies and/or actions. The Effectiveness Committee and the Cabinet will review these proposals prior to adoption.

**Accomplishment Statements within Program Review Documents:** The Accomplishment statements summarize employees’ efforts in meeting the Strategic Plan goals and are submitted at the end of each year within the Program Review documents. These statements are written collaboratively by each Academic Program or Non-Academic Department.

**Accomplishment Statements FAQ**

1. **May the department enter several accomplishment statements under one goal?**

Answer: Yes. If a department has more than one unique accomplishment that pertains to the same goal, simply write additional (separate) statements. Write statements that are broad enough to encompass the incremental steps in an action. These should not be overlapping in content or repeat the related actions. \*\* (See further notes at the end of this section.)

1. **The accomplishment statement could fit under two goals. Should I write it under both?**

Answer: No. Refer to the [HLC Criteria, Components & Subcomponents](http://download.hlcommission.org/policy/updates/AdoptedCriteriaRevision_2019_INF.pdf) for more details about the five goals. Choose the one goal that most closely correlates to your accomplishment statement.

1. **Should our statements summarize our assigned position/job duties?**

Answer: No. the accomplishments/findings should not be a listing of your routine position/job duties.

* The statements should focus on unique activities that address a need in your program or department. These needs may be drawn from prior reviews, e.g., local, state, or accreditation reports.
* Statements could elaborate a unique activity that the department/division took as a strategic step toward institutional effectiveness.

1. **Could I write a short paragraph to describe my accomplishment?**

Answer: No. The statement should follow the model showing one statement which starts with a verb (see models below). Accomplishment statements are intended to be succinct. Additional supporting documents should be submitted as separate evidence files if additional explanation or details are needed when submitting the program review document.

1. **Do I have to wait until September to write Accomplishments?**

Answer: No. Starting the document early in the academic year is advised. Chairpersons or directors may begin document narratives and evidence collection throughout the academic year. Keep this working draft in a personal location until it is complete and ready for uploading. Be sure to review and finalize the program review document before uploading no later than September 15.

**Model accomplishment statement**: “Developed electronic collaboration system for registration notes and processes to support new and returning student advising during campus lock down Spring 2020.”

* This statement is ***broad enough*** to cover several incremental steps that were taken under the one accomplishment.
* It states only the **overall accomplishment** that contributed to the department, Program, or college goals.
* Additional details about the accomplishments may be articulated in an evidence document uploaded separately.

**Tips for writing a broad accomplishment statement.**

**Read the model statement above.**

* Do NOT include a breakdown of many facets encompassed by one overarching accomplishment.
* Avoid repetitive or overlapping statements.
* Avoid writing small, incremental steps that contributed to the overall accomplishment/finding. Additional details about the accomplishments may be articulated in an evidence document submitted separately.

**For example, DO NOT write these as *accomplishments* because they are only partial steps in the process. These are only examples of small, incremental steps that contributed to the model accomplishment statement.**

* Held meetings of critical personnel to design communication for advising

appointments by phone or email

* Created Word documents to send to students that normally are in person
* Solicited ideas from EOC, Admissions, and VCSA to create a virtual

advising/registration process

* Researched Google sheets
* Designed Google sheets and “shared” with all advisors

**IX. College-wide Assessment Timeline:** All College Departments and Programs will follow the same annual assessment submission schedule. NOTE: All meetings should be documented with minutes

Direct questions to the Assessment Committee.

|  |  |
| --- | --- |
| Aug | **All Departments/Programs finalize Program Review documents for the past academic year, upload evidence, and annotate the Master HLC Evidence List spreadsheet prior to September 15 deadline.**  **Co-curricular** sponsors complete activity surveys as events are conducted throughout the current semester.  **Program Chairpersons & Department Directors** meet with staff members to finalize Program Review documents regarding the previous year and to make assessment plans for the upcoming year |
| Sep | **All Program Review documents and HLC Evidence files for all College Department and Program reports must be uploaded to dstor1 by September 15.**  **1. Chairpersons & Directors** submit their Program Review reports and evidence files to designated dstor1 folders (dstor1 > Staff > Committees > Binders)  **2. Department Directors or Division Chairpersons** who possess evidence documents are also responsible for HLC evidence submission & tracking. (Refer to “Source” column on the Master HLC Evidence List. Find this spreadsheet on Assessment Committee SharePoint Evidence folder. Evidence may be related to the HLC assurance report **or** to a Program Review document. |
| Oct | **All Departments or Programs**  A. Ongoing Data Collection notes  B. Ongoing Accomplishments for Strategic Plan and/or Departments  **Administrators on Cabinet** review the program review documents and associated evidence submitted by their assigned Departments/Programs  **Administrators** complete the Program Review rubric page, give feedback to submitters for the September 15 Program Review report, and discuss any upcoming funding requests. |
| Nov | **Instructors** administer UARM course evaluations before Fall semester final exams.  **All Departments or Programs**  A. Ongoing Data Collection notes  B. Ongoing Accomplishments for Strategic Plan and/or Departments  **Assessment Committee** updates the Strategic Plan with accomplishments, forwards the accomplishments list to the Executive Assistant to the Chancellor, forwards the committee’s Adequacy Report to Effectiveness Committee, and monitors Master HLC Evidence List (See dstor1 > Staff > HLC 2025 Resource Room > Evidence Tracking > Master HLC Evidence List) |
| Dec | **The Effectiveness Committee** approves the accomplishment reports to be posted on the website or Intranet. The committee refers Strategic Plan gaps to the Cabinet for assignment. Appropriate Departments or offices will be guided in writing appropriate action statements as needed. |
| Jan | **All Departments/Programs** continue data & evidence collection for the current year. (Documents are uploaded to dstor1 Binders and to HLC 2025 Resource Room folders as needed. Annotate Master HLC Evidence List accordingly)  **Academic** Programs and Non-Academic Departments hold meetings to discuss previous semester data and Spring assessment action plans.  **Co-curricular** and **extracurricular** programs continue this semester to collect documentation as directed. |
| Feb | **All Departments/Programs** collect data and artifacts. Upload documents to dstor1 (in dstor1 Binders and to the HLC 2025 Resource Room folders as needed) and annotate Master HLC Evidence List accordingly. |
| Mar | **All Departments/Programs** collect data and artifacts. Upload to dstor1 (in dstor1 Binders as well as HLC 2025 Resource Room folders as needed) and annotate Master HLC Evidence List accordingly.  **Institutional Research Coordinator assists Instructors** who administer Community College Survey of Student Engagement (CCSSE) surveys (biennially on even years) |
| Apr | **All Departments/Programs** collect data and artifacts. Upload to dstor1 (in dstor1 Binders and HLC 2025 Resource Room folders as needed and annotate Master HLC Evidence List accordingly. Directors should contact the Assessment Committee with questions.  **Extracurricular Sponsors** submit assessment documents and upload supporting evidence to dstor1 > Staff > HLC 2025 Resource Room > Co-Curricular-extracurricular  **Instructors** administer UARM course evaluations before Spring semester final exams. |
| May | **All Departments/Programs** start initial draft of the program review reports & documents for the concluding current academic year. Reports must be submitted no later than September 15. |
|  | **Academic Programs scan printed (past) binder documents or upload digital copies from 2019-2021 into Dstor folders** |
|  |  |
| 2024 | **College submits the HLC 2025 Assurance Report with evidence files** |
| 2024 | **HLC on-site visit to UARM** |

1. **Assessment Glossary**

**Actions (from the Strategic Plan)** are incremental steps taken by one (or more) persons that are needed to complete a Strategy**.** Actions are usually accomplished within a limited time frame.

**Assessment for accountability** assessment of some unit (could be a department, program, or entire institution) to satisfy stakeholders external to the unit itself. Results are often compared across Departments/Programs. Always summative. Example: to retain state approval, the achievement of a 90 percent pass rate or better on teacher certification tests by graduates of a school of education.

**Assessment for improvement:** assessment that feeds directly, and often immediately, back into revising the course, program, or institution to improve student learning results. Can be formative or summative (see "formative assessment" for an example).

**Assessment of individuals** uses the individual student, and his/her learning, as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement. Would need to be aggregated if used for accountability purposes. Examples: improvement in student knowledge of a subject during a single course; improved ability of a student to build cogent arguments over the course of an undergraduate career.

**Assessment of institutions** uses the institution as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally institution-wide goals and objectives would serve as a basis for the assessment. Example: how well students across the institution can work in multi-cultural teams as sophomores and freshmen.

**Assessment of programs** uses the department or program as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally program goals and objectives would serve as a basis for the assessment. Example: how sophisticated a close reading of texts senior English majors can accomplish (if used to determine value added, would be compared to the ability of newly declared majors).

**Direct assessment of learning** gathers evidence, based on student performance, which demonstrates the learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local or external criteria. Examples: most classroom testing for grades is direct assessment (in this instance within the confines of a course), as is the evaluation of a research paper in terms of the discriminating use of sources. The latter example could assess learning accomplished within a single course or, if part of a senior requirement, could also assess cumulative learning.

**Direct** Assessment Techniques for any department or Program: Concrete, tangible evidence of achievement of the outcome

Examples:

· Pre and Post Tests

· Processes, artifacts, or performances scored by rubrics

· Tallies, schedules, or tracking information

· Reports with hard data (external or internal)

**Embedded assessment:** a means of gathering information about student learning that is built into, and is a natural part of, the teaching-learning process. Often used for assessment purposes, classroom assignments are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative, or qualitative. Example: as part of a course, expecting each student to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy).

**External assessment:** use of criteria (rubric) or an instrument developed by an individual or organization external to the one being assessed. Usually summative, quantitative, and often high-stakes (see below). Example: GRE exams.

**Formative assessment:** the gathering of information about student learning (during the progression of a course or program and usually repeatedly) to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.

**General Education Learning Outcomes** **(GELOs)** for UARM include the following:

* Communication: Communicate effectively through written and oral exchanges with developed listening, reading, writing, and speaking skills
* Research: Apply methods of inquiry in general education or technical courses to defend ideas in a documented argumentative or analytical paper
* Technology: Develop knowledge and understanding of contemporary and advancing technologies; use appropriate skills to identify, locate, and process information
* Critical Thinking: Conceptualize, apply, analyze, synthesize, and evaluate information

**Goals** are broad statements that pertain to a longer (multi-year) time frame. Example: decreasing expenses (See also entry under Outcomes)

**"High stakes" use of assessment:** the decision to use the results of assessment to set a hurdle that needs to be cleared for completing a program of study, receiving certification, or moving to the next level. Most often the assessment so used is externally developed, based on set standards, carried out in a secure testing situation, and administered at a single point in time. Examples: at the secondary school level, statewide exams required for graduation; in postgraduate education, the bar exam.

**Indirect assessment of learning:** gathers reflection about the learning or secondary evidence of its existence. Example: a student survey about whether a course or program helped develop a greater sensitivity to issues of diversity.

**Indirect** Assessment Techniques: Based on perception or opinion of achievement of the outcome

Examples:

· Surveys, either created by your unit, or existing institution-wide surveys

· Focus groups

· Interviews

· Evaluation Forms

**Local assessment:** themeans and methods that are developed by an institution's faculty based on their teaching approaches, students, and learning goals. Can fall into any of the definitions here except "external assessment," for which is it an antonym. Example: one college's use of nursing students' writing about the "universal precautions" at multiple points in their undergraduate program as an assessment of the development of writing competence.

**Outcomes** are specific, actionable targets that need to be achieved within a smaller time frame, such as a year or less (program satisfaction, notable achievements, transformative experiences). Example: reduce paper expenses by 5% (See also entry under Goals)

Create SMART Outcomes! (Adopted from Peter Drucker)

**Specific:** Clear and definite terms describing the knowledge, skills, values, and abilities.

**Measurable:** It is feasible to get the data; data are accurate and reliable; multiple methods are preferred.

**Aggressive/Attainable:** The outcome has the potential to move the program/unit/course forward.

**Results-oriented:** Describe what standards are expected from staff/customers/students.

**Time-bound:** Describe a specified time for accomplishing the outcome.

**Qualitative assessment:** collects data that does not lend itself to quantitative methods but rather to interpretive criteria (see the first example under "standards").

**Quantitative assessment:** collects data that can be analyzed using quantitative methods (see "assessment for accountability" for an example).

**Standards:** sets a level of accomplishment all students are expected to meet or exceed. Standards do not necessarily imply high quality learning; sometimes the level is the lowest common denominator. Nor do they imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways. Examples: carrying on a conversation about daily activities in a foreign language using correct grammar and comprehensible pronunciation; achieving a certain score on a standardized test.

**Strategies (from the Strategic Plan): broad initiatives which could extend over time.** Strategies could involve several people (or Departments). All college Departments and Programs contribute to the Strategic Plan.ac

**Summative assessment:** the gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, it impacts the next cohort of students taking the course or program. Examples: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others; analyzing student projects for the ability to integrate across disciplines.

**Value added:** the increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end rather than at the beginning of a course) or on a cohort of students (whether sophomore papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison.

1. **Academic Program dstor1 Folder Components List**

**Contact the VCAA for questions**

1. Degree Plans
   1. This includes all certificate/degree plans offered within your academic department. If all of your certificates/degrees are on one degree audit sheet, one will be sufficient. If not, please include each one separately
2. Course List
   1. This is a list of courses offered within your degree plans for this academic year. Please note if there is a course offered within your degrees that did not make due to low enrollment. (Suggestions for how to handle this problem can be included in the recommendation section)
3. Syllabi
   1. Please include syllabi for courses offered within your degree plan(s).
4. Program Objectives
   1. What are your program objectives (outcomes)? What are students expected to know and do at the point of graduation from the CP/TC/Associate level.
5. Curriculum Map
   1. Please map how these program objectives (outcomes) are covered within each certificate/degree. (Knowledge or Introduction, Application of the information, Synthesis)
6. GELO-Course Assessments
   1. Each course taught during this semester should have ONE course assessment included here from each instructor.

b. Please document how the general education learning outcomes were integrated into the program. This is important as it is something that HLC specifically targets. You may wish to rewrite some of your program outcomes to make sure these learning outcomes are included.

1. Student Course Evaluations
   1. There should be at least one student course evaluation for each instructor included here. Please remove the instructor's name from the evaluation.
2. Program Assessments
   1. Were there assessments of the entire program? Pre/Post tests? Capstone final projects? Anything that assesses the quality of the graduate’s knowledge at the end of the certificate/degree? Licensing information goes in this section.
   2. Employment information and transfer rates go here as well. What happened to your graduates/transfers?
3. Advisory Board Minutes – Department Minutes
   1. Please attach minutes from employer contacts, community feedback, University feedback regarding transfer students, anything that is an outside entity feedback on the graduates. This includes suggestions from employers, etc.
4. **Program Review and Recommendations (UARM annual, and ADHE Periodic)**
   1. **ADHE:** IF there were an Arkansas Department of Higher Education review required for this year, a copy of the report would go here, along with the reviewer’s comments once they are received.
   2. **UARM:** This is an annual report that you do for the entire department or division. Some Departments have multiple certificates or degrees (cosmetology, nursing, welding), while others have degrees (AA, AS, AGS). It is not necessary to do a report for each separate certificate/degree. Include Department/Program Accomplishments in this report.
   3. Based on all the feedback compiled in these files and documents, what changes are you making in any of the following:
      1. Course specific changes, add? Delete? Change significantly?
      2. Equipment requests
      3. Budget requests
      4. Location/facility changes
      5. Change the textbook?
      6. Professional Development needs
      7. Times of course offerings? Semesters?
      8. Suggestions for improvement!!!!!!
5. Professional Development
   1. Please list any professional development anyone has received within the last year.
6. Co-curricular Reports