

## **3-Year Outcome Assessment Plan 2011-2014**

### **Purpose**

The fundamental purpose of outcome assessment is to determine student achievement of said outcomes, analyze results, and develop strategies at the course, program and institutional level that will ensure that graduates have attained the skills, abilities and knowledge assured by the issuance of a degree or certificate or the completion of a course or program.<sup>1</sup>

Additionally the purpose and/or product looking to be achieved may be described as:

- Provide data/information to inform instructional department/program review and planning
- Fulfill accreditation directives for conducting ongoing, systematic assessment of student learning outcomes at the program and course levels
- Component of overall institutional assessment information to share with community, promoting transparency

Expectations regarding process and schedule:

- Ensure that assessment plan was useful and applicable to program/department review
- Plan was required to show at least one complete cycle of assessment prior to 2012 accreditation visit
- Plan was not required to be comprehensive in the first year, but was required to have a developed implementation schedule
- Keep workload for faculty manageable

### **Method**

CGCC will use a three pronged approach to outcomes assessment.

1. Department evaluation of degree/certificate/program level outcomes achievement
  - a. Course grades
  - b. Direct assessment
  - c. Indirect assessment
2. Instructor evaluation of course level outcomes achievement
3. Student evaluation of course level outcomes achievement

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<sup>1</sup> For this context, program refers to instructional groupings that are not represented by a degree or certificate, i.e. Pre-College, ESOL.

## **Degree/certificate/program level outcome assessment**

Three different assessment models will be used by departments/programs to assess degree, certificate, and program outcomes:

- 1) course grades for a wide range of courses that have been mapped to specific degree and certificate outcomes are aggregated, and targets are set.
- 2) specific course assignments are mapped to given degree/certificate outcomes and targets are set regarding grade achievement;
- 3) external evaluators from the healthcare professions assess student performance using a rubric that aligns with outcomes, and targets are set; and

Degree, certificate, and program outcomes assessment to begin fall, 2011. Departments will collect data annually. Analysis of data will be performed in the third year when sufficient data is gathered from which to make reasoned interpretations and decisions.

## **Instructor evaluation of course level outcomes achievement**

Individual instructors are best qualified to determine if students are achieving the outcomes of the course taught. The purpose of the assessment is several fold:

1. to provide a structure for the assessment practices that faculty regularly perform;
2. to help enable the sharing of relevant assessment information between faculty;
3. to encourage reflection by faculty and departments based on meaningful data;
4. to document assessment efforts at CGCC in accordance with accreditation standards; and
5. to improve on our existing Student Course Evaluation process by integrating it more fully with outcome assessment.

Course Assessment design includes two components:

- Part A: The Plan – at the start of the term, instructors submit a brief plan that provides the necessary information to prepare the Student Course Evaluation survey and describes how student achievement of the course outcomes identified will be assessed.
- Part B: Results & Analysis – at the end of the term, instructors submit a brief report on the results, analysis, and conclusions.

Course assessments are scheduled so that each instructor participates at least once each year and all regularly taught courses are assessed at least once every three years. In addition, in the interest of transparency and the sharing of best teaching and assessment practices, course assessments will be posted on the college website.

Course Assessment is to begin fall, 2012 and continue annually. Analysis is ongoing. Course Assessment is expected to provide information/data to be used in the analysis of degree/certificate/program outcomes achievement, as well as in regularly scheduled department review.

## **Student evaluation of course level outcomes achievement**

Evaluation will include student perception of progress on understanding/achievement of course outcomes. Students will be asked to rate their understanding of three outcomes at the start of the term and at the end of the term. Additionally, faculty will have an opportunity to include two course specific questions of their own.

Student course evaluation will be scheduled to take place as part of instructor course assessment starting fall, 2012.

## **Outcomes Assessment Schedule: 2011-2014**

### **Year One: 2011-2012**

- Assessment of Degree/Certificate/Program Outcomes (**Plans due November 15, 2011**)
  - Planning
    - Gen Ed/LDC departmental groups identify courses that map to degree and certificate outcomes; determine targets student achievement of degree outcomes (AAOT, AS, AGS, ASOT-BUS).
    - Non-credit departmental groups identify measures, criteria, and process for assessing student achievement of program outcomes.
    - CTE departmental/program groups identify measures, criteria, and process for assessing student achievement of degree and certificate outcomes.
  - Gather data
    - Gather grades for courses/assignments identified in plans, fall, winter, spring and summer terms (**end of each term 2011-12**).
    - CTE degrees and certificates and Non-credit programs collate data for year (**submit to CO, September 15, 2012**)
  - Analyze effectiveness of assessment methodology and revise as needed
    - Curriculum Office (CO) collates data and prepares a report generalizing findings
    - CO report due to Instructional Directors and Department Chairs, **July 15, 2012**
    - Departmental/program groups make initial analysis of results and revise assessment methodology as needed. (**July – August, 2012**)

## Year Two: 2012-2013

- Assessment of Degree/Certificate/Program Outcomes (**Plans due November 15, 2012**)
  - Planning
    - Gen Ed/LDC departmental groups identify courses that map to degree and certificate outcomes; determine targets student achievement of degree outcomes (AAOT, AS, AGS, ASOT-BUS).
    - Non-credit departmental groups identify measures, criteria, and process for assessing student achievement of program outcomes.
    - CTE departmental/program groups identify measures, criteria, and process for assessing student achievement of degree and certificate outcomes.
  - Gather data
    - Gather grades for courses/assignments identified in plans, fall, winter, spring and summer terms (**end of each term 2012-13**).
    - CTE degrees and certificates and Non-credit programs collate data for year (**submit to CO, September 15, 2013**)
  - Analyze effectiveness of assessment methodology and revise as needed
    - Curriculum Office (CO) collates data and prepares a report generalizing findings
    - CO report due to Instructional Directors and Department Chairs, **July 15, 2013**
    - Departmental/program groups make initial analysis of results and revise assessment methodology as needed. (**July – August, 2013**)
  
- Annual Assessment of Course Outcomes
  - Department Chairs create schedule of courses and instructors to complete Course Assessment for the year (**September 5, 2012**)
  - Each term, instructors complete Course Assessment according to schedule. (**plans due end of first week of term; results due 4 weeks after end of term**)
  - Student evaluations made accessible to students two weeks prior to end of class.
  - Curriculum Office posts plans and results to website within two weeks of receipt
  - Review process and revise as needed (**Summer, 2013**)

### Year Three: 2013-2014

- Assessment of Degree/Certificate/Program Outcomes (**Plans due November 15, 2013**)
  - Planning
    - Gen Ed/LDC departmental groups identify courses that map to degree and certificate outcomes; determine targets student achievement of degree outcomes (AAOT, AS, AGS, ASOT-BUS).
    - Non-credit departmental groups identify measures, criteria, and process for assessing student achievement of program outcomes.
    - CTE departmental/program groups identify measures, criteria, and process for assessing student achievement of degree and certificate outcomes.
  - Gather data
    - Gather grades for courses/assignments identified in plans, fall, winter, spring and summer terms (**end of each term 2013-14**).
    - CTE degrees and certificates and Non-credit programs collate data for year (**submit to CO, September 15, 2014**)
  - Analyze effectiveness of assessment methodology and revise as needed
    - Curriculum Office (CO) collates data and prepares a report generalizing findings through winter term
    - CO report due to Instructional Directors and Department Chairs, **April 1, 2014**
    - **Departments/programs analyze results and prepare a report on findings for each degree/certificate/program. Include recommendations for programmatic changes and next steps. Update/revise assessment methodology. (July – September, 2014)**
- Annual Assessment of Course Outcomes
  - Department Chairs create schedule of courses and instructors to complete Course Assessment for the year (**September 5, 2013**)
  - Each term, instructors complete Course Assessment according to schedule. (**plans due end of first week of term; results due 4 weeks after end of term**)
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