

**Crafton Hills College**  
**INSTITUTIONAL ASSESSMENT PLAN**  
 As of 10.28.10

**PURPOSE AND BACKGROUND**

Academic assessment is an integral process of College life involving students, faculty, department chairpersons, deans, program directors, the Outcomes Committee, Office of Research & Planning, Crafton Council, Vice Presidents, and the President. The focus of these efforts is to improve student learning. While the evidence gathered is part of the process of documenting student achievement and being accountable to the public, the highest value is placed on the insights gleaned from the evidence that leads to improved student learning and success.

The purpose of this document is to provide a framework for assessment that will help to improve student learning and success.

**LANGUAGE OF ASSESSMENT**

Creating a common language about assessment is essential to academic planning and assessment. Here are definitions of important assessment terms:

<b>Term</b>	<b>Definition</b>	<b>Similar Terms</b>
Analysis	A Data-driven narrative that indicates program strengths and/or progress made, plus logical steps for addressing outcomes partially met or not met.	
Assessment	Processes for identifying, collecting, and analyzing data that can be used to help improve learning and achievement.	Evaluation
Benchmark	A criterion or performance level set as a means to determine the degree of course or program success.	Criteria for success
“Closing the Loop”	Completing an entire cycle of assessment by summarizing evidence, and using the results to improve course/program effectiveness.	Completing the SLO Cycle
Course Outcome	A statement that describes specifically what students are expected to know and/or be able to do by the end of a course. The statement may also include how they will demonstrate this knowledge, skill, or ability.	SLO, Course SLO
Criteria for success	A performance level set for the purpose of determining whether students met the learning expectation set by a Student Learning Outcome.	Benchmark
Curriculum map	A grid or map that lists all of the courses in a program cross-tabulated with the program's learning outcomes, that indicates which outcome(s) are taught in which course(s).	Outcomes grid, objectives grid
Evaluation	Processes for reviewing the results of data collection and then determining the meaning and value of those results.	Assessment
Institutional Outcome	A statement that describes a broad learning expectation (e.g. ability to think critically), that a student is expected to learn and demonstrate by the time they have graduated from the college or completed a course of study.	Institutional SLO
Measures	An assessment instrument, tool, or activity designed to	Measure, tool, in-

	ascertain levels of student learning achievement.	strument
Mission	A short, memorable statement that expresses the purpose and uniqueness of a program.	Purpose statement
Outcomes	A statement that describes a specific desired result or condition, or endpoint. These can be specific learning goals for students, or service goals for departments that produce results that are observable and measurable.	Objectives, standards, goals, indicators, learning outcomes statement
Program Outcome	A statement that describes specifically what students are expected to know and/or be able to do by the end of a program of study, such as a certificate or degree program. The statement may also include how they will demonstrate this knowledge, skill, or ability.	Program SLO
Rubric	A scoring tool that lists the performance criteria expected to achieve progressive levels of quality. Rubrics are common to assessment practice, and can take many forms.	
Sample	A selection or subgroup of a population that is being assessed. Often used when assessing the entire group or population is impractical.	Subgroup, Random sample.
Service Area Outcome	A statement that describes specifically how a program's services or functions directly impact successful student learning or achievement at the college, or describes an approach to delivering effective services to the campus community.	SAO, Student Services Outcome, Service Outcome
Student Learning Outcome	A statement that describes specifically what students are expected to know and/or be able to do at the end of a learning experience, such as a course or program of study. The statement may also include how the student will demonstrate this knowledge, skill or ability.	SLO, Outcome

## THE ASSESSMENT CYCLE

Assessment and program improvement efforts are cyclical and ongoing. Faculty, staff, and managers administer assessment instruments throughout the academic year. Utilizing web-based resources (eLumen, ORP Outcomes Assessment Cycle Web Page), they collect, archive, and analyze data. The analyses culminate in the development of an Annual Student Learning Report, which is made available to all members of the College community.

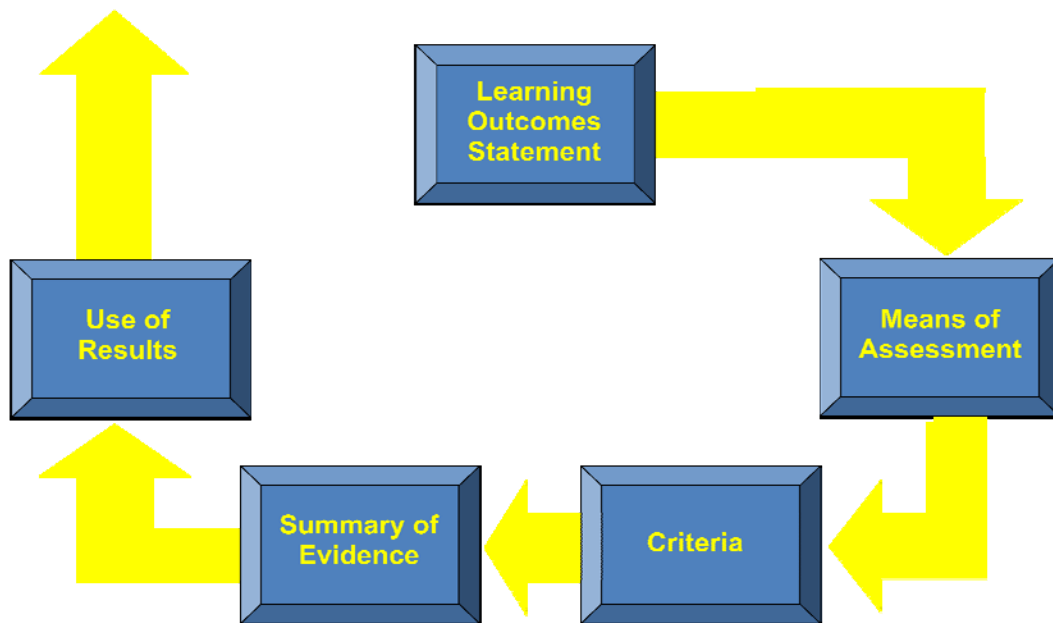
The SLO Diagram (below) provides a visual representation of each of the five steps involved in the SLO Assessment Cycle, and can be used to assess SLOs or Service Area Outcomes (SAOs) at the course, program, or institutional level.

The **Learning Outcomes Statement** describes the specific knowledge, skills, or abilities you expect your students to acquire. A Service Area Outcomes Statement describes the specific functions or services provided by a department that directly impacts successful student learning, or describes an approach to delivering effective services to the campus community. The **Means of Assessment** describes how you intend to measure the knowledge, skills, or abilities described in the previous step (e.g., quiz, essay, portfolio, classroom presentation, group project).

The **Criteria for Success** describes the evaluative standards that characterize student work, program, or service. It includes a benchmark that you would like your students, program, or service to achieve. An example of a Student Learning Outcome benchmark would be: *“75% of students will achieve a score on the post-assessment that is 20% higher than their pre-assessment.”* An example of a Service Area Outcome benchmark: *“80% of students who attend student orientation successfully complete the FAFSA and complete their file with an Financial Aid counselor.”*

The **Summary of Evidence** refers to your obtained findings (e.g., the actual percent of students successfully achieving 20% improvement, or actual percent of students completing their Financial Aid file following Orientation). Following the assessment, the summarized results make it possible for you to determine what is working, what is not, and what changes are needed to improve student learning in a course or program.

The **Use of Results** detail the response to the *Summary of Evidence* stemming from your SLO/SAO implementation. In this step, you describe what specific changes you will make to your approach in order to improve student learning as well state when or if you will be assessing the same outcome in the future (e.g., change teaching strategies to improve performance on the post-assessment, and re-assess in the following spring semester).



The Cycle is also represented in eLumen – the web-based system used at Crafton Hills College to collect, store, organize and report learning evidence and results from the assessment cycle. The example below illustrates how faculty and programs can record their observations and plans for improvement from the cycle.

PE/I070X4 Fitness Evaluation Sec 01  
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Section Improvement Plan

1. SLO-State the Student Learning Outcome to be assessed for this course.

Students appreciate one?s own physical, mental and emotional health, and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency. ]

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2. Method of Assessment - Describe the method used to observe and record student learning or performance.

Students pursue a personal change/ improvement project, aimed at improving their own health or physical condition. Conducted a pretest and post-test measuring dietary change. Dietary change was determined by reviewing food journals, changes in body weight and changes in body fat. Conducted a pretest and post-test measuring fitness change. Fitness change was determined by comparing pre/post-test data for body fat, blood pressure, resting pulse, grip strength, sit & reach, step-test, push-ups and sit-ups.

3. Criteria for Success - If you have established a performance goal or Benchmark for the assessment, please describe it here.

All students (100%) to demonstrate improvement, based on a pre-/post-test of their fitness level or diet.

4. Summary of Evidence -- What were some noteworthy observations you discovered from the Evidence?

Looking at the scores most students showed at least some degree of improvement . 81% of students showed improvement in overall fitness level, whereas 15% showed improvement in Diet. About 8-10% of students did not participate in their post-test evaluation.

5. Use of Results for Improvement-How will you use what you have learned to improve student learning?

The Fitness goals were too easy to achieve. Higher fitness standards will be set. However, few of the students set dietary goals and were assessed. More focused attention on dietary implications on overall health will be pursued.

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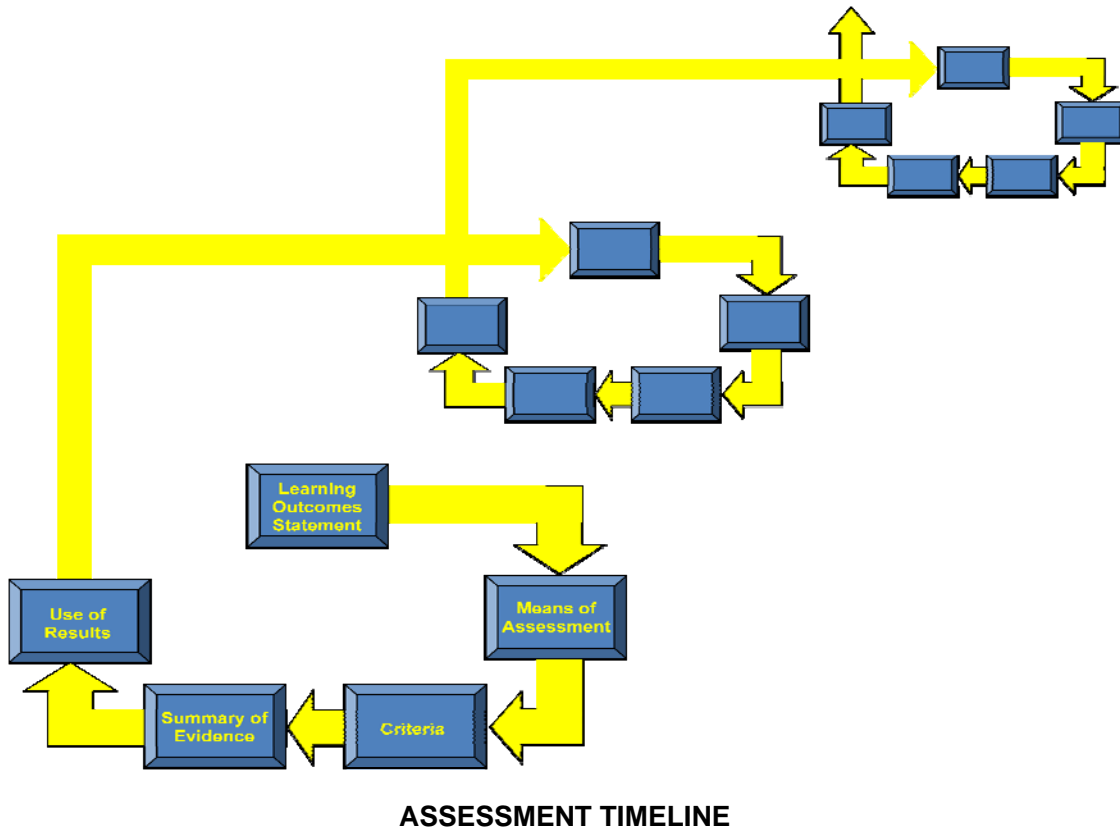
Using the Health/Physical Education Program as an example, The first step in the SLO process is to develop a learning outcomes statement: “Students appreciate one’s own physical, mental and emotional health, and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.” Support for how to assess outcomes can be sought from the Instructional Assessment Specialist and/or the Office of Research and Planning.

The second step in the process involves developing a strategy for assessing the learning outcome. In this example, students engage in a personal change/improvement project that is aimed at improving their own health or physical condition. This project can vary, based on the specific course they are enrolled in.

The third step in this process is developing the criteria for assessment and evaluation of the results, and these are detailed in a rubric that contains three specific criteria: First, students demonstrate an attitudinal change toward valuing their health and fitness, and adopt sound strategies that illustrate that change. Second, students are able to describe the physiological soundness of their approach to good health/fitness. Third, students demonstrate a sustained effort to following their program, and see results. The Physical Education department has set a benchmark that all students achieve a score of 3 on at least two of these criteria, and no lower than a 2 on the third.

The fourth step in the process is to examine the results, and discuss changes in the approach. In this case, the faculty had determined that pre-and post-test measurement of student weight and body fat percentage results have revealed that most students reached the results that they were aiming for. However, in their discussion, most students set very modest goals, that were easily reached, without the level of rigor that was expected by the course or instructor. The faculty concluded that higher standards for the project will be set.

It is also important to keep in mind that the SLO assessment process is continuous and never ending. Accordingly, the assessment process continuously involves the assessment of student learning, programs, and services (see Figure below).



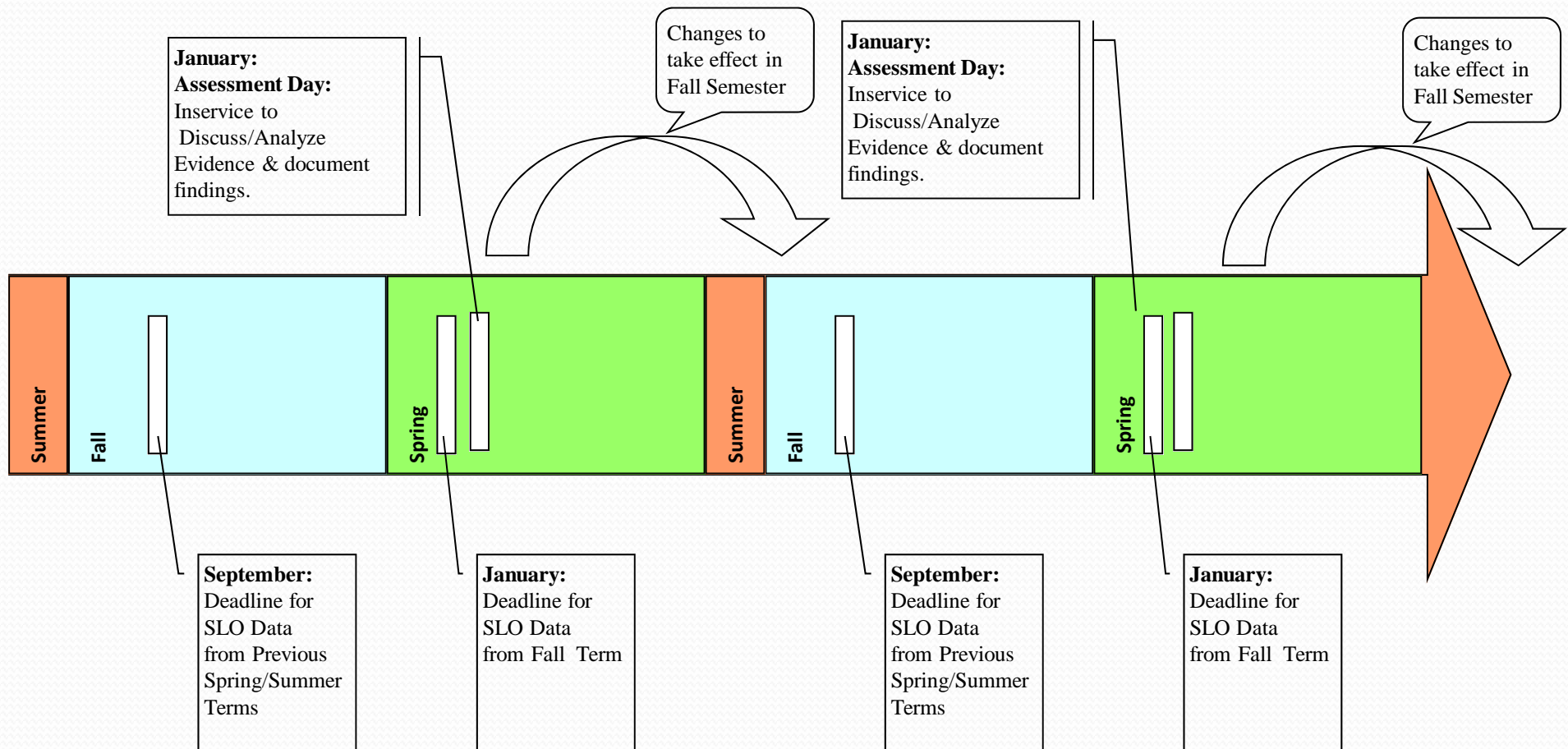
An annual assessment timeline supports sustainable assessment cycles campus-wide. While each department determines which outcomes are assessed for which courses or program components, the timeline establishes deadlines for the completion of assessment and the recording of learning evidence for each semester. These deadlines make it possible to assemble and organize the evidence for faculty and departments to analyze as part of closing the cycle.

### **ASSESSMENT DAY**

Assessment day is a day-long college-wide event that is planned for every spring semester. This event invites the participation of all faculty members, all student service departments, and every program and office on campus. The purpose of this event is to help faculty, staff, and managers close the cycle. Assessment Day is coordinated by the Outcomes Committee, with the support of the Office of Research and Planning, the Office of Instruction and the Office of Student Services.

The graphic on the following page illustrates the annual timeline for the Institutional Assessment Plan. As indicated in the graphic, any decisions made regarding changes to courses and programs resulting from the assessment cycle will take effect in the following fall semester.

# Timeline for Assessment Tasks







Based on the findings of assessment activities, decisions about curriculum changes, additional resources, and allocation of space are considered by faculty, chairpersons, deans, the Planning and Program Review Committee, the Vice Presidents, and the President. The timeline below summarizes the annual assessment cycle:

<b>Annual assessment cycle</b>		
<b>Activity</b>	<b>By whom?</b>	<b>Timeframe</b>
Gather and archive student learning data following program assessment plans	Faculty, Program Directors and program personnel.	Ongoing
Analyze data	Faculty and chairpersons	Spring semester
Implement program, curriculum, and assessment improvements as needed	Faculty and chairpersons	Spring semester; take effect in fall.
Request additional budget based on feedback through assessment.	Chairperson/Dean via Annual Planning Document	Spring semester
Review selected programs every 3 years	P&PR Committee	Spring semester
Produce institutional effectiveness report that summarizes programs' enrollment, retention, graduation, and placement rates	Office of Institutional Research & Planning	Sep 15
Publish Annual Student Learning Report for prior AY	Instructional Assessment Specialist.	Oct 15

### **ASSESSMENT MEASURES**

The following are examples of program assessment measures. A more definitive list can be found in the **Assessment Glossary** available on the College's Assessment website.

<b>Sample of program assessment measures</b>		
<b>Activity</b>	<b>When administered</b>	<b>When analyzed</b>
Classroom assessment techniques	Continuous	Immediate
Student performance rates	By semester	End of semester
Exit exams	Program period	End of program
Portfolio reviews	By semester	End of semester
Capstone courses	Last semester	End of program
Standardized tests in content areas	Program period	End of program
Professional licensure or certifying exam	Program period	End of program

The Office of Research & Planning gathers the following data related to student learning:

<b>Institutional effectiveness measures</b>		
<b>Activity</b>	<b>By whom?</b>	<b>Timeframe</b>
Retention rates	ORP	End of semester/program
Graduation rates	ORP	End of program
Transfer rates	ORP	End of program
Licensure rates	ORP	End of program
Placement rates	ORP	End of program
Graduate satisfaction surveys	ORP	End of AY
Employer satisfaction surveys	ORP	One year after program
Multiple types of data collected from surveys	ORP	As needed

### **ANNUAL STUDENT LEARNING REPORT**

Each year, a comprehensive summary of student achievement and program improvements resulting from the annual assessment cycle will be compiled and published by the Instructional Assessment Specialist, in cooperation with the Outcomes Committee and the Office of Research and Planning, The Student Learning Report will be distributed to the campus community as a statement of the campus' commitment to continuous quality improvement.

## **RESPONSIBILITIES**

### **Faculty**

Assessment programs that work are faculty-owned and driven. In other words, faculty participation ought to be active and ongoing in all aspects of the assessment cycle. Faculty members use the results of assessment data to strengthen and improve the curriculum, textbooks, and pedagogy, and thus improve student learning. Faculty members' collective responsibilities include:

- Utilize existing resources to design assessment plans for the College's academic programs, with learning goals, outcomes, assessment activities, and rubrics.
- Design assessment measures according to the assessment plans.
- Implement instructional strategies that promote student learning outcomes and conduct assessments that ascertain levels of student learning.
- Gather and archive assessment data according to the appropriate program assessment plan.
- Collaborate with colleagues to analyze and improve all aspects of program design, delivery, and services.
- Provide representation on the Outcomes Committee, which coordinates course, program, general education, and institutional level assessment efforts at the College.

### **Students**

Assessment information that demonstrates student learning starts with the students. Our students participate in direct assessment activities (tests, portfolios, etc.) and indirect assessment activities (surveys, focus groups, etc.). Other roles in assessment that students might assume include:

- Facilitate assessment activities by acting as assessors themselves (critiquing class projects and presentations of other students, group work evaluation, conducting campus surveys, etc.).
- Provide feedback and comments on assessment activities.
- Participate in departmental analyses of assessment data and deliberations about program improvements (e.g., exit interviews).

### **Outcomes Committee**

The Outcomes Committee is responsible for developing and facilitating the College's Institutional Assessment Plan. The Outcomes Committee is a standing campus-wide committee that reports to the Crafton Council, the Academic Senate, and the Office of Instruction. It works in coordination with the Office of Research and Planning and the Accreditation Committee. Membership is assigned jointly by the President and the Academic Senate President, in accordance with the CHC Organizational Handbook. The Outcomes Committee responsibilities include:

- Develop and communicate to the College community annual goals on assessment that are consistent with the Institutional Assessment Plan.
- Review and monitor the assessment of student learning in all academic and non-instructional programs.
- Serve as consultant-evaluators to the academic and student service departments on the development and implementation of program assessment plans.
- Encourage professional development that aids in student learning and assessment.

- Serve as a resource for academic departments, the Office of Research and Planning, and other offices to help prepare the College's Annual Student Learning Report on academic assessment activities.
- Play an advisory role in the preparation and implementation of budgets for the implementation of the Institutional Assessment Plan.
- Scrutinize the Institutional Assessment Plan periodically to enhance, improve, and report upon teaching and learning.

### **Office of Research and Planning**

The Office of Research & Planning gathers and makes available data on institutional effectiveness. Responsibilities include:

- Gather and maintain accurate, up-to-date information on student enrollment, retention, transfer rates, graduation, and placement rates.
- Gather student, faculty, and staff surveys and focus group data so as to gauge institutional effectiveness.
- Gather employer satisfaction data as they pertain to College graduates.
- Produce an annual institutional effectiveness report that summarizes programs' enrollment, retention, graduation, and placement rates.

### **Instructional Assessment Specialist**

The Instructional Assessment Specialist has primary responsibility for supporting and guiding assessment efforts at all levels campus-wide. This includes designing, planning, implementing, assessing, and revising the College's Institutional Assessment Plan. This person reports to the Director of Research and Planning, and is a permanent, ex officio member of the Outcomes Committee. Duties include:

- Coordinate and implement the College's Institutional Assessment Plan.
- Coordinate resources for developing and implementing program assessment plans.
- Work with academic department chairs, program directors, and administrative department heads in developing, maintaining, and conducting effective assessment activities.
- Plan and offer professional development activities for faculty and staff.
- Coordinate the preparation of the College's Annual Student Learning Report.

### **Chairs and Deans**

Chairs and Deans are responsible for academic and assessment matters within their departments. Responsibilities regarding assessment include:

- Support and verify academic assessment within the department.
- Distribute equitably the coordination of program assessment activities among the department's full-time faculty.
- Ensure the appropriate participation of part-time faculty in program assessment activities (i.e., gathering and analyzing student learning data).
- Be responsible for academic program changes as designed by faculty in response to assessment findings.
- Demonstrate commitment to assessment of student learning and use of its results by the

- department's faculty and staff.
- Support and verify the development of Annual Student Learning Reports for the department's academic programs.

### **Vice President of Instruction**

As Chief Academic Officer, the Vice President of Instruction has ultimate responsibility for all academic and assessment matters. Responsibilities regarding assessment include:

- Support and verify academic assessment at all levels.
- Demonstrate institutional commitment to assessment of student learning and use of its results by department chairs, deans, and other academic administrators.
- Coordinate professional development activities that support student learning and assessment.
- Coordinate the periodic review of academic programs with particular emphasis on student learning and assessment.
- Synthesize the Annual Student Learning report; make recommendations to the Crafton Council on specific proposals for improving student learning.

### **Crafton Council**

The Crafton Council is responsible for identifying opportunities for continuous improvement and on the basis of that analysis assigning tasks to appropriate personnel on campus. Its responsibilities regarding assessment are to:

- Serve as a College-wide audience for assessment results.
- Be responsible for identifying opportunities for continuous improvement and assigning them to departments or individuals for their analysis and recommendations for improvement.
- Review work efforts and provide needed critical feedback and recommendations.
- Provide to the President specific proposals for improving student learning.

### **President**

The College President has ultimate responsibility to implement Crafton Council recommendations to improve student learning.