

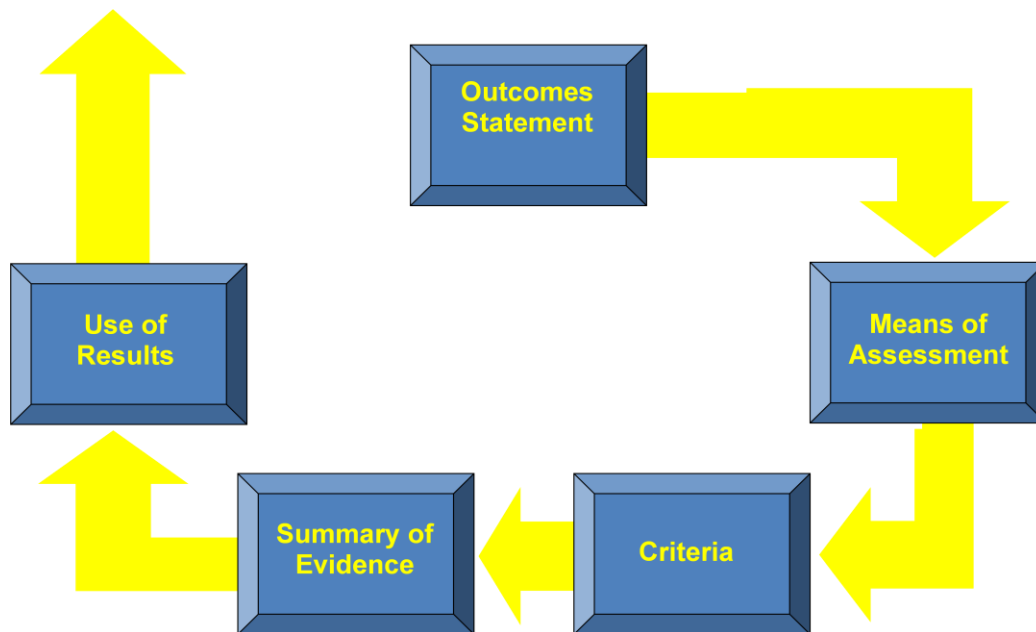
Crafton Hills College Institutional Assessment Plan

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 help make the assessment process as easy as possible and to provide a framework for assessment that will help to improve student learning and success.

Crafton Hills College Assessment Process (The Nichols Model)

The college has elected to use a five-step assessment model to assess, measure, and report learning outcomes, and to ensure that the data is used for the improvement of teaching, learning, and services. While faculty may elect to maintain and report student-level data, the institutional expectation is simply that a documented summary will be reported using the model below.



1. The **Outcomes Statement** describes the specific knowledge, skills, or abilities you expect your students to acquire or specifies a program outcome. 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.
2. The **Means of Assessment** answers how and when you intend to measure the knowledge, skills, or abilities described in the previous step (e.g., quiz, essay, portfolio, classroom presentation, group project, student satisfaction surveys, etc.). After the means of assessment has been determined the assessment and be implemented to measure the outcome.

3. 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, for example, “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.”
4. **Summary of Evidence:** This is the stage at which you review your 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 or services in a course or program.
5. **Use of Results:** In this step, you describe what specific changes you will make to your approach in order to improve student learning or services as well state when or if you will be assessing the same outcome in the future (e.g., change teaching strategies or services to improve performance on the post-assessment, and re-assess in a following spring semester).

Importance of Documentation: Part of the value of SLO/SAO assessment is the documentation and tracking of outcomes. ELumen is a web-based system used at Crafton Hills College to collect, store, organize and report learning evidence and results from the assessment cycle. In addition, the college has an [online web portal](#) that allows aggregated results to be reported at the course or program level. In addition, the CHC faculty support and encourage the creative use of alternative documentation and tracking technologies, such as YouTube, DropBox, Blackboard, student portfolios, etc.

Glossary

Term	Definition	Similar Terms
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

Term	Definition	Similar Terms
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 ascertain levels of student learning achievement.	Measure, tool, instrument
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

Learning Outcomes Assessment Calendar

Suggested Timeline	Assessment Model Step	Action
August through October	<p>Step 1: Define, Refine</p> <p>Step 2: Means of Assessment</p>	<p>SLOs/SAOs</p> <ul style="list-style-type: none"> • Review the program's mission, goals, intended outcomes, means of assessment use of results. • Examine the previous year's outcomes, assessments, and feedback, make recommendations for revision, and create plans for program improvement. • The Instructional Assessment Specialist is available to provide support, information, and guidance. <p>ILOs</p> <ul style="list-style-type: none"> • Discuss how and whether their outcomes align with Institutional Learning Outcomes. • Course and program level learning outcomes are mapped to Institutional Learning Outcomes using the online tool.
October		<p>SLOs/SAOs</p> <ul style="list-style-type: none"> • Faculty/Units plan which SLOs they will be assessing for Fall and Spring, as well as the means of assessment, and submit their decision to the Instructional Assessment Specialist/ORP. <p>ILOs</p> <ul style="list-style-type: none"> • Faculty will select SLOs that map closely with ILOs. • Gaps between SLOs and ILOs will be identified and the information will be used in subsequent dialogues. • SLOs/ILOs will be reported using the online form, e-Lumen, or forwarded to the SLO Coordinator.
November through May	Steps 3 and 4: Implement	<p>SLOs/SAOs</p> <ul style="list-style-type: none"> • Assessment takes place at the course and program level and data is gathered and summarized. • Data and assessment results are posted on e-Lumen, the campus web portal, or forwarded to the Instructional Assessment Specialist. <p>ILOs</p> <ul style="list-style-type: none"> • The Director of ORP and the Instructional Assessment Specialist review ILO maps and share them with the Outcomes Committee. • The Committee Reviews ILO assessment data. • The Outcomes Committee selects ILO evidence and posts it online.
May	Step 5: Analyze and identify gaps and opportunity for improvement	<p>SLOs/SAOs</p> <ul style="list-style-type: none"> • Assessment results are reviewed and discussed by Faculty and Department Members. • Results from the previous outcomes assessment cycle(s) provide baseline information for assessing the year's improvements of courses/programs. • Faculty and unit members collaboratively analyze the results of assessment, identifying gaps in learning, teaching, or service, and developing plans for improvement. <p>ILOs</p> <ul style="list-style-type: none"> • Institutional Learning Outcomes Results, Action Plans, and Evidence of Improvement Reviewed by Outcomes Committee • Results from previous outcomes assessment cycles provide baseline information for assessing improvements in ILOs. • Faculty and unit members collaboratively review progress and identify gaps in learning, teaching, or service.
May	Step 5: Document	<p>SLOs/SAOs</p> <ul style="list-style-type: none"> • Faculty and unit leaders document their outcomes results using a method of choice, such as e-Lumen, the online CHC Assessment model portal, or other faculty-chosen method. The Instructional Assessment Specialist can assist as needed. <p>ILOs</p> <ul style="list-style-type: none"> • Institutional Learning Outcomes Results, Action Plans, and Evidence of Improvement posted by Outcomes Committee on ILO webpage. • The Outcomes Committee provides feedback and input to the campus regarding SLOs determined to provide direct evidence of ILO attainment. <p>All results will be compiled into an annual Institutional Student Learning Report that will document the campus-wide achievements, as well as planned improvements derived from the completed assessment cycle.</p>