West Virginia Northern Community College

Draft 4, 9/28/12

Plan for Assessment of Student Learning and Institutional Effectiveness 2012

Revision:
1997, 2001, 7/2002, 8/2005, 3/2006, 9/2012

Table of Contents

Page

A. Introduction 3
B. Historical Perspective 3
C. Goals 7
D. Principles for Assessment of Student Learning 8
E. Assessment Definitions 8
F. Theory and Model for Student as a Developing Learner 12
G. Model for Assessment of Student Learning and Institutional Effectiveness 16
H. Structured time-lines for Assessment of Student Learning 19
I. Roles and Responsibilities Related to Assessment of Student Learning:
- Faculty 21
- Program Chair 21
- Division Chair 21
- Administration/Staff 21
- Assessment Committee 23
- General Education Committee 23
- Curriculum Committee 24
- Institutional Research 24

J. Course Assessment 24
K. Program Assessment 25
L. Staff Unit Assessment 26
M. Evaluation of Institutional Effectiveness 26

Appendix

A. Program Objectives Assessment Matrix
B. General Education Core Outcomes Assessment Matrix Sample
C. General Education Core Outcomes
D. Assessment Proposal Form
E. Assessment Report Form (course and program)
F. Course Peer Review Form
G. Program Peer Review Form
H. Staff Unit Assessment Report Form
I. Staff Unit Peer Review Form
J. Master Course Guide Requirements
K. Master Course Guide

Assessment of Student Learning and Institutional Effectiveness is a continuous institution based process, which is focused on understanding and improving student learning and improving overall institutional effectiveness.

A. Introduction

West Virginia Northern Community College is a learning focused organization that recognizes commitment to assessment of student learning as part of our culture consistent with the Board of Governors Assessment Rule. Assessment of student learning is a college-wide process, driven by the faculty supporting the college mission statement and elements of its philosophy and vision. Assessment of student learning is a critical component of the College's evaluation of its institutional effectiveness in achieving its mission.

> "West Virginia Northern Community College's mission is to provide postsecondary educational opportunity for all citizens in the Northern Panhandle's six counties, to develop a competent district workforce which can compete in a global economy, and to respond to cultural and civic interests and needs of the community it serves" (2000)

> "West Virginia Northern Community College's mission is to provide higher education empowering individuals ti achieve academic and career goals leading to a competent workforce which excels in global economy. The College responds to the educational, cultural and civic needs of the communities it serves by offering an accessible, safe, diverse, and high-quality learning environment." (current)

The philosophy and vision supporting the mission statement includes the intentions to:

- seek excellence in teaching and learning;
- serve responsibly the people in our region;
- strengthen the internal community;
- continually evaluate, assess, and improve student learning

Assessment is an on-going process designed to enhance student learning by measuring the extent to which students achieve learning outcomes valued and defined by the faculty and using the results of data gathered from the assessment process to make improvements. This process is embedded in the curriculum as a natural part of teaching and learning. At Northern, assessment begins on admission and culminates at the completion level (certificate, degree, or transfer point). Faculty assessment activities are coordinated and supported under the supervision of the Vice President of Academic Affairs, the Institutional Assessment Coordinator and Committee, and the Office of Institutional Research.

B. Historical Perspective

Historical Perspective of Assessment at WVNCC

Assessment at Northern had its unofficial beginnings in 1992 with the institutional self-study in preparation for a re-accreditation visit by NCA. The College was required to have an assessment plan as part of the process. Like many institutions at that time, Northern and its faculty were grappling with terminology and philosophy and attempting to develop an assessment plan to measure student learning which would also satisfy state and NCA requirements. Several of the faculty and the academic vice president had attended a workshop by Patricia Cross in 1991. Much of the faculty efforts related to assessment centered around Cross and Angelo's classroom assessment techniques. The faculty had spent considerable time between 1988 and 1991 debating, developing, and implementing a program for College entry-level assessment and placement. As a result of the self-study in preparation for the 1992-93 visit and a deeper understanding of assessment by the faculty and administration, a core group was formed to coordinate development of the assessment plan. A key element in the development of the plan was that assessment should be linked to the College's mission and this component has remained consistent throughout revisions of the plan. Assessment data and information gathered through focus group meetings held during the Fall of 1992 and the 1993 NCA team visit provided valuable guidance regarding assessment of student academic achievement. Not surprising to the institution, the NCA Team report indicated that minimal progress had been made in the area of assessment and included this concern as an area to be addressed in a focus visit scheduled for 1996-1997.

A committee comprised mainly of faculty was formed in the Fall of 1993 to develop an assessment plan. After a review of various assessment models and spirited debate within the committee, the Assessment Committee recommended that the institution begin with micro-assessment at the course level and move to a macro approach as the assessment initiative matured. The assessment plan recommended by the committee, was adopted by the institution, submitted to NCA, reviewed as part of the focus visit in 1997, and subsequently approved by NCA. The team report from the focus visit reported that "it has been determined that the concern for assessment has been addressed, since a plan is in place and is being implemented." (*Report of a Focus Visit, April 15-16, 1997,* Pg. 10.)

The Assessment Committee continued to evaluate and refine the assessment program and faculty implemented the plan by attending professional development activities, establishing objectives for individual courses and programs, establishing cycles for assessing courses and collecting and analyzing the data. The Assessment Committee reviewed the data and made recommendations to programs and academic divisions about refinements in the micro-level assessment and changes that needed to be made to move to a macro-level approach. The Associate Dean for Academic Affairs facilitated much of the data compilation and provided technical assistance to the program faculty for both assessment and program review. By the Spring of 2000, outcomes had been submitted for 294 of 300 possible courses (98%). Assessment

reports had been received for 166 courses by the Spring of 2001. However, 65 of the courses without assessment reports had not been offered since the outcomes had been defined or still were within the 2-year review cycle. Therefore, assessment reports had been received for 166 of the 235 possible courses (71%).

A significant impediment to complete implementation was that acquisition of data was difficult because the College did not have a functional institutional research office. Prior to 2001, institutional research was a shared function between the computer center and other offices within the College that needed the data. Recognizing the need to improve the institutional research area, the College included development of an IR office in a Title III Grant which was funded in 2001. The College established a full-time position of Director of Institutional Research in Summer 2001 and has used the Title III grant to provide financial assistance to help fund the position, to establish the IR office, and to establish systems to enhance assessment of student learning and evaluation of institutional effectiveness.

Several organizational changes occurred in the Fall of 2001 which impacted upon implementation of the assessment plan. The position of the Associate Dean of Academic Affairs was eliminated and responsibility for facilitating data collection was assigned to the Director of Institutional Research. In addition, the Assessment Committee was changed from a standing committee to a sub-committee of the Academic Affairs Committee with the goal of better linking assessment and curriculum development.

By 2001 the College was in the midst of another self-study process in preparation for a NCA re-accreditation visit in 2002-03. The self-study process made it obvious to faculty and the administration that implementation of the assessment plan was proceeding much slower than had been anticipated. The Academic Affairs Committee determined that curriculum development and assessment each required too much time for one committee and recommended that assessment once again be the responsibility of a separate assessment committee. Faculty in some divisions and programs were continuing assessment efforts but implementation was sporadic. There was limited progression to macro-level assessment. Further indication that the assessment program was lagging came from an HEPC review of student academic achievement at all State colleges and universities conducted by the National Center for Higher Education Management Systems (NCHEMS). The NCHEMS report indicated that many West Virginia institutions were struggling with assessment and expressed concern that Northern was making little progress in implementing its assessment plan.

In light of the findings of the self-study committee, the Academic Affairs Committee and the NCHEMS review, the college began the process to revitalize the assessment program. A revised assessment plan, which built upon the previous efforts but more aggressively moved toward macro-level assessment, was presented to the faculty in August 2002. The College community moved to implement the revised plan. A new assessment committee called the College Leadership Team for Assessment (CLTA)

was established and the Faculty Senate established a General Education Committee. A new appointment to the position of Director of Institutional Research was made. A key element in the revised assessment plan was the requirement that Master Course Guides (MCG's) be developed for all courses. The MCG's were established to improve many aspects of instruction and assessment by standardizing the process and defining expectations for students. A format was developed for the MCG's and workshops were conducted for both full-time and part-time faculty to explain the process.

The self-study found that progress had been made in many areas but there were numerous deficiencies. Some of the problem areas were that the College had not moved to macro-level assessment as planned, feedback loops were not well developed, documentation and review of assessment activities was not systematic, general education was not assessed as a program area, and there was little connection between assessment processes and budget development. The NCA Team report verified many of the College's findings and a focus visit on assessment was scheduled for 2007-08.

Organizational changes in 2003 and 2004 blunted some of the momentum gained during the self-study process. In two academic administration re-organizations, academic centers were eliminated and replaced by departments and then two associate deans were established. Forms which referred to academic centers and divisions, were obsolete and there was confusion about where assessment reports were to be submitted and who was coordinating implementation. The position of Dean of Institutional Effectiveness was created for the 2003 academic year with coordination of assessment as a major responsibility. However, the search became prolonged and the Dean was not hired until spring 2004. Shortly after that the Dean of Academic Affairs office was re-organized and the Dean position was vacant from July 2004 until January 2005.

The Assessment Committee was re-constituted for the 2004-05 academic year and began working with faculty to revitalize assessment. The Committee began making reports at Faculty Senate meetings and gathering input from faculty. Some best practices in assessment were shared with faculty at a January meeting on assessment. New forms for reporting assessment activities were prepared and shared with faculty. The Committee asked all faculty to participate in an assessment activity for the 2004-05 year and submit reports on the activities. All full-time faculty indicated they were participating in an assessment activity. The Committee drafted a revised assessment plan to be presented to the faculty for discussion, revision and adoption in the fall of 2005.

In 2009, discussion began about the assessment of institutional processes and staff unit operations not considered "academic". In 2010, annual staff unit (department) assessment reports were initiated. In the following year, a staff unit assessment report peer review form was created and 2010 staff unit reports were peer reviewed. This process is now in place and will continue on an annual basis.

C. Goals

The Goal of WVNCC Assessment Plan is to have a well-defined, continuous process to:

Enhance Student Learning;
Improve Instruction and Curriculum; and
Improve Institutional Effectiveness

D. Principles for Assessment of Student Learning

Student learning improves when faculty and students can identify what students are to learn, how they are to learn it, and how they will know that they have indeed learned it. Effective assessment formalizes this knowledge. To be effective, assessment of student learning must be part of the institution culture. To ensure institution-wide acceptance and participation, Northern subscribes to the following principles to guide assessment of student learning:

1. Assessment shall flow from the mission and vision.
2. Assessment shall improve learning from course to completion level.
3. Assessment shall not be punitive to students, faculty or staff.
4. Assessment shall be designed and implemented by the faculty.
5. Assessment shall involve multiple measures in multiple contexts to create a composite picture of student learning.
6. Assessment results shall be distributed institution wide.
7. Assessment results shall be used to improve student learning by improving courses, programs, and institutional support services in a recurring cycle.
8. The assessment plan and the assessment web page and related content shall be evaluated for continuous improvement.

E. Assessment Definitions*

A coherent institutional approach to assessment requires that the participants share a common vocabulary. "Talking the talk" of assessment precedes effectively "walking the walk." To ensure a consistent understanding of assessing student academic achievement, Northern accepts the following definitions:

Assessment Analysis:	The careful analysis of the patterns in students' learning that is used to modify instruction, programs and services.
Assessment of Student Learning:	The measurement of overall student performance in relationship to identified learning outcomes at specified points in the student role as a developing learner.
Benchmark:	(performance standards, performance indicators) These are the level of student competence in a content area

	and group performance as measured against an established content standard. These standards may be different at various points in the educational process.
Classroom Assessment:	An exercise or activity, which is selected or designed by the individual instructor, to help determine what students are learning. Assessment takes place during a single class meeting or a small number of consecutive class meetings. The typical question addressed by the assessment is, "Did students learn what I intended them to learn today?"
Content Class:	The class is related to the subject matter of the certificate or degree, as opposed to a class in the general education core.
Course Assessment:	The activities selected by the faculty members who teach a course that are used to discover if the students are meeting the Master Course Guide learning outcomes. Course instructors - occasionally that would mean an entire department - decide if the results require changes in the course methodology or in the Master Course Guides. The typical question addressed by course assessment is, "Do students taking the course learn what we, the faculty who teach it, intend them to learn and acquire the knowledge, skills, attitudes, and competencies, which we intend for them to have at the end of the course?"
Direct Assessment:	Evidence that is collected about student learning based on student performance that demonstrates the learning itself. This can be value added, related to standards, qualitative or quantitative, embedded or not, or using local or external criteria. Examples are: written assignments, classroom assignments, presentations, test results, projects, logs, portfolios, and direct observations.
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. Assessment feedback is short term in duration.
Indirect Assessment:	Evidence that is acquired about how students feel about learning and their learning environment rather than actual demonstrations of outcome achievement. Examples include: surveys, questionnaires, interviews, focus groups, and reflective essays.

Institutional Effectiveness: The accrediting agency term for the collective effect of all these measures as an assessment of the whole college. A typical question for this level is, "Does the college fulfill its stated mission?"

Master Course Guide: This document identifies course content, student learning outcomes, and student performance objectives. The Master Course Guide is the official document by which faculty delineate the course definition, structure, student learning outcomes, and student learning performance objectives. Every course taught on all campuses is required to have a Master Course Guide, which is designed by faculty members in the Division who teach that particular course. All faculty members on all campuses must adhere to the requirements contained in each Master Course Guide. It is essential that the Master Course Guide be current and followed if courses are to have the continuity that is vital to ensure the desired student learning outcomes. MCGs are updated with course scheduled assessment or as needed with revision of a course, approved by the division chair, and confirmed by the Vice President of Academic Affairs. Approved Master Course Guides are available in division offices and in the Faculty Document Center (webpage).

Learning Outcome: This is an operationally defined educational goal that can be measured. These goals are the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of a course, academic program, general education requirement, or other experiences.

Learning Performance Objective: This is a performance (cognitive, psychomotor or affective) objective which is phrased in behavioral, measurable terms.

Objective: An objective is a precise statement that describes the knowledge, performance, or behavior a student is expected to learn or demonstrate as a result of instruction. Objectives typically relate to lesions or units, not "big ideas" such as described by an outcome.

Outcome: An outcome is a goal (as in Institutional also) that: Is a statement of what students should know or be able to demonstrate with achievement of objectives within the course or program of learning. An outcome addresses the content of one or more objectives; is broader in focus;

probes the range and depth of thinking skills; is amenable to assessment; may integrate general education learning areas; and may reflect tasks outside the classroom.

Portfolio: A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time

Program Assessment: An activity identified by faculty members of a program to measure one or more of the many outcomes (goals, objectives) that are intended by that program. Program assessment is done on an annual basis for the institution, every 5 years as required by the state, and as scheduled by external accreditation agencies.
Typical questions addressed by program assessments are

- Occupational Programs:
  "Can most of our graduates find employment in the field?"
- Transitional Programs:
  "Are most students successful in a given transitional course for which that course was a prerequisite?"
- Transfer Programs:
  "Are transfer students as successful as native students in achieving a degree?"

Program Outcomes: These are a coherent set of learning outcomes that refers to specific knowledge, skills, or achievements as a result of a planned set of courses constituting an area of specialization that the student is expected to exhibit upon successful completion of the academic program. These are reflected in the student learning outcomes related to the academic programs as a unit rather than individual courses.

Standardized Test: This is an objective test that is given and scored in a uniform manner. Standardized tests are carefully constructed and items are selected after trials for appropriateness and difficulty. Tests are issued with a manual giving complete guidelines for administration and scoring. The guidelines attempt to eliminate extraneous interference that might influence test results. Scores are often norm-referenced.

Student Learning: Knowledge, skills, and attitudes acquired through formal instruction, study, and practice.

Summative Assessment: Assessment that is done at the conclusion of a course or some larger instructional period (e.g., at the end of the program). The purpose is to determine success or to what extent the program/project/course met its goals.

***The definitions in the glossary were derived from several sources, including but not limited to:**
Wiggins, Grant. *Glossary of Useful Terms Related to Authentic and Performance Assessments.*
Leskes, Andrea (2002) Beyond Confusion: and assessment glossary. *Peer Review, 4(2/3)*
Northern Illinois University: Assessment Services: www.niu.edu/assessment
The American Association of Colleges & Universities (AAC&U) Glossary of Assessment Terms (2002)
New Horizons for Learning. Assessment Terminology: A glossary of Useful Terms. 2002.
Middle States Commission on Higher Education:
Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations, 2005

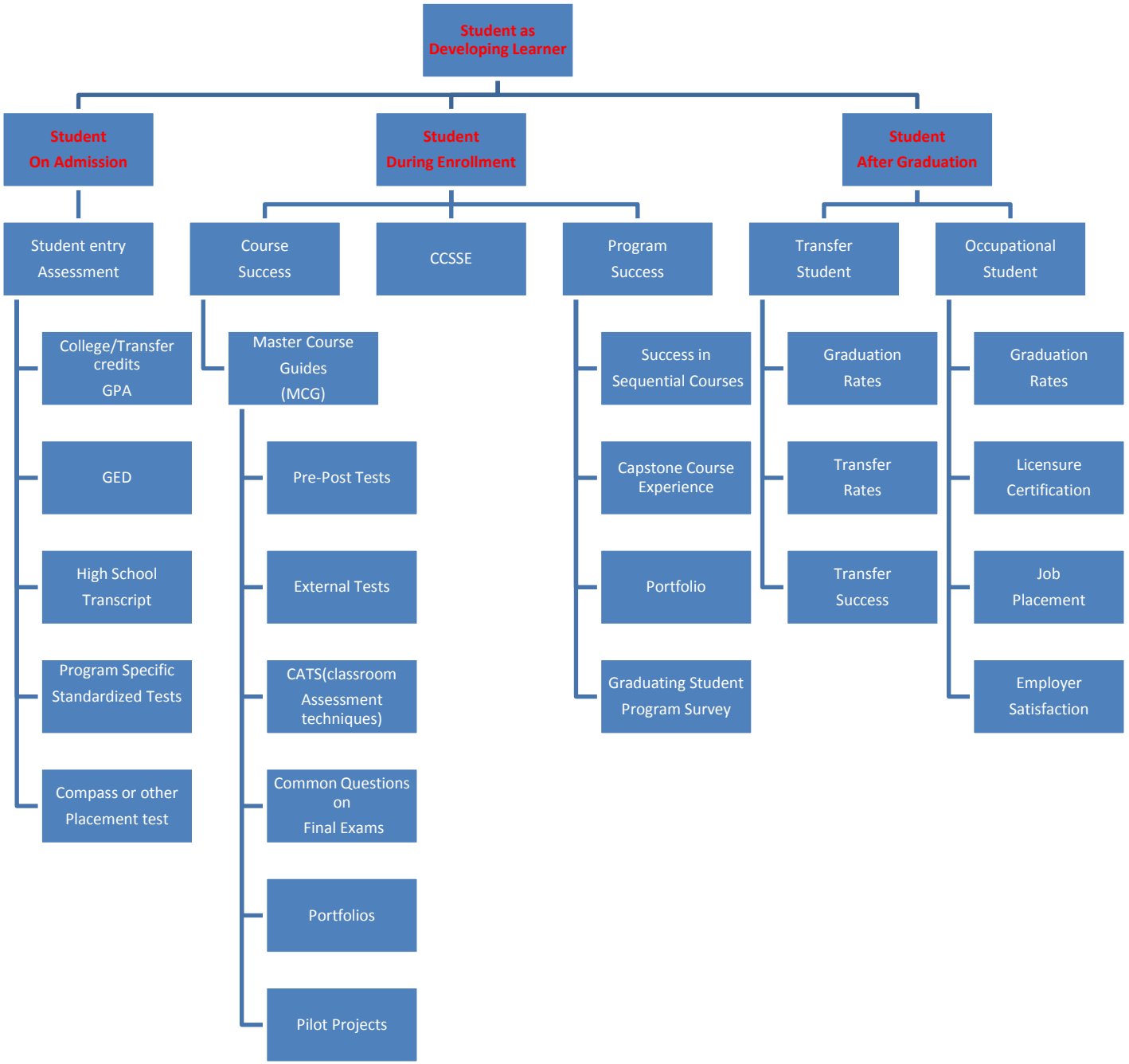
F. Theory and Model for Student as a Developing Learner

Assessing student learning involves constructing a picture of the students at three points: admission, during enrollment, and after graduation. The focus is on the students as *developing learners*: what do they know, what is available when they come to Northern, what they can learn here, and what they can do with what they have learned after they have left the college. Collectively, the data allows informed discussion of educational processes, such as development of curriculum prerequisites, course sequencing, and addition of courses; learning technologies - applications of technology, use in class work, and computer literacy; and learning environments - promoting student readiness to learn, learning styles, and learning expectations. The student as a developing learner is the heart of assessment as shown in this model.

1. Students at Admission

The college needs to know the capabilities of the students enrolling. To assess what students are ready to learn at Northern, the college has to know the level of their preparation. Although Northern has an open door policy allowing anyone holding a high school diploma or a GED to enroll, all students must take an admission test, either the ACT, SAT, or COMPASS to determine their eligibility to enroll in college-level courses. If students score below a specified score, they are required to take transitional courses, primarily in mathematics, reading, or writing, before enrolling in college level courses. On their admission applications, students indicate their goals, such as the programs they are interested in, the degrees, if any, they are seeking, and their transfer plans. This information allows the appropriate personnel to collect entry data for students by program and/or certificate/degree. The final piece of information about the students at this point is the high school or previous college transcript. Information about courses taken are used to assess the need for an admission test. Some programs may require a specific

standardized admission test to identify placement or program content knowledge.


Student as Developing Learner
Student On Admission
Student During Enrollment
Student After Graduation
Student entry Assessment
Course Success
CCSSE
Program Success
Transfer Student
Occupational Student
College/Transfer credits GPA
GED
High School Transcript
Program Specific Standardized Tests
Compass or other Placement test
Master Course Guides (MCG)
Pre-Post Tests
External Tests
CATS(classroom Assessment techniques)
Common Questions on Final Exams
Portfolios
Pilot Projects
Success in Sequential Courses
Capstone Course Experience
Portfolio
Graduating Student Program Survey
Graduation Rates
Transfer Rates
Transfer Success
Graduation Rates
Licensure Certification
Job Placement
Employer Satisfaction

2. Students During Enrollment

Assessment of student learning begins at the classroom level; however, institutional assessment is not about grading individual students or individual instructors. All assessment data is reported, analyzed, and applied independent of individuals and personalities. All instructors state clearly on their syllabi the course objectives, expected outcomes of student learning, and the method of measuring those outcomes. Instructors adhere to Master Course Guides (MCG), which identify student learning outcomes and student performance objectives that are common to all sections of the course regardless of the instructor. During a semester, many instructors use classroom assessment techniques (CATs) for immediate feedback on the level of learning taking place. The results from the CATs may be reported to the Assessment Committee by each Division. The assessment committee has developed a timeline for submission and dissemination of information with feedback and follow-up activities.

Beginning with 2004, the College is participating in the Community College Survey of Student Engagement (CCSSE). This national instrument measures student learning and engagement from an institutional perspective. We use this as an individual measure of success. The assessment committee has developed a timeline for submission and dissemination of information with feedback and follow-up activities.

3. Students After Graduation

A major component of education is to teach students to use the knowledge they gain. Socrates said education is to help people learn how to live well. Assessment of student learning must extend after graduation to determine if the graduate "lives well". Northern recognizes two distinct groups of graduates: those who enter the workforce immediately and those who transfer to a four-year institution for further studies. For the students who enter the workforce, the Office of Institutional Research (IR)track the graduation rate and licensure statistics, job placement data, and employer satisfaction surveys. For the students who transfer to a four-year institution, the IR Office tracks the graduation rate, transfer rate and transfer success. The IR Office collects the data from these areas; the affected faculty reviews the data and develops revisions suggested by the data; and the program director or division chair submits the data and suggestions to Institutional Effectiveness Committee for institution-wide analysis and use.

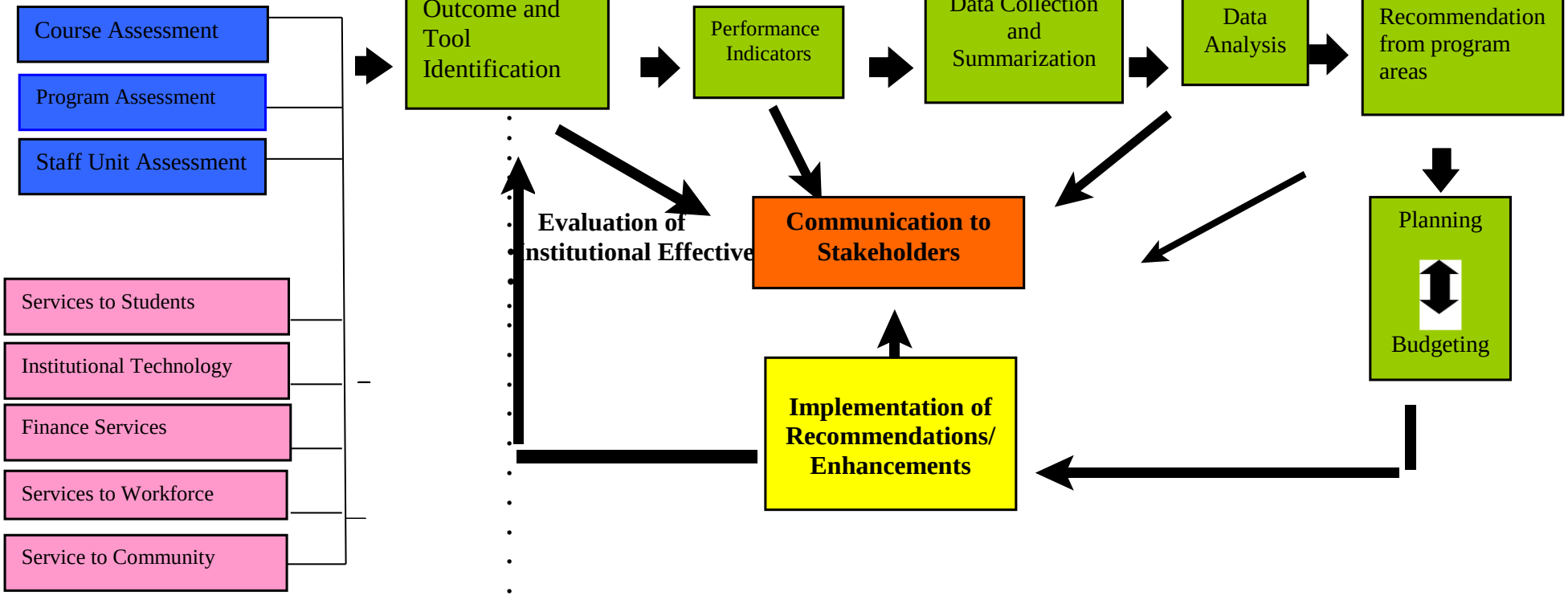
G. West Virginia Northern Assessment of Student Learning and Institutional Effectiveness Model

The model for assessment of student learning and evaluation of institutional effectiveness does not prescribe what must be assessed or measured or what assessment tools should be used. Consistent with the philosophies of the Assessment Plan, the model is based on the principle that decisions such as these are best made by the collaboration of the personnel within the program area. The Assessment Committee and Office of Institutional Research (IR) are available to provide technical assistance to help program areas choose assessment measures and/or tools. However, the program or division is ultimately responsible for collecting data that contributes to divisional and institutional assessment and improvements. The figure below diagrams the model.

- Each program/division/staff unit determines which assessment and evaluation measures should be assessed for the cycle and what tools are appropriate for collecting the data.
- Each program/division/staff unit determines performance indicators (standards, benchmarks), which will be used for comparison purposes. Note, some performance measures and indicators may be stipulated by external agencies.
- Data is collected and summarized. If assistance is required from IR, the division must confer with IR in developing the assessment/evaluation plan.
- Each program/division/staff unit analyzes the data and prepares a brief summary report of the results or a comparison of the findings with the performance indicators and presents recommendations for improvement.
- Recommendations from the program/division/staff unit, which have budget and/or planning implications, must be submitted to the budget and/or institutional effectiveness committee.
- After making changes, the program/division/staff unit will measure the effect of the changes and prepare a follow-up report.
- Communication is an essential aspect of student learning and institutional effectiveness. It is placed in the center of the Model to signify that communication is necessary to promote the continuous flow of the assessment process.

•Model for Assessment of Student Learning

• and Evaluation of Institutional Effectiveness



•**Definitions:** (1) Assessment - Measurement of student learning. (2) Evaluation - Measurement of institutional effectiveness

H. Structured time-lines for Assessment of Student Learning

Assessment of student learning is an on-going process that occurs throughout the year. Faculty will collect and analyze data at various times of the year depending upon the assessment activity and where it falls within the course and program schedules. The faculty submits the Assessment Report Form to the Division Chair and Institutional Assessment Coordinator who reviews and forwards reports to the Assessment Committee. The Assessment Committee will review data collection and propose feedback and provide a Division Assessment Compilation Report to the Division chair. The Assessment Committee will post data results to a secure institutional assessment web site.

Collection Report Forms are identified:

Assessment Proposal Form
This form identifies project(s) for the following academic year to the Assessment Committee. (Appendix D [used only for suggestions for improvement; submitted to the Institutional Assessment Coordinator; staff unit assessment proposal forms can also be use\d]

Assessment Report Form
This form identifies up to three outcomes (Master Course Guide student learning outcomes, course outcomes, program outcomes) that were assessed during the semester (year), methods for assessing each outcome, and benchmarks, which were used to measure success. (Appendix F)

Assessment Report Peer Reviews
Assessment Reports are peer reviewed: courses, programs, and staff units. These reports are sent to the Institutional Assessment Coordinator for publishing in the Faculty Document Center (webpage).

Faculty may submit reports to the Division Chair or Institutional Assessment Coordinator at any time. However, to assist the faculty in planning for assessment, the following deadlines are established and will be used by the Vice President of Academic Affairs and the Assessment Committee for collection purposes.

ANNUAL ASSESSMENT SCHEDULE BY DATE

August 15	Assessment committee and designees submit course, program and staff unit peer reviews from previous academic year
September 15	*Faculty* submit **Assessment Report Form** of spring (previous) or academic year-long (previous) assessment activities to *Division Chair and Institutional Assessment Coordinator*.
November 15	1. Assessment committee and Institutional Assessment Coordinator submit Program Peer Reviews 2. Assessment Committee and Institutional Assessment Coordinator submit Staff Unit Peer Reviews (previous year)
February 15	*Faculty submit* **Assessment Report Form** of fall (previous) assessment activities to *Division Chair and the Institutional Assessment Coordinator*.
April 15	1. Assessment committee and Institutional Assessment Coordinator submit Course Peer Reviews **2.** Program Directors submit annual Program Assessment reports to Division Chair and Institutional Assessment Coordinator **3.** Staff Unit Supervisors submit annual Staff Unit Assessment Report to Institutional Assessment Coordinator

Note: If curriculum changes or budget implications for the following year are being recommended from fall assessment projects, recommendations to the appropriate committee may be required prior to the Assessment Committee deadline. Assessment Report Proposals can be submitted anytime for feedback from the Institutional Assessment Coordinator and/or Assessment committee.

I. Roles and Responsibilities related to Assessment of Student Learning and Institutional Effectiveness

Faculty

A. Define learning outcomes
B. Prepare and update Master Course Guide (Appendix K) and submit changes to Division Chair.
C. Determine methods for assessing outcomes
D. Participate in data collection and analysis
E. Submit appropriate reports in identified schedule [Assessment Proposal Form (Appendix D) and Assessment Report Form (Appendix E)] to Division Chair.
F. Utilize assessment data to improve teaching and learning.

Program Chair

A. Identify and provide to division chair internal and external assessment and or accreditation requirements.
B. Identify and define Program Outcomes with associated Matrix.
C. Collaborate with faculty and division chair for assessment activities related to accreditation, state, or institution requirement.
D. Assist with program recommendations resulting from assessment activities.
E. Submit annual Program Assessment Report
F. Participate in Program Report Peer Reviews

Division Chair

A. Create schedule of course, program, and division assessment.
B. Coordinate classroom, course, program and division assessment activities.
C. Submit Proposed Assessment Forms and Assessment Reports to Assessment Committee.
D. Review results of assessment activity and make recommendations for improvements
F. Monitor and collect updated Master Course Guides to be filed in Division and submitted to Vice President of Academic Affairs to be published in the Faculty Document Center.

Administration/Staff

A. Provide resources through Institutional Research to collect and analyze data
B. Support assessment initiatives with appropriate materials
C. Provide technical expertise to assist with process and professional development
D. Use assessment data in planning processes to improve institutional effectiveness

Assessment Committee and Institutional Assessment Coordinator

A. Review assessment process and make recommendations for improvements
B. Review proposed assessment projects and provide assistance.
C. Review Assessment Reports and produce a Course Assessment Peer Review
D. Provide Division Assessment feedback to Division Chairs and General Education Committee
E. Collect and secure assessment documents.
F. Maintain a Web Page for faculty, administration, and students.
G. Determine professional development needs for assessment and facilitate appropriate professional development activities

General Education Committee – General Education Core Assessment

The general education core component applies to students enrolled in all degree and certificate programs. A general education course is one that meets the requirements for the General Education Core Outcomes for at least one degree or certificate program. (See Appendix C for General Education Core Outcomes).

A. Establish a schedule of periodic review for the courses and associated Master Course Guides in the General Education Core Component.
B. Coordinate and collect Assessment Report Form from faculty, programs, divisions, advisory committees, accreditation review teams which measures the student learning outcomes for the General Education Core Courses identified on course Master Course Guide.
C. Identify, coordinate and collect assessment data from faculty, programs, divisions, advisory committees, accreditation review teams which measures the institutional outcomes for the General Education Core Outcomes.
D. Submit reports to Assessment Committee.

The General Education Committee (GEC) is composed of representatives of each division. The recommendation is for the committee to be chaired by a faculty member. The GEC will work closely with subject area faculty, program chairs, division chairs to coordinate all assessment activities and reporting related to the general education core component. The General Education Committee will report directly to the Vice President of Academic Affairs.

To accomplish this goal the GEC has established an initial timeline for planning assessment activities. See below:

Activity	**Tentative Date**	
Review and update General Education Core Matrix	October 15, 2005	Completed
Disperse General Education Core Matrix to program chairs	October 30, 2005	Completed
Collect and review current assessment data from relevant institutional groups.	December 2005	Completed
Create Web page for General Education	March 2006	Not completed
Collect updated General Education Master Course Guides and post to General Education Web page.	April 2006	MCGs completed
Establish a schedule of periodic review for General Education Core Courses and General Education Core Objectives.	May 2006	Completed

Curriculum Committee

Assure and implement recommendations for revisions resulting from assessment activities that are requested and approved by Curriculum Committee.

Institutional Research

A. Support data collection and summary analysis.
B. Provide expertise in collection methods.
C. Identify reasonable timelines for collection and summarization of data that will involve IR office
D. Administer CCSSE and other evaluation tools.
E. Publish Institutional Research data on IR Web Page.

J. Course Assessment

1. Student Learning Outcomes for each course are listed in its Master Course Guide. The *Master Course Guide (MCG)* defined here identifies course content, student learning outcomes, and student learning performance objectives. The Master Course Guide is the official document by which faculty delineate the course definition, structure, proposed student learning outcomes, and student learning performance objectives. Every course taught on all campuses is required to have a Master Course Guide, which is designed by faculty members in the Division who teach that particular course. All faculty members on all campuses must adhere to the requirements contained in each Master Course Guide. It is essential that the Master Course Guide be current and followed if courses are to have the continuity

vital to ensure the desired learning outcomes. Master Course Guides are updated with course scheduled assessment or as needed with revision of course, approved by the division chair, and confirmed by the Vice President of Academic Affairs. Approved Master Course Guides are available in division offices and on the Assessment Committee Web Page.
Master Course Guide requirements (Appendix J), guidelines for writing student learning outcomes and student learning performance objectives, sample verb list, and a template for writing a Master Course Guide (Appendix K) are available in the Faculty Document Center.

2. Course Assessment of Student Learning Outcomes:
   The Assessment Committee suggests that from 1-3 **student learning outcomes** be addressed in one Annual Assessment Report. These student learning outcomes may incorporate any number of student learning performance objectives.

3. Examples of Methods of Assessment are listed in the Model for Student as a Developing Learner

4. Indicators / benchmarks are determined for each assessment project.

5. Course assessment submission shall follow A*nnual Academic Cycle* and *Division Schedule of Assessment.*

K. Program Assessment

Program Assessment at WVNCC incorporates the program review process. However, the college recognizes that program assessment must involve more than program review to lead to continuous improvements in student learning. Specifically, program review occurs every three to five years, but effective assessment of learning in programs must be ongoing. Therefore, program assessment will be composed of three components: program review, annual institutional assessment project, and external accreditation reviews or self studies. Annual Program Assessment Reports are required. These program Assessment Reports will be peer-reviewed and both the report and the review will be published in the Faculty Document Center

1. Outcomes
   A. Program review:
      Program review follows a cycle and process outlined in the Board of Governors Multi-Year Process for Curriculum Evaluation Rule. Outcomes in the review process include but are not limited to; graduation rate, employment rate, student retention, transfer rate, licensure/certification success, graduate satisfaction, and employer satisfaction.

B. Annual program assessment project:
Every year each program will determine which specific outcome(s) {one (1) or more} will be measured for the annual assessment report.
Programs identify two or so program outcomes for student learning in collaboration with Program Advisory Committee, External Accrediting Agencies, and Employers.

C. External accreditation review (self-study)
This is a multi-faceted review process in which the elements are prescribed by the accreditation agency. Schedule of review is determined by agency.

2. Methods/Measures
Examples of Methods of Assessment for both components are listed in the Model for Student as a Developing Learner.

3. Indicators
Indicators / benchmarks are determined for each assessment project.
External accrediting or other agencies may pre-determine some specific indicators.

4. Cycles/Process
Defined by college
Defined by accreditation agency
Defined by time-lines for assessment of student learning

5. Program Review and Annual Assessment
Program outcome matrix is an additional method for program assessment. Initial Program Outcome Matrix for the 2006 WVNCC Plan for Assessment of Student Learning was to be completed by each program and submitted to the Assessment Committee by February 2006. Ongoing monitoring and modifications are a part of the assessment cycle.

The Program Outcome Matrix Form is included in the Appendix A.
Members of the Assessment Committee and volunteer faculty are available for assistance or provide examples of completed Program Outcome Matrixes.

L. Staff Unit Assessment

In 2010, annual staff unit (department) assessment reports were initiated. In the following year, a staff unit assessment report peer review form was created and 2010 staff unit reports were peer reviewed. This process is now in place and will continue on an annual basis.

M. Evaluation of Institutional Effectiveness

While assessment of student learning is a critical component in the evaluation of institutional effectiveness it is only one of many components. The West Virginia Northern Assessment of Student Learning and Institutional Effectiveness Model outlines the process to be utilized for all components. Each area is responsible for determining outcomes, methods, indicators, and cycles for evaluation process. This

includes course, program and staff unit assessment reports and corresponding peer review reports. Use of these data direct course, program and staff unit improvements to booster student learning and Institutional Effectiveness.

Appendix A

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE
PROGRAM OBJECTIVES
ASSESSMENT MATRIX
(PROGRAM TITLE)
(DATE)

1. **List all program outcomes**
2. **Define subject area in the program by course #**
3. **Identify courses that support program outcomes**

Program Outcomes	(course#)	(course#	(course#	(course#	(course#	(course#	(course#	(course#	(course#	(course#	(course#

Appendix B

Example

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE GENERAL EDUCATION CORE OUTCOMES ASSESSMENT MATRIX														
Program Outcomes	ART 114	ART 150	BIO 110	BIO 112	BIO 113	BIO 114	BIO 115	CHEM 108	CHEM 109	CHEM 115	ECON 104	ECON 105	ENG 101	ENG 102/104
Communicate effectively in oral and written formats														
professional and human relations skills														
Employ or utilize information access and literacy skills														

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE GENERAL EDUCATION CORE OUTCOMES ASSESSMENT MATRIX														
Demonstrate problem-solving and critical thinking skills														
Employ mathematical and science literacy skills														
Acquire a cultural, artistic and global perspective														
Demonstrate professional and human relations skills														

Appendix C

General Education Core Outcomes

General Education Goals

1. Communicate effectively in oral and written formats

2. Employ or utilize information access and literacy skills

3. Demonstrate problem-solving and critical thinking skills

4. Employ mathematical and science literacy skills

5. Acquire a cultural, artistic and global perspective

6. Demonstrate professional and human relations skills

Appendix D

West Virginia Northern Community College
Assessment Proposal Form

(Please submit completed form to the Division Chair / Dean by April 30th)

Division: _____/ Department: _____

Date: _____ For Academic Year: _____

Assessment Type:

Academic: **Classroom_____ Course_____ Program _____Gen Ed _____**

Fall _____ Spring _____ Entire Academic Year _____

List the course or courses involved.

List the faculty who are participating.

Institutional:

List Department area involved:

List staff / administration/ faculty participating.

List the person responsible for submitting the report.

List when the activity will be conducted.

Briefly describe the activity.

Identify if Institutional Research or Assessment Committee assistance is needed.

Assessment Committee: 2005
Revised 2006, 2012

Appendix E

West Virginia Northern Community College
Assessment Report Form

Date:	**Academic Year:**
Division:	**Division Chair:**
Department:	**Dean:**

Assessment Type: **Academic:** **Classroom / Course / Program / General Education**

Program:	Course Title:	Course Number / Section:
Faculty Participants: FT: PT:	Campus: NM / WRT / WHG / Distance Student #:	

Institution:

Department:	
Participants:	Campus: NM / WRT / WHG / Distance Institution Wide

Outcomes Being Assessed: (effectiveness of teaching, student learning objectives, student learning outcomes, program outcomes, department goals, institutional goals, etc.)

Method of Assessment: (summative, formative, direct, indirect etc.)

Assessment Results:

West Virginia Northern Community College
Assessment Report Form (cont.)

Recommendations Based on Assessment Results:

Effective Date of Changes (if recommended):

If major curriculum changes are necessary, when will the proposal go to the Academic Affairs Committee / Curriculum Committee for review?

Proposed Re-Assessment Date:

Participants' Signature:

Division Chair / Dean Signature:

Date to Assessment Committee:

Revised: 2/06, 9/12

Appendix F

Assessment Committee
Peer Review: Course Assessment Report

Course Number and Title:	**Peer Reviewer Name:**
Course Assessment Report Submitted By:	**Date of Peer Review:**
Date of Assessment Report:	

Reviewer Instructions: Please use the following guidelines to evaluate each course assessment report. Identify the level of development for each of the four components of the report. Select only one level of development for each plan component. Include rationale and comments for appraisal.

Peer Review Report Components/Guidelines	**Levels of Development**	
	Undeveloped	**Developing**
Student Learning Outcomes (SLOs) Assessed: Identification of Outcomes, Tool(s) and Performance Indicators • Are SLOs clearly stated in terms of student learning • Are SLOs written in terms of what students know or are able to do? • Are SLOs written in a measurable format	**Undeveloped**: No specific SLOs listed **Evaluator Comments:**	**Developing**: SLOs stated but measurement not defined **Evaluator Comments:**
Method of Assessment/Data Collection • Are methods to assess SLOs clearly described • Are methods of assessment appropriate for measuring the selected SLOs • Are multiple measures (direct and indirect) used to assess SLOs	**Undeveloped**: Method(s) of assessment and plan for implementation not defined **Evaluator Comments:**	**Developing**: Assessment methods or procedures for implementation are partially developed or do not clearly support assessment of selected SLOs **Evaluator Comments:**
Assessment Results: Data Summarization and Analysis • Does analysis include description of sample used for assessment • Does summary of results address measures described in method of assessment • Are results provided for each SLO selected for assessment cycle • Are results compared to earlier assessments (if data is available)	**Undeveloped**: No analysis of data supporting SLOs **Evaluator Comments:**	**Developing**: Incomplete analysis of selected SLOs; not all planned activities analyzed **Evaluator Comments:**
Recommendations/Action Plan • Does report include recommendation(s) regarding selected SLOs • Are curriculum modifications/plan of action recommended based on results of assessment activities • Does data clearly support recommendations provided • When available, does assessment report build on previous assessment activities • Is there evidence that data is shared with other faculty (feedback loop evident in recommendation)	**Undeveloped**: No recommendation given or recommendation does not appear to be supported by data **Evaluator Comments:**	**Developing**: Recommendation or action plan is identified, bu not all recommendations appear to be supported by assessment data provided. Link to data is implied but not clearly stated. **Evaluator Comments:**

Adapted from Southeast Missouri State University.

Appendix G

Program Assessment Report Peer Review Form

Program _____ Date of Peer Review _____

Peer Reviewers _____

Criteria	Satisfactory/Needs Improvement	Comments
Are the goals of the program included and clearly stated?		
Are the assessment activities well defined and valid?		
Are the assessment methods employed appropriate?		
Was the activity completed?		
Were the recommendations clear, appropriate and attainable?		
Were follow-up activities included?		

Appendix H

Staff Unit Assessment Report Form

Date:
Staff Unit:
Supervisor:
Individuals participating:
Academic Year:
Goal/Objective/Process to be assessed:

Assessment Methods:

Expectations concerning results:

Results:

Analysis of Results:

Recommendations:

Appendix I

Assessment Committee
Peer Review: Staff Unit Assessment Report

Staff Unit to be Assessed:	**Peer Reviewer Name:**
Staff Unit Assessment Report Submitted By:	**Date of Peer Review:**
Date of Assessment Report:	

Reviewer Instructions: Please use the following guidelines to evaluate each course assessment report. Identify the level of development for each of the four components of the report. Select only one level of development for each plan component. Include rationale and comments for appraisal.

Peer Review Report Components/Guidelines	**Ranking**		**Comments**
	Needs Improvement	**Satisfactory**	
Identification of Goal, Objective, or Process Assessed • Are the goals, objectives, or processes to be assessed clearly stated? • Are the goals, objectives, or processes selected appropriate for assessment by this staff unit?			
Method of Assessment/Data Collection • Are methods to assess the goals, objectives, or processes well-defined and clearly stated? • Are methods of assessment appropriate for measuring the goals, objectives, or processes? • Does the assessment plan reflect use of various methods of data collection?			

Appendix J

West Virginia Northern Community College
Master Course Guide Requirements

Description

The Master Course Guide (MCG) is the official institution document by which faculty delineates the purpose, structure, and proposed outcomes of a course. Every course taught on all campuses has a MCG which was designed by faculty members in the division who teach that particular course. All faculty members on all campuses must adhere to the requirements contained in each MCG. It is essential that the MCG be followed if courses are to have the continuity vital to ensure the desired learning outcomes. Master Course Guides are approved by the Division Chair, confirmed by the Academic Affairs office, and are on file hard copy in both the Division and Academic Affairs office, and on the Assessment Web page.

Elements

The Master Course Guide is the key document in defining each course in the college curriculum. Each MCG is composed of the sections listed below.

Title Page

The following information appears on the title page of each MCG:

1. the name West Virginia Northern Community College,
2. the words "Master Course Guide",
3. the course number,
4. the course title,
5. the date of revision,
6. the dated signature of faculty members who participated in the preparation of that MCG,
7. the dated signatures and titles of administrators who confirmed that the MCG was developed according to the established procedures and that it meets the college's requirements.

Heading

The first page of the MCG begins with the course number and course title.

Course Description

This section includes the following:

1. a verbatim copy of the course description as it appears in the college catalog,
2. an expanded description of the course that gives more detailed information about the contents and general structure of the course,
3. the number of weekly lecture hours and (if applicable) laboratory hours,
4. the number of credit hours,
5. a list of any prerequisites and corequisites that are listed in the college catalog,
6. a list of required supplies,
7. a statement that any required text is available at bookstore.

Student Learning Outcomes

This section identifies student focused educational goals that can be measured. These outcomes are a statement of the knowledge, skills, and competencies that students are expected to demonstrate with achievement of the student learning performance objectives upon successful completion of the course.

This section includes:

1. A list of five (5) to fifteen (15) statements of measurable student learning outcomes of the course.
2. Development of outcome statements as a student learning goal.
3. Write each statement as a measurable outcome.
4. The incorporation of any number of student learning performance objectives to achieve each outcome.

Student Learning Performance Objectives
This section identifies benchmarks of knowledge, skills, and performance related to lessons or units that the student is able to demonstrate as a result of instruction.

This section includes:

1. A list of objective statements that communicates to the benchmark of instructional units or performances as a result of instruction.
2. Development of the objective statement as a learner product.
3. Use only one action verb at the beginning of an objective statement (3 to 12 words).
4. Write an objective statement to conform to about 3 hours of learning time (1class + 2 outside class)

Revisions
The Master Course Guide is to be kept accurate at the course, division, and institution level. Review is to be completed and documented with each scheduled assessment of course.
Revisions are to be completed with revision of course and or course instruction content.

Appendix K

West Virginia Northern Community College
Master Course Guide

Course Number: _____

Course Title: _____

Revision Date: _____

Faculty Signature: _____
Date

_____
Date

_____
Date

Comments:

I confirm that the Master Course Guide was developed according to the established guidelines and that it meets college requirements.

Division Chair Signature: _____
Date

Rev 3/06, 9/12

Course Number
Course Title

Course Description

Verbatim copy of course description in the college catalog.

Expanded Course Description/Course Focus

Description of the course that gives more detailed information about the contents, general structure and delivery of the course.

Prerequisites

Corequisites

Credit Hours: **Lecture** **Lab**

Text Information Available in Bookstore

List of Material and Supplies

Student Learning Outcomes

The following list of student learning outcomes will be achieved at the successful completion of the course.

Student Learning Performance Objectives

The following list of student learning performance objectives will be addressed in the course.

MCG History

Date of last revision _____

Date of last review _____

Revised:2006, 2012