Plan for
Assessment of Student Learning
2021

Table of Contents

INTRODUCTION

The assessment plan outlined in this document is designed to examine the programs and courses offered at Hocking College and ensure that these offerings are aligned with the College's Mission. This plan uses a variety of data obtained from multiple stakeholders including but not limited to students, faculty, college administration, alumni, the community, and employers.

Mission & Purposes

Hocking College Mission Statement

We serve as a pathway to prosperity, teaching and inspiring all who seek to learn, growing careers and changing lives.

Purposes

Technical Career Preparation and Enhancement

The College provides hands-on technical education that prepares learners to be successful in the workplace. Learning opportunities prepare individuals with specific knowledge, skills, and attitudes for entry-level technical positions or for career advancement. Academic, professional, and government standards are utilized to measure success.

General Education

The College's General Education Program is built on the belief that general education is essential to all work and participation in local and global societies. General knowledge, skills and attitudes, known as Institutional Success Skills, have been adopted. These represent minimum expectations for a college-educated adult. Success Skills are woven into and assessed throughout the curriculum.

Transfer

The College collaborates with other institutions of higher education and with high schools to facilitate students' smooth passage between institutions. The transfer module, associate of individualized studies, applied associate degrees, and transfer agreements with other institutions of higher education facilitate the transfer of programs and courses.

College Readiness

The College is committed to providing dual credit within high schools accelerating the students' time to degree. The College will provide additional preparation for college-level work and support services for under-prepared students. These programs provide increased persistence and completion as students develop the confidence and skills to succeed.

Economic Development

The College enhances the economic vitality of the community by providing customized education and training for local organizations and by partnering with other institutions of higher

learning and chambers of commerce to recruit new employers to the area. The College works actively with advisory groups, local, regional, national, and international organizations to assist with business development and economic expansion.

Lifelong Learning
The College is a learning community committed to the enhancement and enrichment of each of its community members through diverse educational opportunities offered throughout their lives. The College fosters learning as a continuous journey toward increased empowerment for students, staff, graduates, and all other members of its extended community.

Co-Curricular Education
The College demonstrates its commitment to enrichment of the whole learner through the support and delivery of co-curricular programs directed toward personal and career enhancement. Holistic growth and development of learners is promoted in college-managed residence halls, athletics, Academic Success Center, co-curricular programming and the Student Center, which are living/learning centers.

ASSESSMENT PROGRAM

The intent of the Hocking College Plan for Assessment of Student Academic Achievement is to assist faculty, staff and managers to effectively and accurately develop assessment tools, record outcomes, and evaluate student success over time. The plan includes processes for sharing information across constituencies and stakeholders.

Roles & Responsibilities
The plan is an institution-wide effort, requiring input and action from all stakeholders in the college. The following are key stakeholders and their roles/responsibilities.

Administration
President
- Understands, values, and supports assessment as a critical component to the mission of the institution
- Champions engagement in assessment and assessment initiatives

Vice President of Academic Affairs
- Provides proactive leadership in all important processes and initiatives related to the assessment of student academic achievement
    - Schedules, monitors, and evaluates Programs Reviews
    - Facilitates Academic Affairs Committee (curriculum oversight committee)
- Supports funding for all processes
- Assures that continuous assessment is a mandatory process
    - Reports on assessment initiatives to the Board of Trustees and the President

- Supports college-wide assessment activities
- Champions engagement in assessment and assessment initiatives

Director of Assessment/Curriculum Manager
- Chairs Assessment Council (AC)-Coordinates sessions and facilitates training
- Provides continuous improvement opportunities for all academic and co-curricular assessment efforts
    - Administers and schedules all assessment activities and provides assessment-related faculty development
    - Reviews and continuously improves all assessment processes
    - Promotes sharing of skills, ideas, and best practices among faculty of different departments
    - Generates educational and informational materials for faculty and administrators
- Selects, maintains and upgrades all assessment related technology
- Maintains assessment plans, compiles, and distributes the assessment reports
- Champions engagement in assessment and assessment initiatives

Deans/Associate Deans/Program Managers
- Participates in Assessment Council
- Ensures faculty participation in the assessment process
- Assures program advisory board meeting results are implemented
- Implements faculty development
- Champions engagement in assessment and assessment initiatives

Faculty & Staff
Faculty members have the largest role in Hocking College's program of assessment. They have contributed to every stage of development of the assessment program, are members of the Assessment Council, have participated in development activities, and have designed and implemented assessment measures congruent with their Student Learning Outcomes.

- Actively participate in Program Review
- Develop assessment points and methods for Student Learning Outcomes
- Provide current and timely documentation of assessment results
- Conduct advisory board meetings
- Advise students
- Provide formative and summative assessment feedback to students
- Champion engagement in assessment and assessment initiatives

PROCESSES AND CYCLES

Assessment at Hocking College consists of several major parts of the assessment cycle, which will each be discussed in greater detail:

1. Development of Program Learning Outcomes
2. Development of a curriculum map to help guide development of the Program Assessment Plan
3. Development of the Program Assessment Plan

Faculty sometimes confuse assessment of learning outcomes with assessment of a course. The assessment process is meant to determine if the **learning outcome** is being met. It is matched with a specific course where that outcome is developed, but we are not measuring the course.

Development of the Learning Outcomes:

The Learning Outcomes are developed and executed at both the college level (College Success Skills) and the program level (Program Learning Outcomes-PLOs).

The College Success Skills are measured both at a college level and at a program level where success skills are integrated into the program outcomes map and measured within the program. The co-curricular activities are measured separately by the co-curricular assessment team.

The Hocking College Success Skills are general education outcomes needed on the job, in life, and in the community. They are work and life skills, behaviors and attitudes that all students need to develop. The Success Skills were developed by a college committee several years ago and refined over time. They are identified as follows:

- Communicates Effectively (CE)
- Maintains Professional Skills and Attitudes (PA)
- Demonstrates Learning and Critical Thinking Skills (CT)
- Maintains a Code of Ethics (ET)
- Practices Human Relations Skills (HR)
- Demonstrates Math Skills (MS)
- Demonstrates Community, Cultural & Global Awareness (GA)
- Implements Career Appropriate Technology (IT)

PLOs are general statements that indicate what a graduate of a Hocking program should be able to do after graduation, in their particular field. The Glossary describes outcomes as: "Statements that express clearly what learners should be able to do in the workforce, that educators are responsible for or what learners will be able to DO 'out there' as a result of what they learn 'in here.' Outcomes may be measured at the course, program, or institution level." For the purposes of the Assessment Program, only the outcomes mapped as "S" or "Summative" are tracked on the Assessment Plan/PLO Outcome Tracker document.

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┌─────────────────────────────────────────────┐
│      College or Program Learning Outcome      │
│      (general statement, clear, observable    │
│              and measureable)                 │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│            Course Learning Outcome            │
│   (more specific statement, still clear,      │
│   observable and measureable) Feeds up into   │
│          College or Program Learning          │
│                  Outcomes                     │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│            Unit Learning Objective            │
│  (very specific behavioral statement, still   │
│  clear, observable and measureable) Feeds up  │
│    into Course then College or Program        │
│             Learning Outcome                  │
└─────────────────────────────────────────────┘
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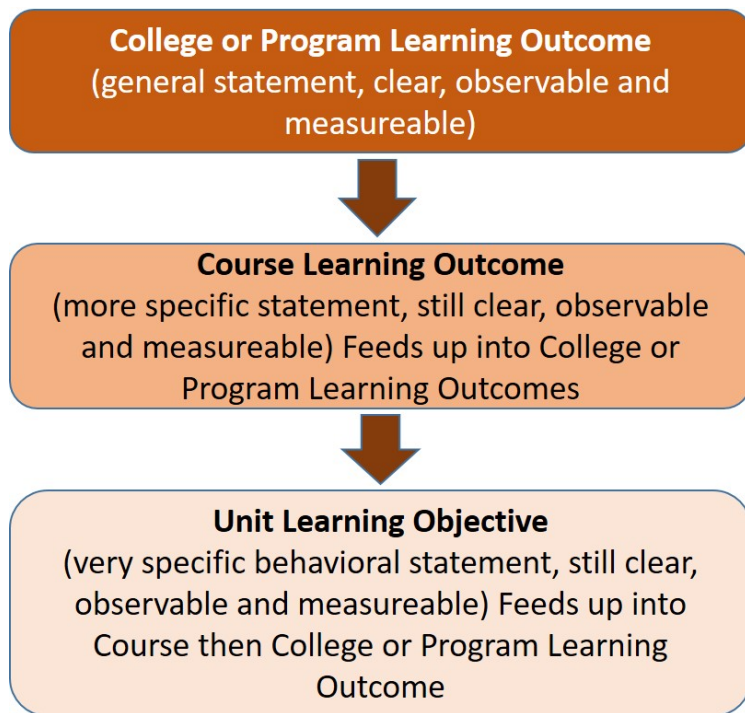
Figure 1 The flow of learning outcomes go from general to very specific.

Who develops the outcomes?

For technical programs, these may be statements that are specifically developed and required by an accreditor. These may be used instead of or in addition to program-developed outcomes. Generally, the faculty and program manager develop the first draft of the PLOs. Often these are then presented to the Advisory Committee members for further review. Some programs include Advisory Committee members or select representatives in the outcomes development process. While there is no right or wrong way, involving the Advisory Committee members is an excellent way to gather input from people who are out in the field, practicing every day.

How Many Outcomes Should Be Developed?

While there is no firm number, the idea number of Program Learning Outcomes can be from four to eight. Fewer than four makes the program harder to assess. More than eight makes the program outcomes harder to track. More than 10 should be avoided. There are also eight Success Skills that must be tracked for each program, which impacts the total. However, many of the PLOs may have an associated College Success Skill that is parallel to the PLO outcome and are learned at a higher level. An example below from the nursing program integrates both skills in one learning outcome in the tracker document.

PLO6: Practices within the profession's ethical and legal framework and is accountable for one's own nursing practice.
Parallel College Success Skill: ET-Maintains a Code of Ethics

Another example is parallel IT success skills in Cybersecurity, which are taught at a higher level than in earlier general education courses.

How Are Outcomes Phrased?

PLOs are phrased as "completion" statements, e.g. what should a graduate of the program be expected to be able to do after completion of the program. Outcomes are general statements, summarizing the requirements of the discipline in the working world. More specific outcomes statements are covered in individual courses.

California Polytechnic State University (CalPoly) defines learning outcomes as statements which: "…highlight expected student behavior as well as the specific conditions and standards of performance by which students will be measured". They list four general requirements of a good learning outcome statement:

- Expected student behavior
- Student centered
- Specific conditions
- Specific standards of performance.

(Retrieved February 12, 2021, No author, Program Learning Outcomes: Guidelines for Writing Effective, Measurable Program Learning Outcomes (PLOs), https://academicprograms.calpoly.edu/program-learning-outcomes)

Examples of PLOs:

The following are examples of PLOs that are currently being used in Hocking programs, some of which are under review:

- Apply scientific concepts and practices within the disciplines of biology, chemistry, and geology to methods of sustainable farming and farm management. (Agroecology)
- Operate fundamental tools equipment and resources related to basic Automotive Service in a safe and prescribed manner. (Automotive)
- Identify and/or demonstrate basic skills of the carpentry trade and fundamental construction methods including basic wood framing methods, interior and exterior finishes, concrete forming, placing, and finishing, and non-structural steel framing. (Carpentry)
- Apply basic concepts of menu development, purchasing, inventory control, food storage, and labor cost control. (culinary Arts)
- Utilize standard precautions for infection control during all phases of appointment planning, patient interaction, and treatment. (Dental Hygiene)

- Plan, execute and evaluate guided interpretation programs. (Ecotourism and Adventure Leadership)
- Provide emergency fire services under the direct supervision of a fire officer. (Fire and Emergency Services)
- Practices sound silviculture and reforestation techniques. (Forest Management)
- Operates heavy equipment efficiently, responsibly, and safely, including loading and transportation. (Heavy Equipment)
- Plans and performs massage therapy treatments appropriate for client's individual needs. (Massage Therapy)
- Performs a wide range of clinical skills to promote care of patients and families effectively. (Medical Assisting)
- Develop and maintain live appearance/performance strategies, associated negotiations, and contracts for a developing artist. (Music)
- Uses the nursing process (assessment, analysis, planning, implementation, and evaluation) as a basis for decision making in developing individualized, holistic plans of care. (Nursing)
- Within the scope of practice of the physical therapist assistant, safely and effectively collect patient data and perform interventions identified in the plan of care established by the supervising physical therapist. (Physical Therapist Assistant)
- Assess and apply health, safety, emergency planning, and security practices and procedures to evaluate specific working environments within the water/wastewater treatment fields. (Water/Wastewater Management)
- Applies current and evolving languages for integrating media and user interaction in both front and back end elements of a web application using current languages, editors and tools. (Website and Applications Development)

Course Mapping

Development of Program Learning Outcomes is the first step in the assessment process. The assessment process captures the end of the educational experience and is a summary of the effectiveness of the program from the student behavior point of view. In order to reach the end, one must document or map the curriculum.

The College uses specific tools to assist the faculty and managers in mapping the program learning outcomes (i.e. which courses cover which outcomes) and developing the program assessment plan. The Glossary describes course mapping as "The index or diagram of a curriculum to identify and address the overall coherence of a course of study and, by extension, its effectiveness. When educators map a curriculum, they are working to ensure that what students are actually taught matches the academic expectations in a particular subject area or program."

Three mapping tools are available in the templates folder online:
- The curriculum map (combined PLO and Student Success Skills)
- Program Course Guide (flowchart)

- Visual Curriculum

(https://drive.google.com/drive/folders/1YE8qsFG5DEqdtiGit2eLN55fiyo1KHAu).

These tools are intended to help faculty determine which learning outcomes are:
- Covered in the program
- Assessed formatively
- Assessed summatively, and,
- Which course assesses which outcome

While all three tools assist faculty in mapping their program flow, the one most commonly used and required at Hocking College is the Curriculum Map. The other two tools are optional. It provides a succinct method to identify where outcomes are covered and how they are covered. The diagram below is an example of the map from the nursing program. In this example, the PLOs are listed on the left-hand side of the map, and the program's courses are shown at the top. Most programs will list the courses in the order that they appear in the curriculum.

HOCKING COLLEGE — OFFICE OF ASSESSMENT

Associate Degree Nurse (ADN)

12/11/2020

	General Psych	A & P I	English Comp I	Pathway to Prosperity	Introductory Statistics	Basics/Gero	A & P II	RN HOLISTIC CARE	RN ETHICAL LEGAL	RN ADULT HEALTH II/ MNB	RN BEGINNING PHARM	MICRO/PATHO	ADULT HEALTH III/MH	RN APPLIED PHARM	Developmental Psych	NURSING…COMPLEX HEALTH	LEADERSHIP IN NURSING	RN CHILD HEALTH	Speech	Pathway to Prosperity II
	Psyc 1101	Bios 1113	Engl 1510	GS 1010	math 2250	NT-1110	Bios 1114	NT-1112	NT-1121	NT-1120	NT01114	NT-1200	NT-2010	NT-2014	Psyc 2151	NT-2020	NT-2024	NT-2015	Comm 1130	GS 2010
PLO1: Uses the nursing process as a basis for decision making in developing individualized, holistic plans of care and **Parallel College Success Skill: PA-Maintains Professional Skills and Attitudes**						I		I	I	R	R	R	F	R		S		R		
PLO2: Uses the nursing process to collaboratively develop a plan of care with the patient and other health care members uisng theraputic communication AND **Parallel College Success Skill: CE-Communicates Effectively**						I		I	I	R	R		F	R		S				

In the example below, the PLOs and College Success Skills are listed at the top of the document, and the courses on the left. Either way is acceptable. The second example is from the Accounting program and lists the PLOs at the top and courses at the left.

Course Number & Name	Communicates Effectively (CE)	Demonstrates Math Skills (MS)	Demonstrates Learning and Critical Thinking Skills (CT)	Maintains Professional Skills and Attitudes (PA)	Practices Human Relations Skills (HR)	Demonstrates Knowledge of Science and the Environment (SE)	Demonstrates Community, Cultural, and Global Awareness (GA)	Maintains a Code of Ethics (ET)	How to analyze and record business transactions	How to prepare worksheets	How to prepare and analyze financial statements	How to provide financial information for stakeholders	How to calculate and prepare a payroll	How to prepare individual, partnership and corporate federal income tax returns	How to apply auditing concepts to evaluate the effectiveness and efficiency of accounting processes	How to utilize accounting software to record, analyze, and report financial data
BUS-1100 Intro to Entrepreneurship	I		I	I	I		I	I								
BUS-2247 Business Excel		I	I								I					
ENGL-1510 English Composition I	I		I													
ACC-1101 Financial Accounting		R							I	I	I	I				I
BUS-1000A Business Consulting Team A	R				R											
GS-1010 Pathway to Prosperity	I			I												
ACC-1103 Financial Accounting II		R							R	R	R	R				
COMM-1130 Speech	R															
ECON-1140 Principles of Microeconomics		R														

The College Success Skills are also integrated and measured in both examples, although the Success Skills are not visible in the example. The map allows the programs to determine where information is presented and assessed. "I" refers to introduction of the material, "R" indicates that the material is reinforced, "F" indicates that material is formatively assessed, although formative assessment is assumed and does not need to appear on the map. "S" indicates that the material is summatively assessed in that course.

While a great deal of skills are often summatively assessed in capstone courses, this is not always true. In fact, especially in some programs, a skill is taught and summatively assessed early in a program and is necessary for the students to develop more complex skills later in the curriculum. Dental Hygiene is a good example of this. The students staff a clinic hat treats real patients. Their first semester is a practice semester where they learn the necessary skills to perform in the clinic, but do not treat the public. The critical skills are summatively assessed at the end of the first semester because the students must be competent in order to perform safely

in the next three semesters. It should be noted that skills that are summatively assessed can continue to be reinforced in subsequent semesters.

Some PLOs are not summatively assessed in a course at all, but rather are assessed AFTER the student graduates. An example is licensure or credentialing that is required for practice. The PLO would indicate that passage of the licensure or credentialing process is an outcome and would state the specific measure that is used.

Example:
> <u>Measure:</u> passage of the credentialing exam, direct measure, assessed after graduation
> <u>Measurement benchmark:</u> 100% of the graduates will pass the credentialing exam.

While 100% is noble, it is never recommended to use this as an outcome. Life happens, and sometimes graduates do not pass on the first try. This outcome would not be associated with a course but will be assessed post-graduation. That condition would be indicated in the first column of the tracking document. Several programs that required post-graduation credentialing for their graduates to work are required by their accreditors to post this information on their program website.

Another common example of an outcome that is assessed after graduation is an outcome addressing results on graduate or employer surveys. Some programs include these as part of a program review process, but they can also be used in the assessment process.

In course mapping, when assigning I, R, F or S to a PLO and linking to a specific course, two rules apply:
1. EVERY outcome must be introduced and reinforced somewhere. Sometimes both I and R can be done in one course, in one term. In a case like this, both the I and the R may appear in the same box. It is always a good idea to reinforce critical skills in more than one course, but not required.
2. EVERY **outcome** must be summatively assessed somewhere in the curriculum. Do not confuse outcome with course. Some courses may be so basic that skills are only introduced in that course.

   It is not advised to put all summative assessments in one course or in the last course of the curriculum. It is not possible to substantively and summatively assess every outcome in the same term. Further, it does not give a program a chance to develop an early-warning and/or improvement process in skills development.

Mapping the curriculum also helps faculty and managers determine if an outcome is not covered. In that case, there are two options: either map the outcome to an appropriate course or delete the outcome. Missing mappings are the result of either human error or changing curriculum where an outcome may no longer be relevant or where the outcome is relevant, but content needs to be added or updated. A missing mapping is also known as an orphan.

Using the PLO Tracking Tool

The measurement information described above is recorded on the PLO Tracking tool which has been created to help programs track the progress of their program assessment. The revised tool also has room for document the progress of the Success Skills that are tracked within a program. Success Skills tracked only at the college level are tracked in a separate document. The tracking tool contains the following elements:

1. Statement of each PLO,
2. Determination of the specific assessment measurement tool(s),
     a. identification of course or conditions under which it is measured,
     b. determination of whether it is a direct (directly observed) or indirect (inferred) measure.
3. Established benchmark(s) (i.e. what will be specifically measured and how it will be measured, with measureable indicator(s).
4. Schedule of measurement and person(s) responsible.
5. Resources needed (eventually will be linked to the budgeting process)
6. Results and analysis, over time
7. Plan for improvement (if warranted) and stakeholders involved.
8. Follow-up on steps taken in the plan for improvement.
9. Communication Plan, if needed

The mapping tool provides the basis for each measured item in the tracking tool. PLO concepts which are introduced (I), reinforced (R) or formatively assessed (F) are NOT tracked on the tracking too. Only concepts that are deemed to be summatively assessed on the mapping tool are assessed on the tracking tool.

Each PLO must have at least one measure for each summatively assessed outcome. If possible, at least one direct and one indirect measure should be scheduled and tracked. Most colleges also cycle assessment to cover two to three outcomes per year, until all outcomes are measured on a three or four-year cycle. Not only does this allow for tracking over time, it makes the assessment process doable.

Below is a sample course tracking tool from the Music Industry program. Six out of eight columns are represented here. The 7th and 8th columns do not yet have data.

Hocking College – Assessment of Student Learning Outcomes
Tracking, Analysis and Communication Form

Program: __MUS (Industry Track)__ Assessment Cycle:
Person Preparing Grid:

PLO 1: Develop and maintain live appearance/performance strategies, associated negotiations, and contracts for a developing artist.					
Measure (specify direct or indirect) and Course Name and #	**Benchmark**	**Schedule and Person Responsible**	**Resources Needed**	**Results & Analysis**	**Plan for Improvement/ Stakeholders Involved**
Direct measure from Final Project in MUS 2218 using PL1I Subsection Rubric	90% of all graduates will score 85% or better, averaged over two years	Annually, Program Manager or Instructor with oversight from PM		We have some documentation from 2015-2017 from the previous Assessment director that we will use for comparison as we further our efforts in the coming cycle.	As we have adjusted and updated our curriculum, and have better aligned our assessment goals with that curriculum and the institution, we look forward to more regular (annual) and useable assessment tracking.

PLO 2: Manage artist publishing, licensing, and royalties associated with intellectual property.					
Measure (specify direct or indirect) and Course Name and #	**Benchmark**	**Schedule and Person Responsible**	**Resources Needed**	**Results & Analysis**	**Plan for Improvement/ Stakeholders Involved**
MUS 2650 - Direct measure from Rights Management Assignment in Capstone Mgmt. Project. Uses PL2I Subsection Rubric	90% of all graduates will score 85% or better, averaged over two years	Annually, Program Manager or Instructor with oversight from PM		We have some documentation from 2015-2017 from the previous Assessment director that we will use for comparison as we further our efforts in the coming cycle.	As we have adjusted and updated our curriculum, and have better aligned our assessment goals with that curriculum and the institution, we look forward to more regular (annual) and useable assessment tracking.

Each program must have a completed tracking tool on file with the Assessment Office. Updates are completed on the schedule determined by the program but must be done at least once per year.

Schedule of Processes:

Two major processes occur at intervals designated by the programs and the college, as described below.

Item	Interval	Responsible Party
Council Assessment Review (CAR)	Annual w/ select programs, includes Success Skills Review	Selected Program Faculty/Assessment Council

Assessment of Student Achievement	Occurs on schedules determined by faculty and noted in the program's PLO Tracking Plan.	Program managers, faculty

GATHERING & USING EVIDENCE TO EVALUATE STUDENT LEARNING

Using evidence to evaluate student learning is an essential part of the assessment cycle. This is the point where the institution self-assesses and evaluates the effectiveness of student learning and then makes recommendations and action plans for improvement.

The PLO Tracking Plan is the document where the program measures and the results and analysis are recorded. The results of each assessment are recorded in the results and analysis column on the tracking plan. The results statement should indicate whether the benchmark was reached, and if not, briefly discuss the reason(s). The next column is the "Plan for Improvement" column. The plan should for improvement should be specific, measurable and should indicate a time frame in which the plan will be accomplished. If the benchmark is met, it is acceptable to note that and indicate only "continue to monitor" in the plan for improvement. If the benchmark is met in subsequent assessments, reconsider whether the benchmark is sensitive enough.

COURSE AND PROGRAM LEVEL ASSESSMENT

Examples of Evidence
The following table includes different types of measures that can be used to determine if a PLO has been met. These measures (instruments) should be accompanied by a specific benchmark in the PLO document.

Evidence
- Program Outcome Rubric Data
- Success Skills Rubric
- Data from individual summative tests
- External licensure
- Certification exams
- Graduate Surveys
- Employer Surveys
- Student Course Evaluation
- Summative grades

Summative Self-Assessment Review (SSAR)

The *Summative Self-Assessment Review (SSAR)* will occur yearly using the *Summative Self-Assessment Review* form. The Assessment Council will meet to review the SSARs from each program. The SSAR is stored in the LMS Assessment page or the Hocking College Assessment Drive, and will be comprised of the following:

- Mission and primary goal alignment statement
- Program outcomes
- Success Skills (institutional general education) outcomes
- Improvements implemented based on the previous year's analysis.
- Internal & external benchmarked levels of achievement (Summative Assessment Data)
- Analysis of data
- Planned improvements at the course & program level action plan.
    - Specific steps, cost (time, money, materials), responsible party, deadline
    - Will be shared with external users such as advisory board.

CO-CURRICULAR ASSESSMENT

Hocking College recognizes that a holistic approach to education is invaluable for the student. According to Banta, "Assessment programs that focus exclusively on classroom-related goals and performance cannot capture all that students learn, including some of the outcomes that policy-makers and employers say are increasingly important..." (Banta, 1998).1 As previously identified, Hocking College calls these outcomes Success Skills, and it is the intent of the college to offer co-curricular activities which enable students to integrate into the fabric of the institution and thus encourage them to persist through to degree completion (Tinto, 1987). Among other things, co-curricular activities include clubs and organizations, intramural sports, and intercollegiate athletics. They are a pivotal part of a student's educational experience at Hocking College and another pathway to gain the Success Skills required for life and future employment. According to Elliot, "Students who were engaged in postsecondary co- curricular activities had a higher GPA, were more satisfied with their college experience, more self-confident, better able to manage emotions, and more emotionally independent from their parents than students who were not involved" (Banta & Kuh, 1998; Tinto 1987).

Hocking College has made important progress in the assessment of co-curricular activities. In our current processes, individual group/club leaders gather participation and student satisfaction information for our co-curricular activities. This information is analyzed within the department/organization and used to improve co-curricular processes and offerings. Success Skills have been integrated into many of these co-curricular activities; however, formal evaluation of the Success Skills has not yet taken place.

The plan for future co-curricular assessment begins with the identification of specific activities which measure the College success Skills. The advisor of the co-curricular activity will be responsible for maintaining and updating the information.

CO-CURRICULAR ENGAGEMENT REPORT (CCER)

Results of the co-curricular activities will be reported annually using Co-Curricular Engagement Report (CCER) form. The CCER will be stored in the LMS Assessment page and will be comprised of the following:
- Mission and primary goal alignment statement
- Co-curricular outcomes
- Success Skills (institutional general education) outcomes
- Improvements implemented based on the previous year's analysis
- Compilation of assessment data
- Analysis of data
- Planned improvements action plan (Specific steps, cost {time, money, materials}, responsible party, deadline)

INSTITUTIONAL LEVEL ASSESSMENT

Evidence to Review
At the institutional level, assessment activities are designed to evaluate the overall success and quality of the education being provided, by evaluating the extent to which the institutional and program level outcomes are being realized. While program outcomes vary by program, the Hocking College Success Skills are general education outcomes needed on the job, in life, and in the community. As mentioned earlier, they are work and life skills, behaviors and attitudes that all students need to develop. Each Hocking program and discipline integrates the Success Skills into the curriculum and courses.

At the institutional department level, assessment activities are designed to evaluate the overall success and quality of service each college department provides to our students by evaluating the extent to which the institutional level outcomes are being met. Annually, the college analyzes the *Early Momentum KPI Report and Trend Analysis of SSI Funding Distribution* provided by Ohio Association of Community College and the Community College Research Center.

The Director of Assessment facilitates the Assessment Council in conducting a review of evidence and the dissemination of recommendations for the improvement of student learning. A random sampling of Success Skills artifacts will be evaluated using institutional rubrics (identified on the college's Assessment Resources webpage). These rubrics are tools used to assess a level of skill or performance based on a specific set of criteria. A rubric identifies both what the learner needs to do, and how to do it well. Using rubrics helps those conducting assessments to clearly and reliably determine whether the performance indicators have been met.

COUNCIL ASSESSMENT REVIEW (CAR)

The Council Assessment Review (CAR) is designed to be a process for providing feedback to programs and for formalizing reporting to all necessary stakeholders in the Hocking College community. The CAR is conducted by the Assessment Council on a rotating cycle, following the annual submission of the program's Summative Self-Assessment Review (SSAR).

APPENDIX - GLOSSARY OF TERMS

Artifact	Something the learner produces that can be used to assess his/her learning.
Assessment	A shared process of purposeful, systematic measurement used to document, reflect upon, and improve subsequent learning experiences.
Assessment Instrument	Used to assess learner learning. Examples include pre- and post-testing, surveys, and program portfolios.
Assessment Task	Complex and significant tasks learners complete to demonstrate achievement of one or more outcomes. Examples include assignments, projects, portfolios, presentations, and demonstrations. Designed to answer the question, "What can learners do 'in here' to demonstrate the intended outcomes?"
Capstone Assessment Task	Significant, culminating assessment points that ask the learner to synthesize learning and show evidence of the intended outcomes. Typically include final exams, final projects, practicums, internships, final papers, presentations, and portfolios. Can be distributed across several parts of the program or concentrated at the end.
Closing the Loop	Seeing the assessment process through from start to finish, using evidence to evaluate student learning. This is the point where the institution self-assesses and evaluates the effectiveness of student learning and then makes recommendations and action plans for improvement.
Co-Curricular Assessment	The assessment of activities outside of the classroom (clubs, extra-curricular activities, athletics). Concepts Ideas that the learner must be able to comprehend and apply in different contexts.
Concepts	Ideas that the learner must be able to comprehend and apply in different Concepts Ideas that the learner must be able to comprehend and apply in different
Course Objectives	Course objectives define a supporting skill, knowledge, or attitude leading to mastery of an Outcome. They are clear and concise statements that describe what you intend your students to learn / demonstrate by the end of the course.
Curriculum Map	The index or diagram of a curriculum to identify and address the overall coherence of a course of study and, by extension, its effectiveness. When educators map a curriculum, they are working to ensure that what students are taught matches the academic expectations in a particular subject area or program. A piece of the MPCP.
Direct External Measure	Those measures that evaluate a learner's work by some external person or test. External tests can be certification, licensure, or other professional exams. External person can be an advisory or panel member evaluating a capstone project, supervisor for a practicum or internship, etc.
Direct Internal Measure	Those measures that assess learners' work by faculty, preceptors, and other internal assessors. Learners' work can be demonstrated in a portfolio, capstone project, etc.

Direct Measure	Learners show their mastery of student learning outcomes through demonstration of skills, knowledge, abilities. There are two types of direct measures: direct internal measures and direct external measures.
Evaluation	The analysis and use of data by faculty to make judgments about learner performance. Evaluation includes the determination of a grade or a decision regarding pass/fail for an individual assignment or for a course.
Evidence	Distinctly visible outward signs or indications that lead to conclusions/judgments/change.
Formative Assessment	Ratings and feedback given during a unit/course/program focused on improving learner performance in later assessments.
Indirect Measure	Perceptions or comparison data that allows for inferences to be made about mastery of student learning outcomes but does not demonstrate actual learning. Graduate and employer surveys are common Indirect Measures.
Institutional Outcomes (Success Skills)	Represents the knowledge and skills that ALL Hocking College students are expected to acquire upon completion of their degree.
Issues	Those primary problems the learner must understand to achieve the intended outcome.
Learning Activity	An assignment, task, or instructional strategy designed to help learners master specific student learning outcomes prior to being assessed.
Outcomes	Statements that express clearly what learners should be able to do in real life context that educators are responsible for. What learners will be able to DO "out there" as a result of what they learn "in here." Outcomes may be measured at the course, program, or institution level.
Performance Indicators	Concrete measurable performances students must meet as indicators of achievement. They are the specific, measurable statements identifying student performance(s) required to meet the Student Learning Outcome.
Program	A sequence of courses that results in a certificate or degree
Program Guide	Shows (at the Program Level) what learners need to be able to do to achieve the Student Learning Outcomes, how they will be demonstrated, and what essential content must be understood and mastered in the program. A piece of the MPCP.
Program Outcomes	Describes what the learner should be able to do in real-life technical contexts and settings once they graduate, rather than inside the classroom.
Program Review	A planned interruption to review learning evidence across a span of several years. Among other things it includes the program's assessment plan which documents the assessment tasks and measurement tools that will be used to collect evidence of learner learning for each Student Learning Outcome.
Qualitative data	Exhibit differences in quality rather than amount. Qualitative data are often generated during subjective evaluation processes by subject-matter-experts. Learning facilitators knowledgeable in the subject area observe learner performance in real-world situations, make judgments and inferences about levels of learner learning, and express the evaluations in holistic narratives.
Quantitative Data	Exhibit variance in amount rather than kind. Numeric scores are considered quantitative when the numbers connote different amounts of learning or achievement.
Reliability	The rate at which assessments are repeatable over time (by the same person – intra-rater reliability). Rating an assignment to see if all raters assess it at the same level (inter-rater reliability)

Rubric	A rating grid that specifies the characteristics to be assessed and describes what each accomplishment level would include. A qualitative assessment instrument that synthesizes the standards to help evaluators classify learner work.
Scoring Guide	A qualitative assessment instrument that explicitly describes the standards for good performance to help the learner know what "good" looks like. Can be used by learners, evaluators, or assessors to provide feedback to improve performance or product.
Skills	Abilities that are essential to the outcome; usually learned and mastered through practice and feedback. The best way to distinguish skills is simply to ask yourself what the student must be able to do that requires a routine of practice and feedback. The key is that it must be a process they can master. Combined with what the learner must understand (themes, concepts, issues) these form the content of the learning experience.
Student Learning Outcomes	The term Student Learning Outcome is a generic term for the broad description of outcomes used at Hocking College. It includes both the Institutional Outcomes (Success Skills) and the Program Outcomes.
Success Skills (Institutional Outcomes)	General education outcomes needed on the job, at home and in the community. They are work and life skills, behaviors, and attitudes that all students need to develop.
Summative Assessment	Rating learners at the end of a course/program/unit without the expectation that learners may still improve on that outcome.
Summative Self-Assessment Review (SSAR)	The process of documenting our assessment work. Documents common themes, issues, conclusions, and changes needed in curriculum and resources which are needed to improve learning.
Validity	The degree to which the measurement aligns with the outcome. It measures what we want it to measure.
Visual Curriculum	A visual depiction of how learning progresses by constructing the learner's whole experience, from entry to graduation. Visual Curriculums illustrate the connections between courses, outcomes, and assessment, allowing the members of a learning community to see how their courses and Student Learning Outcomes are aligned. This is achieved by visually representing the general flow pattern of the program and where courses fit into the overall learning experience. A piece of the MPCP.

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