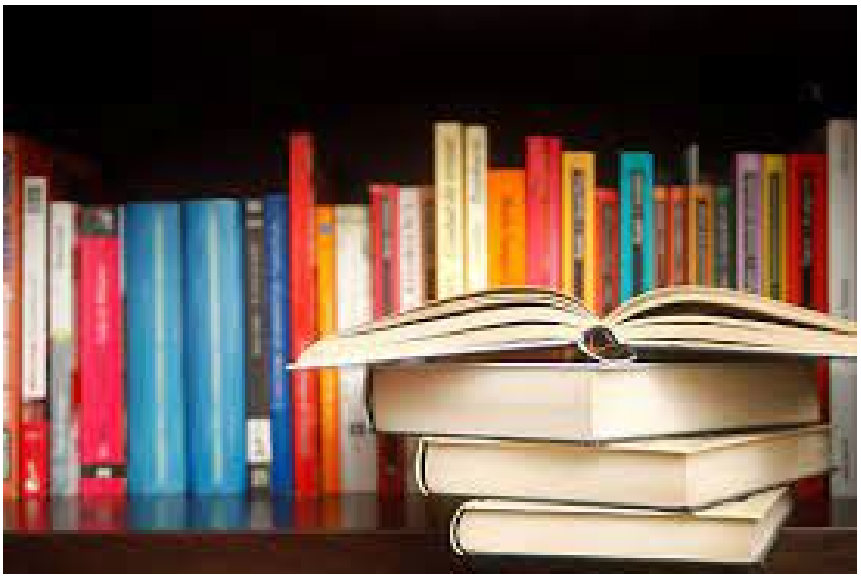
Kankakee Community College

Curriculum and Assessment Handbook



Updated July 2024

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Curriculum and Academic Standards Committee

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Purpose

The charge of the Curriculum and Academic Standards (CAS) committee is to review all programs and courses of instruction. The committee recommends additions, revisions, and withdrawals of programs and/or courses. While the committee may be comprised of a variety of stakeholders, the following list represents voting membership:

- 4 Faculty Members from Liberal Arts and Sciences Division
    - 2 Faculty Members from Math, Science, and Engineering Department
    - 2 Faculty Members from Humanities and Social Sciences Department
- 2 Faculty Members from Health Careers Division
- 2 Faculty Members from Business, Technology, and Human Services Division
- 1 Faculty Member At-Large
- Director of Nursing Programs
- Dean of Liberal Arts and Sciences **(16)**
- Dean of Business, Technology, and Human Services
- Dean of Health Careers
- Director of Student Success
- Registrar
- Vice President for Student Affairs

Ten affirmative votes are necessary to have a quorum to approve proposed curriculum changes, new courses and programs. Next, approval of the Vice President for Academic Affairs, KCC's chief academic officer, is required prior to submission of curriculum to the ICCB and/or inclusion in the college catalog.

Requirements for Consideration from CAS

- Curriculum initiator, who is typically the content expert (faculty member, program coordinator/director, or dean), must be present at the designated committee meeting(s) to answer questions about their submitted proposal or have someone established prior to the meeting to present in their absence.
- All information must be submitted in the curriculum management system (CMS) by 5 p.m. the Monday of the week prior to the meeting.
- Forms must be filled out completely and accurately.
    - If the form submitted is not filled out completely, it will be returned to the initiator and may be delayed in being presented at the next committee meeting until the fields needing to be updated are completed and the form resubmitted.

Timeframe Statement for Curriculum Initiators

The curriculum development process takes time to complete. Curriculum initiators should expect this process to take up to four months, depending on the complexity of the new courses and/or programs that are being proposed.

Review Process

All curricular changes must be reviewed by CAS to avoid content duplication between departments and coordinate the implementation of curricula by effective dates. Some changes require one reading, while more substantial changes require two readings.

Examples of Items Requiring One Reading

(Note: If information is incomplete or significant questions remain, then a second reading may be required by the committee)

- Corrections to minor mistakes in a program
- Title changes
- PCS/CIP code changes
- Repeatability changes
- Requests for existing courses to be assigned an IAI number

Second Readings

- New courses
- New programs
- Request to withdraw a course
- Request to withdraw a program
- Course prerequisite change
- Request to add a new academic regulation or a major change to an existing regulation
- Program credit hour change
- Program composition (course sequencing) change

Catalog Timeline

(below dates are estimates only, date will be moved to the next business day if fall on a weekend)

October 10/11	Marketing obtains draft site link from Curriculum Strategy (formerly SmartCatalog). Shares with deans, student affairs and other contacts for general info.
October 17	Classes reflected in new catalog draft
January 17	Changes from Deans/Content Editors should be complete in Curriculum Strategy
February 6	Deadline for finalizing changes – questions answered, formatting finalized, etc.
February 8	Content is finalized in Marketing Content is extracted to Word and formatting is started for the print catalog
February 19	PDF created of final catalog text (print version, in Word)
March 19	Catalog is published live on KCC website: limited number of print books available for purchase in Hammes Bookstore
April 10	Close editing of catalog; open editing for next catalog

CAS Deadlines

- October CAS Meeting – Items to be presented for 1st reading by this meeting which require ICCB approval
- December CAS Meeting – Items to be presented requiring 2 readings which do not require ICCB approval
- January CAS Meeting – Items to be presented requiring 1 reading which do not require ICCB approval
- January 17th – All changes to be final for the catalog

Topics to Bring to CAS Committee

CHANGE	KCC	ICCB	HLC
Informational Items			
• Changes in course topical outline	Complete Change Course Form. Present at next CAS meeting.	No	
• Submission to IAI of an existing course			
• Minor change in wording of academic regulation			
• Changes to master syllabus template			
• Withdrawal of an inactive curriculum	Provide current and proposed wording electronically prior to the meeting. Present at next CAS meeting.	No	
Changes requiring only one reading			
• Change of course or program title	Complete Change Course Form or Change Program Form and present for vote at next CAS meeting.	Yes – submitted electronically to the ICCB via ICCIS website	
• Change in parent program			
• Change in PCS or CIP code			
• Change in repeatability			
Changes requiring two readings			
• Changes in course or program description*	Complete Change Course Form or Change Program Form and present for vote at next CAS meeting.	No	No
• Changes in course or program learning outcomes*		No	Yes – if 25% or more of the program outcomes have been changed
• New program – including new courses and/or changes to existing courses	Form 20 and Form 22 including Part A: Feasibility Analysis & Part B: Curriculum Quality & Cost Analysis	Yes – ICCB required forms are emailed to the ICCB in packet that also includes the syllabus for each course	Yes
• New course**	Complete New Course Form and present for vote at next CAS meeting	Yes – submitted electronically to the ICCB via ICCIS website with master syllabus	

CHANGE	KCC	ICCB	HLC
• Course withdrawal – may only require one reading if course has not been offered for several semesters	Complete Inactivate/Withdrawal Course Form and present for vote at next CAS meeting	Yes – submitted electronically to the ICCB via ICCIS website	
• Program withdrawal	Complete Inactivate/Withdrawal Program Form and present for vote at next CAS meeting	Yes – submitted electronically to the ICCB via ICCIS website	Yes
• Change in course prerequisite	Complete Change Course Form – review impact on other areas	No	
• New academic regulation or a major change in an existing regulation	Complete internal form and present for vote at next CAS meeting	No	
• Change program credit hours	Complete Change Program Form and present for vote at next CAS meeting	Yes – submitted electronically with current and proposed course sequence document to the ICCB via ICCIS website	Yes
• Change in program composition (course sequencing)	Complete Change Program Form and provide document with side-by-side current and proposed course sequence for vote at CAS meeting	No	Yes – if 25% or more of the program composition has been changed
• Change in duration of program (16 weeks to 8 weeks, etc.)			Yes
• Change in delivery method of program (i.e., online, CBE)			Yes

**Changes to IAI Gen Ed or Majors courses also require IAI forms submissions. Deadlines for IAI panel's consideration are September 15 and February 15, respectively.*

***If the new course is transferable, a minimum of three approved articulation forms (Form 13) must also be submitted to the ICCB along with the course syllabus after it is approved by CAS.*

KCC internal forms are located in the Curriculum Management System accessible through KCC's Portal.

ICCB forms are located on the O drive at O:\Share\KCC\CURRICULUM AND ACADEMIC STANDARDS\ICCB FORMS.

Timeline for Inclusion in the KCC Catalog and Printed Semester Class Schedules

Generally, the effective date for all ratified changes to curriculum will be August 1st; however, specific considerations should be taken into account after an affirmative vote ratifying a change to curriculum. Before an affirmative vote is achieved, CAS should determine an effective date and document it in the meeting minutes.

Specific considerations include:

1. Are there students currently enrolled and the dean has to wait until all students complete the course and/or program and grades have been entered? The effective date could be pushed out to the next year in that case. In that type of situation, schedule an actual appointment as a reminder two weeks before the projected effected date to make sure the action is completed and does not fall off the radar.
2. Does the program already have an Inactive Status approved by ICCB? If so, how long has the status been inactive? ICCB expects programs to be reviewed every five years with a decision being made by the fifth year – if not before – to be reactivated or withdrawn.
3. Are there CAS meetings scheduled for the proposal to be presented for two readings if appropriate? Typically, CAS does not meet in December or during June or July.
4. If a new program is being created, the ICCB and IBHE board meeting dates have to be reviewed. The ICCB board and the IBHE board meet on alternating months. The timeframe for the program approval, which may include new or revised courses, will have to allow for:
    a. a minimum of two readings for KCC's CAS committee.
    b. submission to the ICCB to have the proposal added to the ICCB's board meeting.
    c. and if the ICCB approves, then the ICCB submits to the IBHE for the proposed program to be added to the IBHE's board agenda.
5. KCC's catalog dates also have to be considered.

Courses

It is important that new curriculum be included in the college catalog and included in the mailers. Courses that are not included in the catalog or mailers often suffer from low enrollment.

In order to be included in the new catalog, the new courses should adhere to the following timeline:

- **First Reading by CAS**: no later than the October meeting
- **Second Reading by CAS**: no later than the November meeting
- **ICCB Approval**: new programs and courses cannot be included in the catalog until approval from the ICCB is received. Course approval from the ICCB usually takes about 24-48 hours, and sometimes transfer course requests take longer. Program approval from the ICCB usually takes about 30 days.

In order to be included in the class schedule, the new courses should adhere to the following timeline:

Summer/Fall Class Schedule

- **First Reading by CAS**: no later than the January meeting
- **Second Reading by CAS**: no later than the February meeting
- **ICCB Approval**: new programs and courses cannot be included in the catalog until approval from the ICCB is received. Course approval from the ICCB usually takes about 24-48 hours, and sometimes transfer course requests take longer. Program approval from the ICCB usually takes about 30 days.

Spring Class Schedule

- **First Reading by CAS**: no later than the October meeting
- **Second Reading by CAS**: no later than the November meeting
- **ICCB Approval**: new programs and courses cannot be included in the catalog until approval from the ICCB is received. Course approval from the ICCB usually takes about 24-48 hours, and sometimes transfer course requests take longer. Program approval from the ICCB usually takes about 30 days.

Programs

The approval of new programs or program revisions typically takes longer than course approvals or course revisions. Generally, program revisions take around 30 days. New programs require a lengthy review process from the ICCB and the IBHE.

General Information

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Intent of the Course and Curriculum Development Process

The course and curriculum development process at Kankakee Community College is intended to be a collaborative process that takes ideas and innovations from faculty members, administrators, and advisory councils and brings them to the classroom.

The course and curriculum development process seeks to support the priorities of Kankakee Community College's Strategic Goals:

- Improve student success through increased enrollment, retention, transfer, and completion rates.
- Create diverse, inclusive, and equitable teaching, learning, and work environments.
- Improve physical and virtual teaching and learning spaces.
- Increase visibility and value in the community.
- Provide development opportunities to enhance KCC employee skills and knowledge.

Overview of the Development Process

1. **Initiators** (faculty member, coordinator, program director, dean)
   Determines Proposal, Change, or Inactivation/Withdrawal; completes required form:
   - Request for New Course Proposal
   - Request to Change an Existing Course
   - Request to Inactivate/Withdraw an Existing Course
   - Request for New Program Proposal
   - Request to Change an Existing Program
   - Request to Inactivate or Withdraw an Existing Program

   Who is informed: Dean

2. **Division Review**
   - Division Full-time Faculty Support
   - Division Dean Support
   - Advisory Committee, Program Director/Coordinator, and/or Division Administrator review and comment on proposal, if appropriate

   Works with Curriculum Support Manager for assignment of: appropriate prefix, course number, PCS code, and CIP number. If proposed course is a transfer/baccalaureate course with a PCS of 1.1, initiator meets with IAI Transfer Specialist, then completes appropriate form completely and accurately through the Curriculum Management System.
   Moves to the next step when: Appropriate administrator reviews the proposal in the System. If the proposal is approved by the administrator, the proposal is then routed to the VP for Academic Affairs (new programs and new courses) or to the Curriculum Support Manager to be added to the agenda for the next CAS committee meeting (changes to existing curricula should be addressed – such as course sequencing)
   Who is informed: Dean (new courses or programs), Curriculum Support Manager (for review of course number and prefix)

3. **Vice President for Academic Affairs Review of new courses and programs**
   Media specialist will review course and catalog descriptions in order to ensure and maintain information which is concise, and clear, as well as consistent with other catalog information, and work with the initiator on any suggested revisions.
   Moves to the next step when: Vice President for Academic Affairs approves and proposal is routed to the Curriculum Support Manager for inclusion on CAS agenda
   Who is informed: Curriculum Support Manager, CAS committee

4. **Curriculum and Academic Standards Committee**
   Prior to meeting: Online forms (see above, #1) must be completed and submitted in the Curriculum Management System by the established deadline (typically 5 p.m. the Tuesday of the week prior to the meeting) in order to be included on the meeting agenda and available for the committee to review in the System prior to the next scheduled CAS meeting.
   All fields of the form must be completed. Committee members review proposals and compare versions to see the change being proposed. Committee members are encouraged to contact the initiator or appropriate administrator with comments and/or concerns prior to the first reading.
   During meeting: Responsible person (faculty member or dean) must be present. Discussion is held. If proposal is accepted as a first reading and requires a second reading, initiator or appropriate administrator will present a second reading at the next CAS meeting.
   Moves to the next step when: Committee approves
   Who is informed: Marketing, catalog media specialist, appropriate faculty members and advisors.
   Note: division administrative assistants must receive copies of the CAS minutes in order to be aware of classroom and scheduling needs.

5. **ICCB Submission**
   Transfer/Baccalaureate Courses with PCS 1.1
   Form 13 – Articulation Agreements are prepared and sent to four-year Illinois institutions by the Curriculum Support Manager. A minimum of three approved articulation forms have to be received and submitted to ICCB when proposed course is submitted via ICCB's ICCIS website for approval.

   Occupational/Technical Courses with PCS 1.2
   Curriculum Support Manager submits proposed course and complete syllabus that has been provided to the ICCB via ICCB's ICCIS website.

   Community Education (noncredit) with PCS 1.3 and
   General Studies with PCS 1.5
   The non-fundable courses do not have to be submitted to ICCB for approval. Curriculum Support Manager researches appropriate available numbers in Colleague and enters non-fundable courses. Division administrative assistants build the appropriate section(s) as directed by the Dean.

Developmental Education (not to be used for student classification) with PCS 1.4 Adult Basic Education with PCS 1.7
Adult Secondary Education with PCS 1.8
English As A Second Language with PCS 1.9
The Dean for Adult Education identifies the need for the course and contacts the CSM for the appropriate, available course number. The Dean for Adult Education submits the course electronically to the ICCB via the ICCIS website. If the ICCB approves the course, the Dean of Adult Education provides the approved documentation to the CSM who then enters the course in Colleague.

Vocational Skills with PCS 1.6
The Dean for Continuing Education and Career Services identifies the need for the course and contacts the CSM for the appropriate, available course number. The Dean for Continuing Education and Career Services submits the course electronically to the ICCB via the ICCIS website. If the ICCB approves the course, a staff member in CECS provides the approved documentation to the CSM who then enters the course in Colleague.

6. **ICCB Action**

Approved: Curriculum Support Manager receives e-mail notification and enters new course in Colleague. CSM e-mails CAS members and appropriate staff. Division administrative assistant builds course section(s) as directed by Deans in Colleague.

Denied with further action required: Curriculum Support Manager receives e-mail notification for additional supporting documents. CSM provides additional supporting documents upon request and resubmits proposed course.

Denied: Curriculum Support Manager receives e-mail notification of denial and e-mails CAS.

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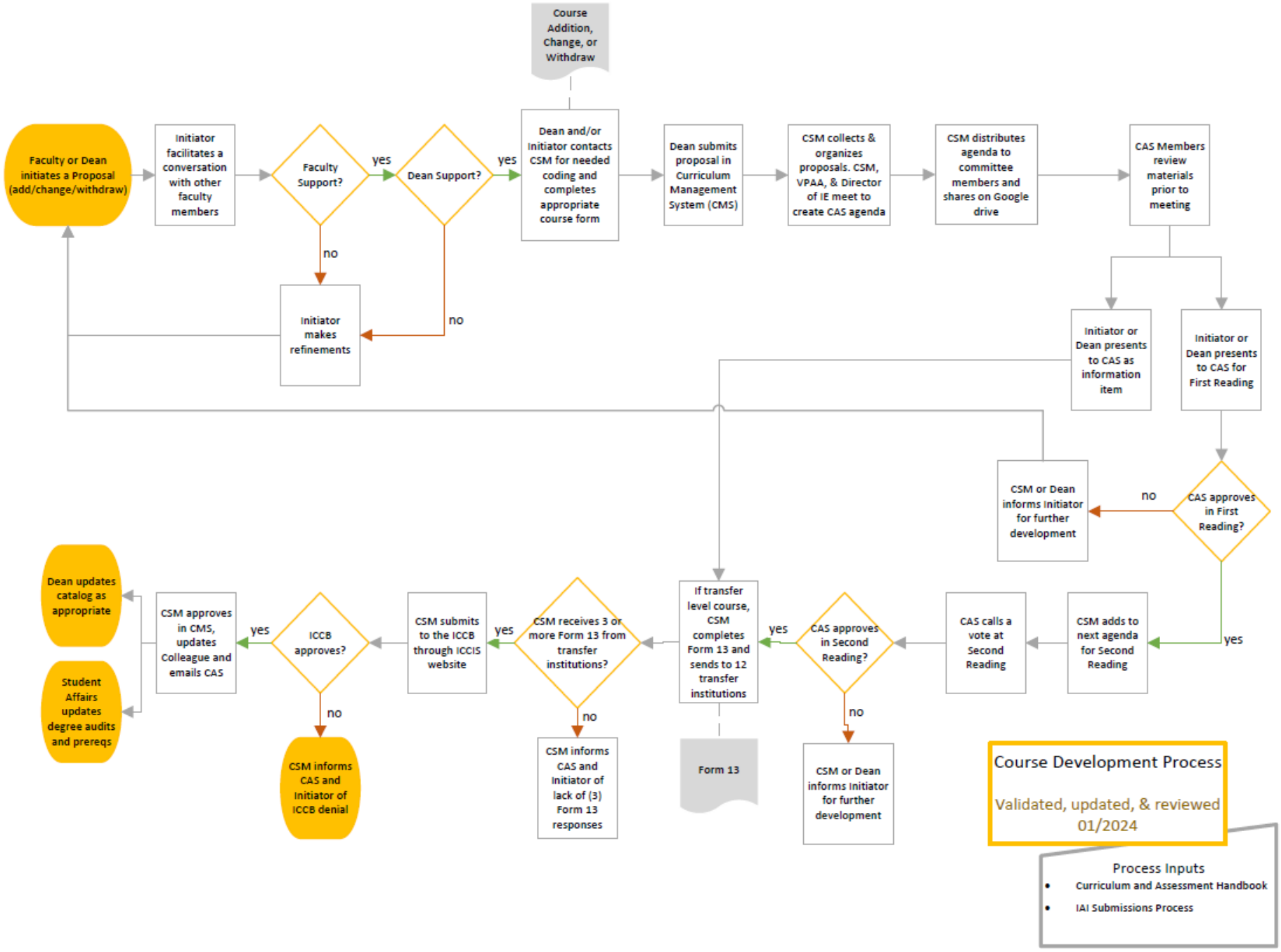
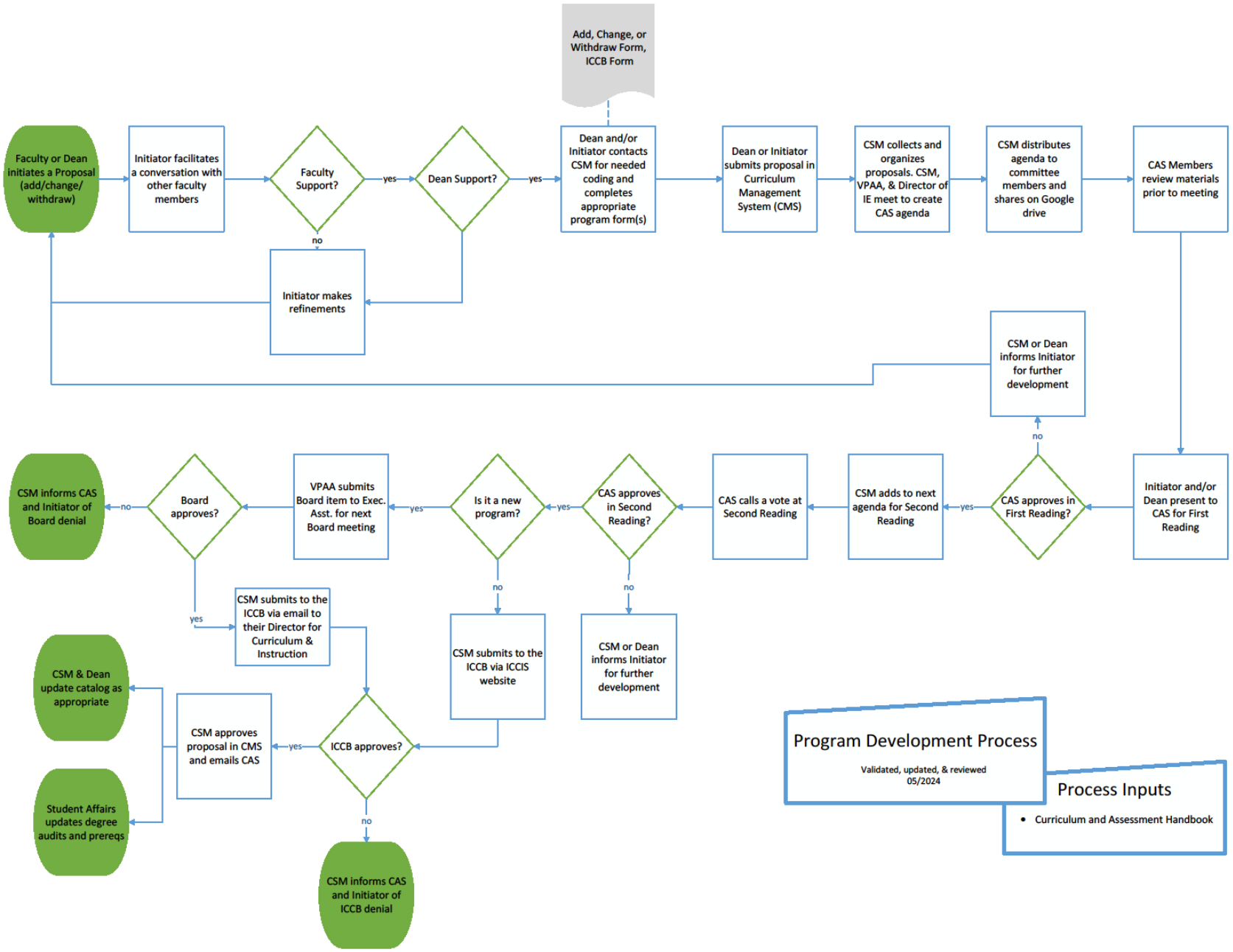

Course Addition, Change, or Withdraw
Faculty or Dean initiates a Proposal (add/change/withdraw)
Initiator facilitates a conversation with other faculty members
Faculty Support?
yes
Dean Support?
yes
no
no
Initiator makes refinements
Dean and/or Initiator contacts CSM for needed coding and completes appropriate course form
Dean submits proposal in Curriculum Management System (CMS)
CSM collects & organizes proposals. CSM, VPAA, & Director of IE meet to create CAS agenda
CSM distributes agenda to committee members and shares on Google drive
CAS Members review materials prior to meeting
Initiator or Dean presents to CAS as information item
Initiator or Dean presents to CAS for First Reading
CAS approves in First Reading?
no
CSM or Dean informs Initiator for further development
yes
CSM adds to next agenda for Second Reading
CAS calls a vote at Second Reading
CAS approves in Second Reading?
yes
no
CSM or Dean informs Initiator for further development
If transfer level course, CSM completes Form 13 and sends to 12 transfer institutions
Form 13
CSM receives 3 or more Form 13 from transfer institutions?
yes
no
CSM informs CAS and Initiator of lack of (3) Form 13 responses
CSM submits to the ICCB through ICCIS website
ICCB approves?
yes
no
CSM informs CAS and Initiator of ICCB denial
CSM approves in CMS, updates Colleague and emails CAS
Dean updates catalog as appropriate
Student Affairs updates degree audits and prereqs
Course Development Process
Validated, updated, & reviewed 01/2024
Process Inputs
Curriculum and Assessment Handbook
IAI Submissions Process


Add, Change, or Withdraw Form, ICCB Form
Faculty or Dean initiates a Proposal (add/change/ withdraw)
Initiator facilitates a conversation with other faculty members
Faculty Support?
yes
Dean Support?
yes
Dean and/or Initiator contacts CSM for needed coding and completes appropriate program form(s)
Dean or Initiator submits proposal in Curriculum Management System (CMS)
CSM collects and organizes proposals. CSM, VPAA, & Director of IE meet to create CAS agenda
CSM distributes agenda to committee members and shares on Google drive
CAS Members review materials prior to meeting
no
Initiator makes refinements
CSM or Dean informs Initiator for further development
no
CSM informs CAS and Initiator of Board denial
no
Board approves?
VPAA submits Board item to Exec. Asst. for next Board meeting
yes
Is it a new program?
yes
CAS approves in Second Reading?
CAS calls a vote at Second Reading
CSM adds to next agenda for Second Reading
yes
CAS approves in First Reading?
Initiator and/or Dean present to CAS for First Reading
yes
CSM submits to the ICCB via email to their Director for Curriculum & Instruction
no
CSM submits to the ICCB via ICCIS website
no
CSM or Dean informs Initiator for further development
CSM & Dean update catalog as appropriate
Student Affairs updates degree audits and prereqs
CSM approves proposal in CMS and emails CAS
yes
ICCB approves?
no
CSM informs CAS and Initiator of ICCB denial
Program Development Process
Validated, updated, & reviewed 05/2024
Process Inputs
Curriculum and Assessment Handbook

Creating a Proposal

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Forms and Procedures

The following forms and procedures are used to facilitate the curriculum development process; however, they do not replace institutional support. Faculty, staff, and administrators who are proposing new curriculum or changes to existing curriculum are encouraged to seek guidance from the Curriculum Support Manager, Director of Institutional Effectiveness & Assessment, their academic Division Dean, or the Vice President for Academic Affairs.

- Request for New Course Proposal
- Request to Inactivate/Withdraw an Existing Course

Changing an Existing Course
Note: If the changes being proposed to the existing course change 50% or more of the existing course, a Request for New Course Proposal must be completed. The Curriculum Support Manager can assist with the new course number and coding.

- Request to Change an Existing Course

New Program Proposal
Note: in order for a program to be financial aid eligible, a minimum of 16 credit hours is required.

- Request for New Program Proposal

Changes and Revisions to an Existing Program
In order to keep the curriculum up to date, the college curriculum must continually be reviewed. Changes and revisions to existing programs may include: title changes, course additions, course withdrawals, credit hour changes, course sequencing, etc.

The questions asked within the proposal form are intended to help ensure that there are reasonable justification for the proposed changes and that all possible consequences of these changes have been considered.

- Request to Change an Existing Program
- Request to Inactivate or Withdraw an Existing Program

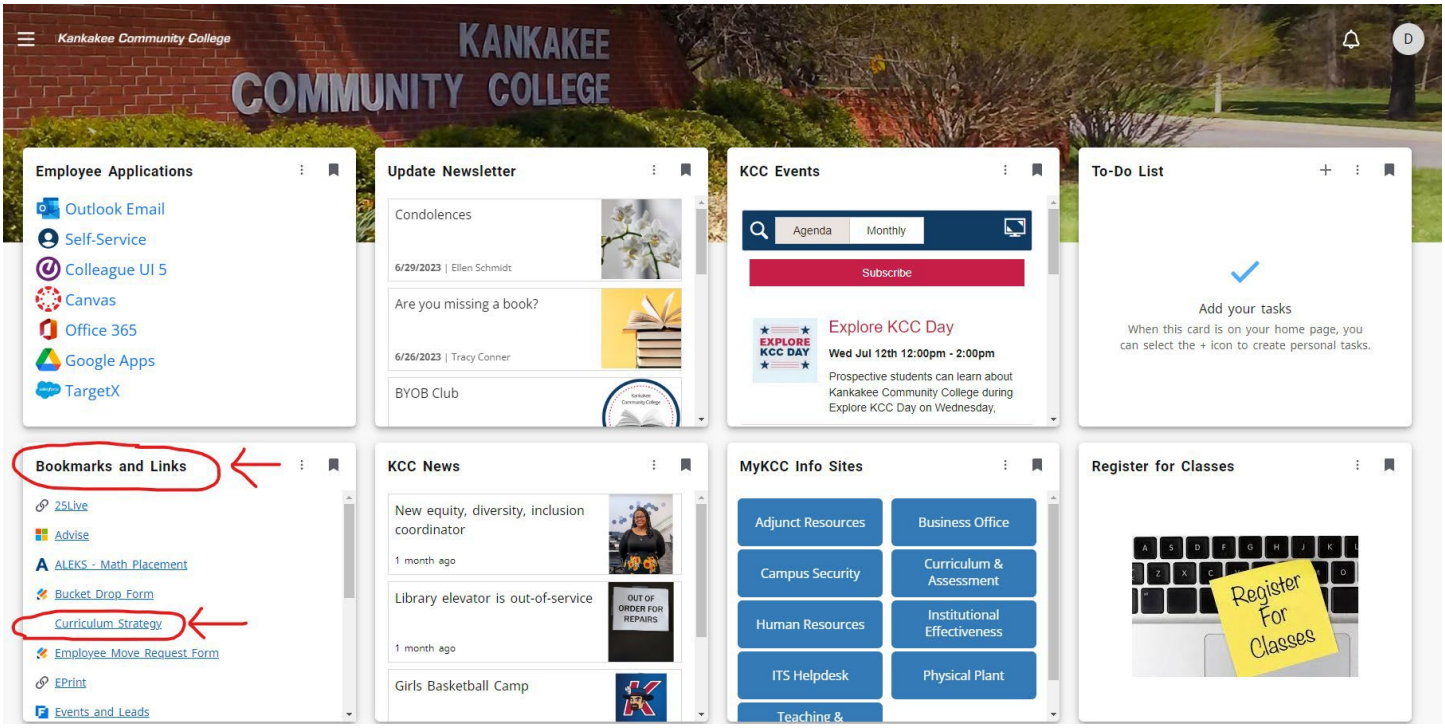
Creating a Proposal in the Curriculum Management System (CMS)

Questions regarding the CMS may be sent to Dawn Travis dtravis@kcc.edu or Lesley Cooper lcooper@kcc.edu.

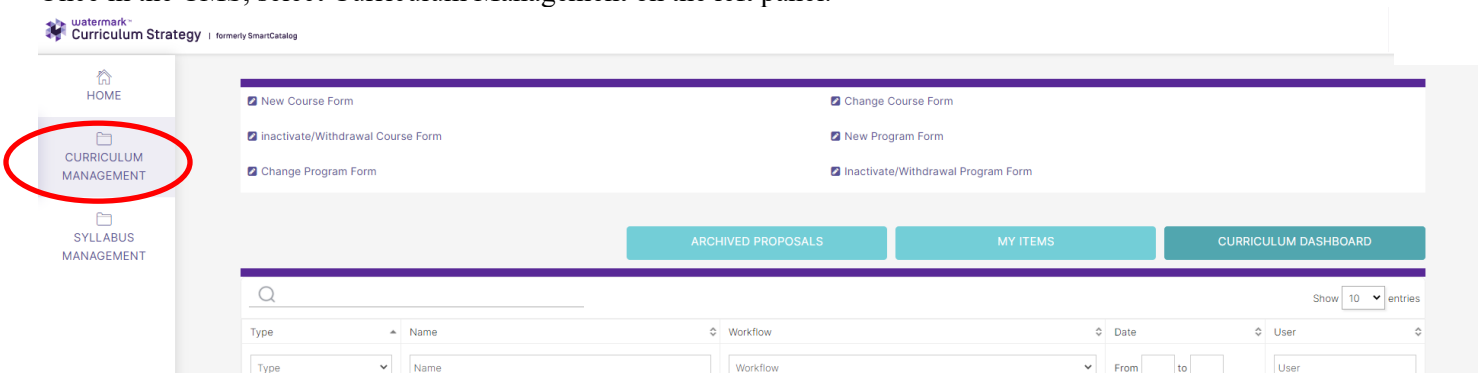
Accessing the CMS

Anyone at KCC can access the CMS Dashboard and view proposals that are currently under review. However, the curricular items you are able to access within the system are controlled by user groups. If there is an item that you are unable to access, but need to access, contact Lesley Cooper at lcooper@kcc.edu or Dawn Travis at dtravis@kcc.edu to discuss your user permissions.

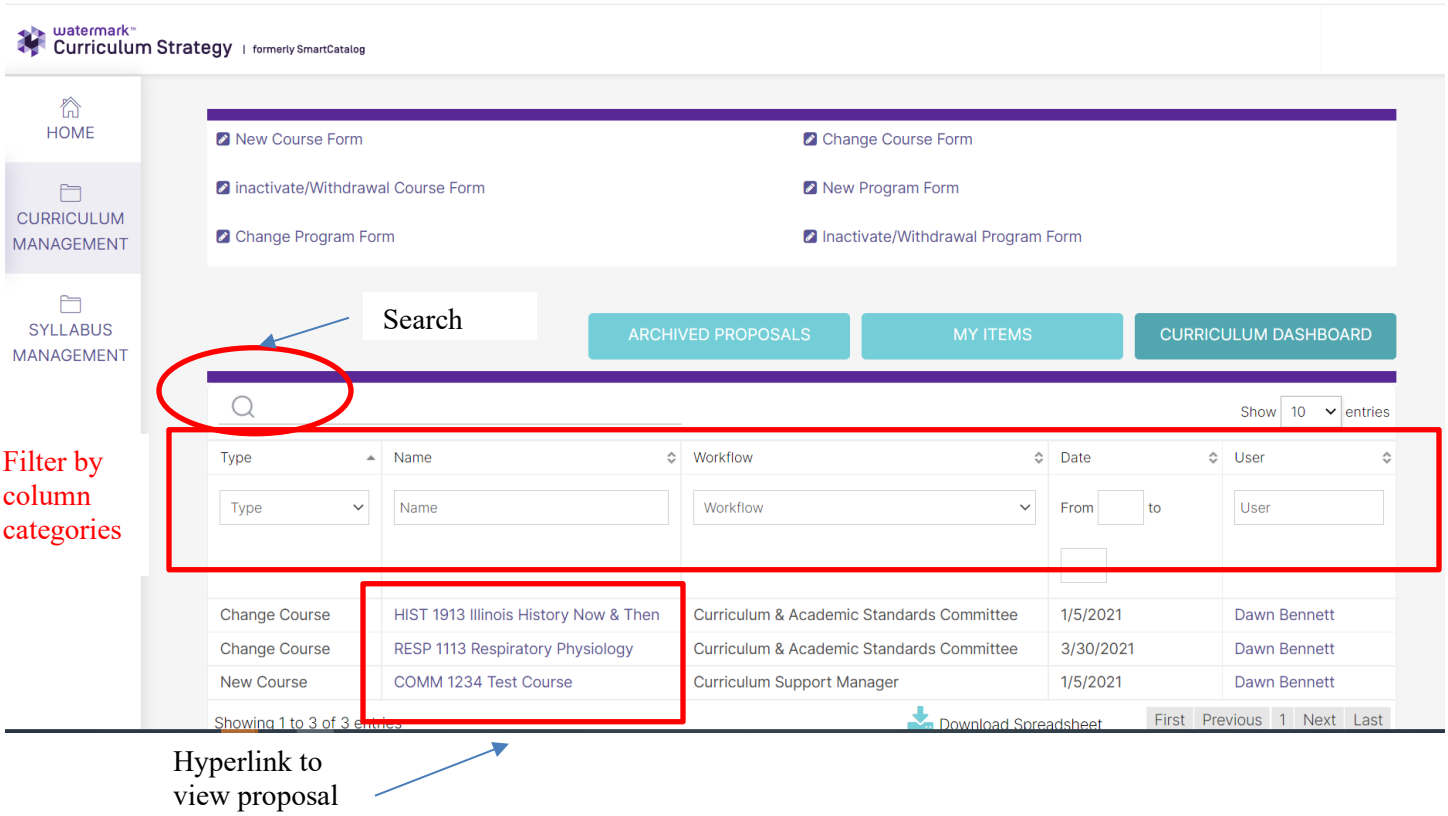
Access the CMS by going to the KCC Portal and clicking Curriculum Strategy in the Bookmarks and Links section



Once in the CMS, select Curriculum Management on the left panel.



The system will open to the Curriculum Dashboard, which defaults to displaying ten proposals at a time. The Dashboard can be filtered by using the menu at each column. There is also a search bar at the top of the table. The name of each proposal is a hyperlink to the proposal; select the hyperlink to open the proposal.

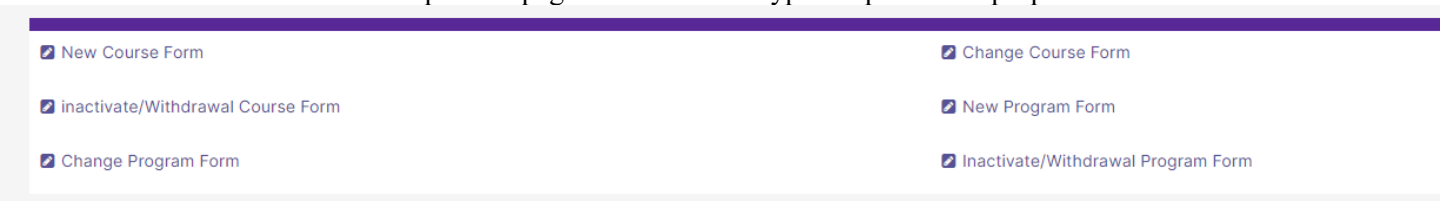


Filter by column categories

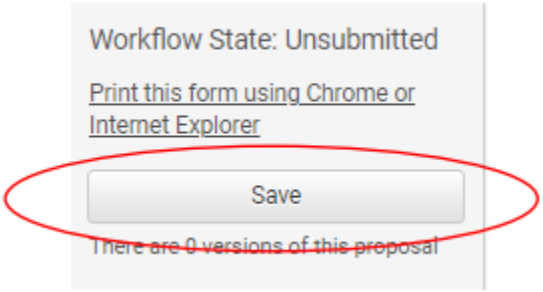
Hyperlink to view proposal

Open a New Form or Find a Saved Draft (Create a Proposal)

The forms available will be at the top of the page. Select a form type to open a new proposal.



Proceed to fill out the form as needed. Make sure you save often throughout the process, as the system does not automatically save for you.



Navigating Forms

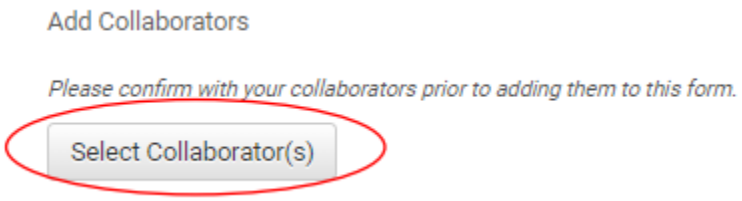
You can Save an item and return to it before submitting. Make sure to save often throughout completion of the form.

Find a saved form

To find a form you have saved, but not yet submitted, navigate to the My Items view.

Collaboration

If you are collaborating on a form, you may add people using the "Select Collaborator" button.



It is best to keep the number of collaborators small. Collaborators will have the same access as the person submitting the original proposal, including submitting the proposal for review. Additionally, collaborators will receive notifications as the proposal moves through the review process.

It is possible to remove a collaborator once they no longer need access to the form, but this will need to be done manually.

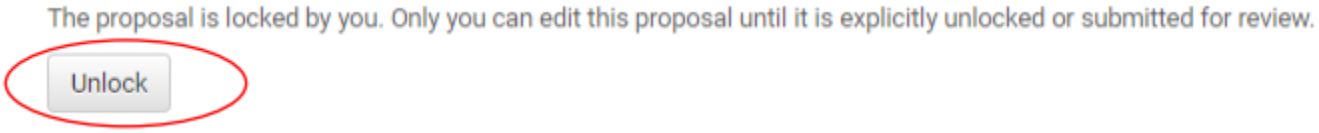
It is important to reach out and confirm with a collaborator prior to adding them to a form. Collaborators do not receive an automatic notification that they have been added but will see the draft proposal in their My Items.

Once selected, collaborators will be listed on the form.

Locking a form

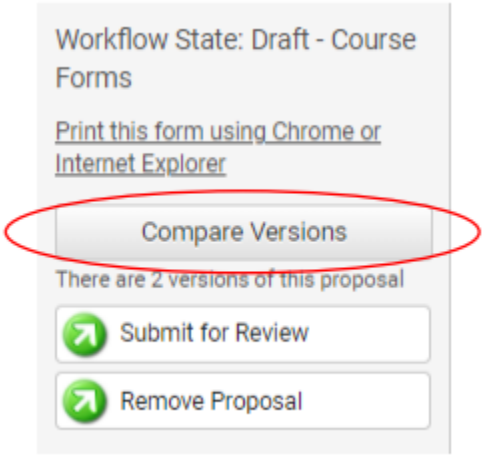
If there are collaborators on a form, you will need to lock the form to be able to edit or submit the proposal.

When you have the proposal locked no other user may edit the proposal. When you are done with your edits make sure you have saved your work and then unlock the proposal so that others may edit.



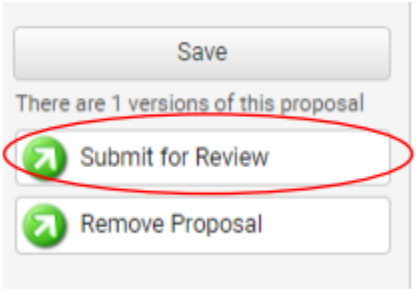
Comparing versions

Select the "Compare Versions" button to open a view of the proposal that will highlight changes made between versions. You will not be able to edit in this view, but it is a quick way to determine what has changed.



Submitting a Form

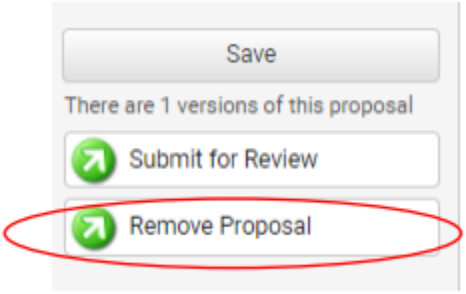
When a form is ready to be submitted to the first level of review make sure you have saved your work and then select "submit for review" from the top left.



Once you select Submit the proposal is routed to the Curriculum Services Representative. You do not have to complete any additional forms outside of the system. The Curriculum Services representative will route your proposal through the workflow and your item will be added to the next CAS agenda. The proposal will also become viewable in the main curriculum dashboard.

Removing a Draft Proposal

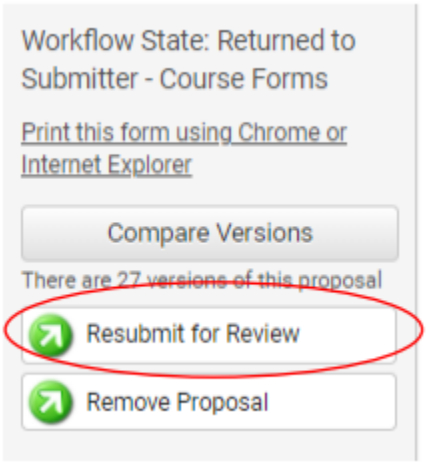
If you no longer need a draft proposal, then select “Remove Proposal” from the top right.



Editing the Proposal During the Review Process

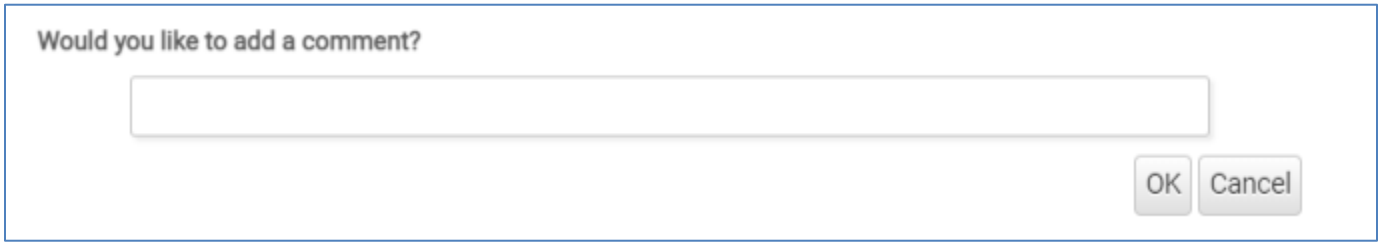
As part of the review process a reviewer may decide to send the proposal back for additional edits. If this happens you, and any collaborators, will receive a message that the proposal has been returned for edits. You will see that the status is now listed as "Returned to Submitter" both on the form and in the Curriculum Dashboard.

After all the requested edits have been made select "Resubmit for Review" to return the proposal to the reviewer. The proposal will be returned back to the last stage of review. For example, if edits were requested by the CAS Committee, then the proposal will be returned to that stage and will not need to route through the earlier stages of review again. It is best practice to email the person who requested edits to let them know the proposal has been returned.

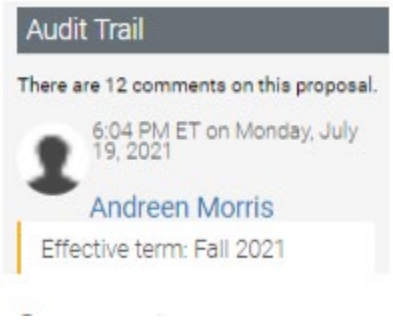


Audit Trail

Audit Trail Each time a proposal is moved in the system you will be prompted to add comments. You may add a comment, but you may also leave this field blank.



Comments will appear in the audit trail that appears on the left of the screen



Approval Notifications

You, and any collaborators, will receive automatic email messages when a proposal is approved and moves to the next stage of review.

Proposal Archive

When a proposal is fully approved it will no longer be visible in the Curriculum Dashboard. Instead, it will be moved to the Archived Proposal section of the CMS.

Questions

Questions regarding the CMS may be sent to Dawn Travis at dtravis@kcc.edu or Lesley Cooper at lcooper@kcc.edu.

Reviewing a Proposal

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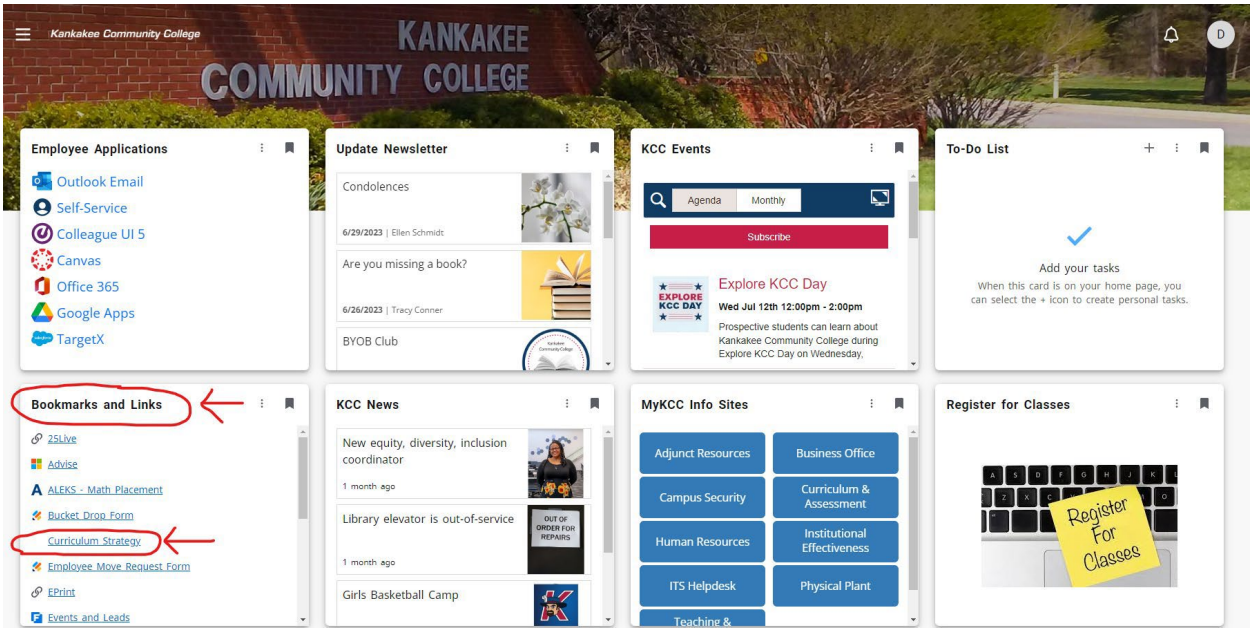
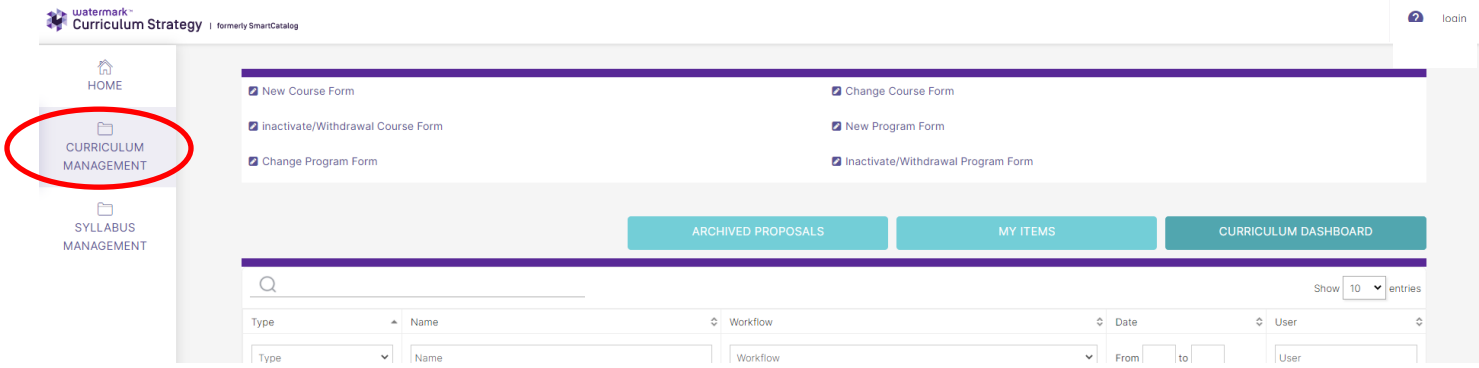
Reviewing a Proposal in the Curriculum Management System (CMS)

Accessing the CMS

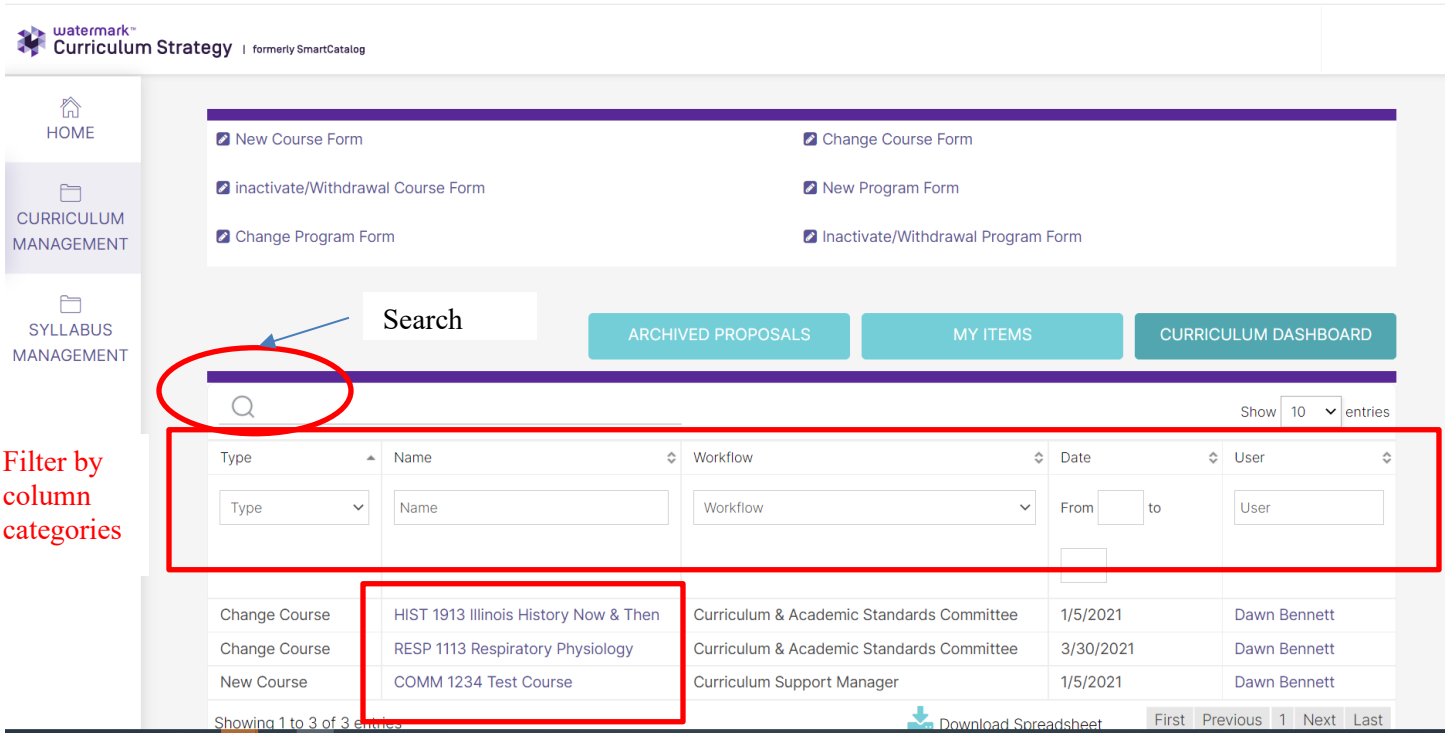
Anyone at KCC can access the CMS Dashboard and view proposals that are currently under review. Access the CMS by going to the KCC Portal and clicking Curriculum Strategy in the Bookmarks and Links section



Once in the CMS, select Curriculum Management on the left panel.

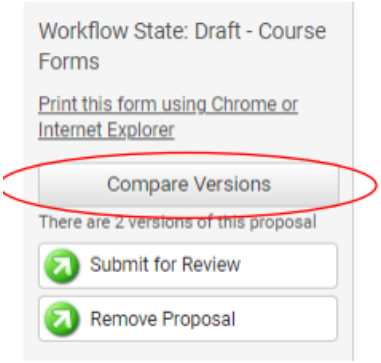


The system will open to the Curriculum Dashboard, which defaults to displaying ten proposals at a time. The Dashboard can be filtered by using the menu at each column. There is also a search bar at the top of the table. The name of each proposal is a hyperlink to the proposal; select the hyperlink to open the proposal.



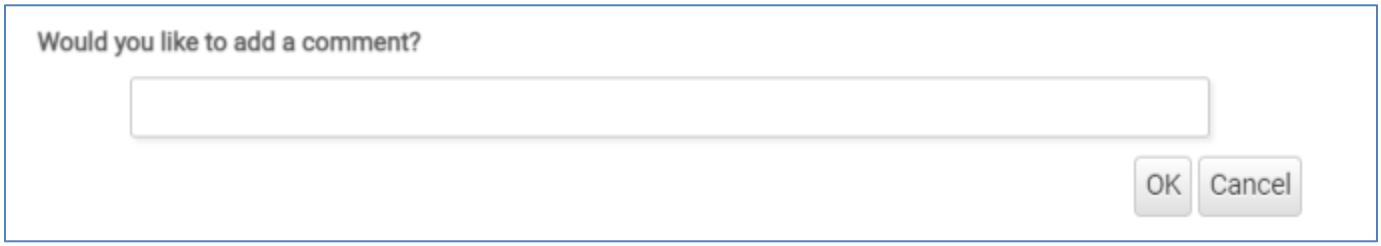
Comparing versions

Comparing versions Once a proposal is returned you may wish to easily view what has changed. To do so, select the "Compare Versions" button to open a view of the proposal that will highlight changes made between versions. You will not be able to edit in this view, but it is a quick way to determine what has changed.

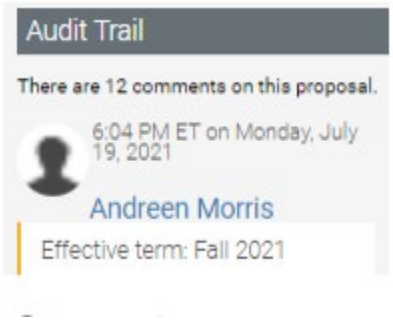


Audit Trail

Audit Trail Each time a proposal is moved in the system you will be prompted to add comments. You may add a comment, but you may also leave this field blank.



Comments will appear in the audit trail that appears on the left of the screen



Questions

Questions regarding the CMS may be sent to Lesley Cooper at lcooper@kcc.edu.

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Syllabus Management

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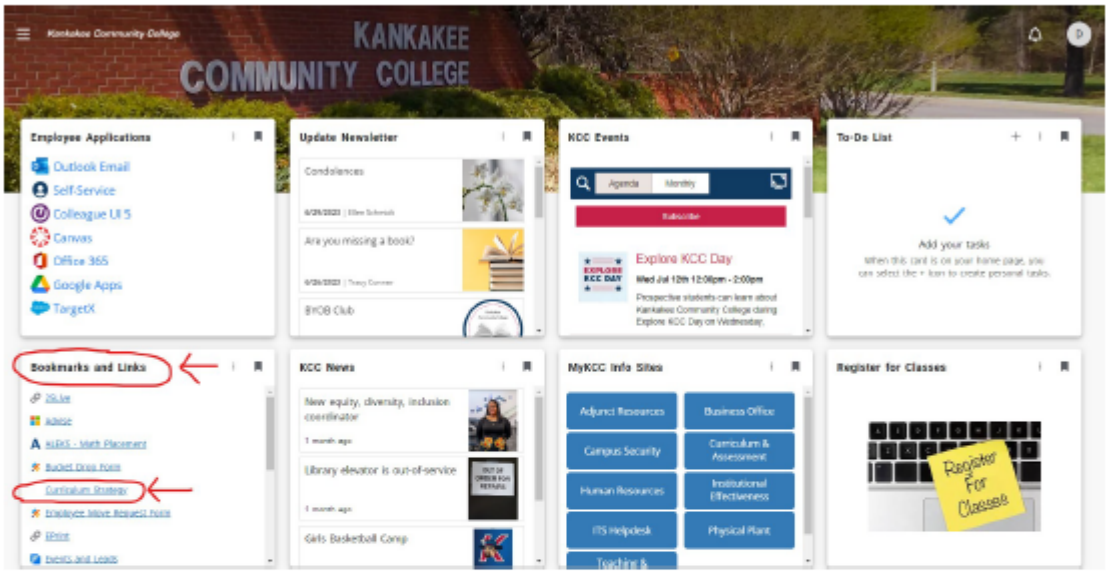
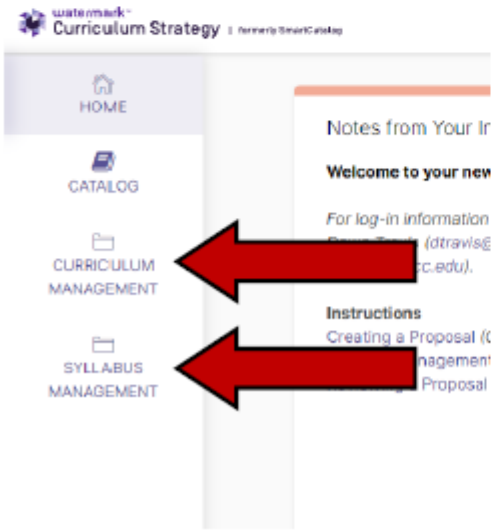
Syllabus Management in the Curriculum Management System

Access the Curriculum Strategy home page by going to the KCC Portal and clicking Curriculum Strategy in the Bookmarks and Links section

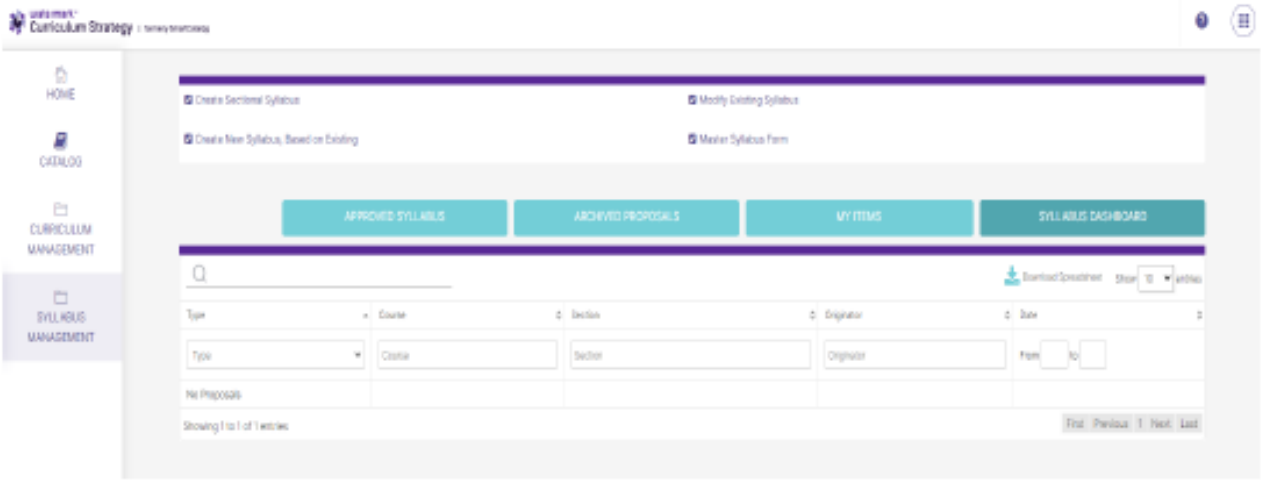




Houses information related to all courses and programs.

Houses information related to Master Syllabus and Course Section Syllabus.

Syllabus Management



- **Create Sectional Syllabus**- This form allows a faculty member to create a new course section syllabus. Information that is common to all sections of a course is auto-populated into the form, and section-specific information can then be added.

- **Create New Syllabus, Based on Existing**- This allows a faculty member to create a new copy of a preexisting syllabus and make necessary changes. This form could be used if you want to utilize a previously created syllabus and maybe just change the section number or dates in the calendar.

- **Modify Existing Syllabus**- Allows faculty to make changes to an existing syllabus that may have had errors. Changes made would override the original information.

- **Master Syllabus Form**- Allows to print information that is common to all sections of a course.

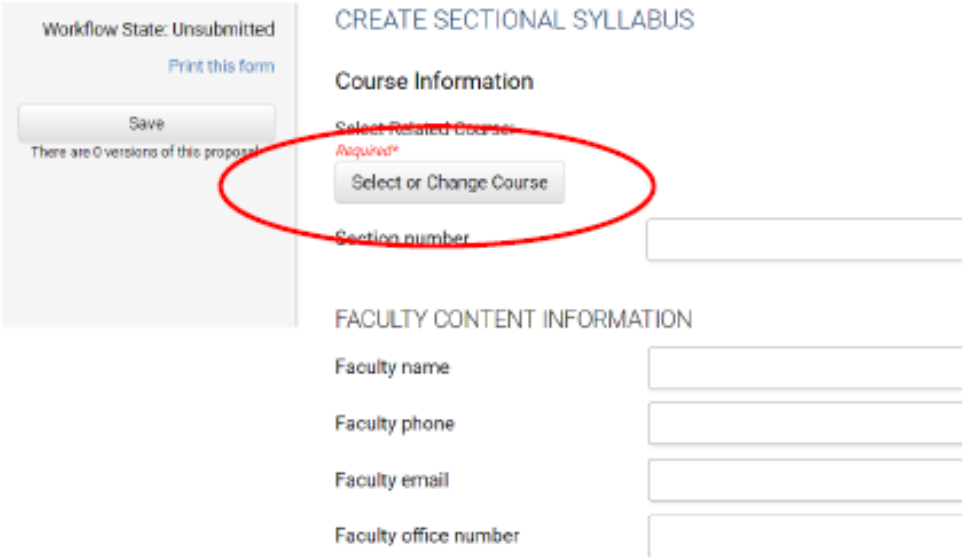
Create Section Syllabus

This form allows a faculty member to create a new course section syllabus. Information that is common to all sections of a course is auto-populated into the form, and section-specific information can then be added.

Step 1

Select the course.

After you select a course, the system will return all information relevant to all sections of the course.

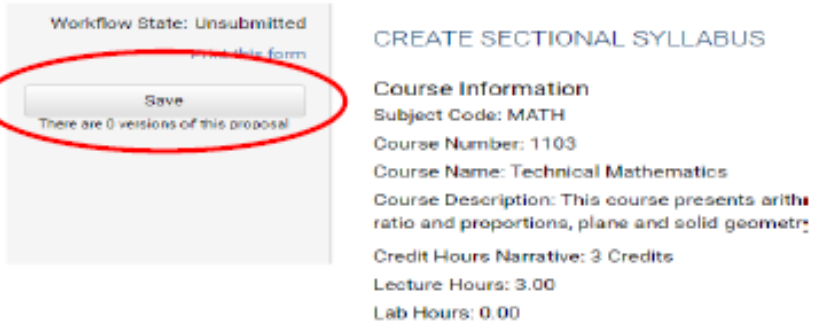


Step 2

Complete course specific fields.

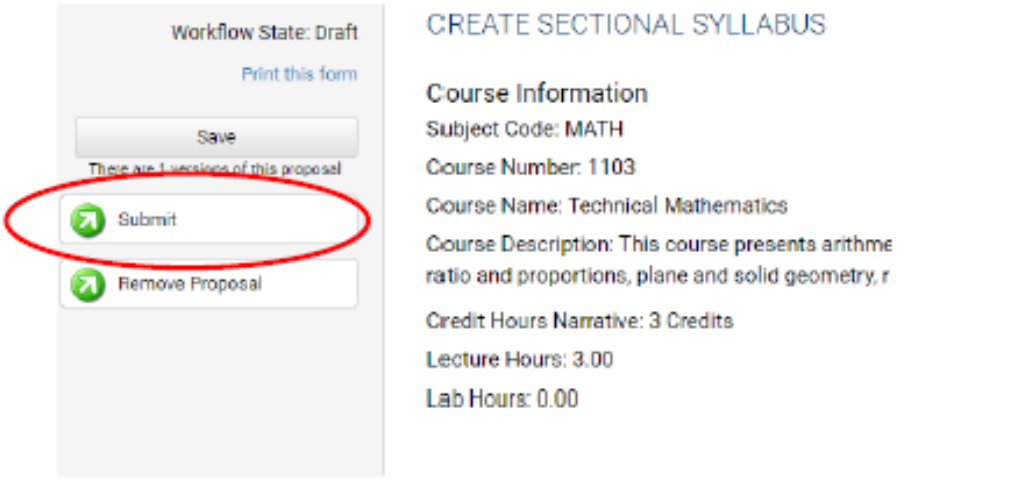
Step 3

Once you have all of your information entered, select Save.



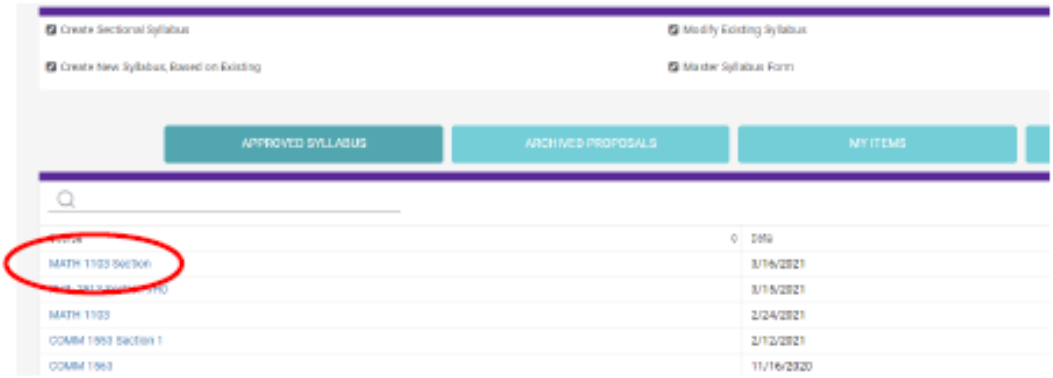
Step 4

Select Submit



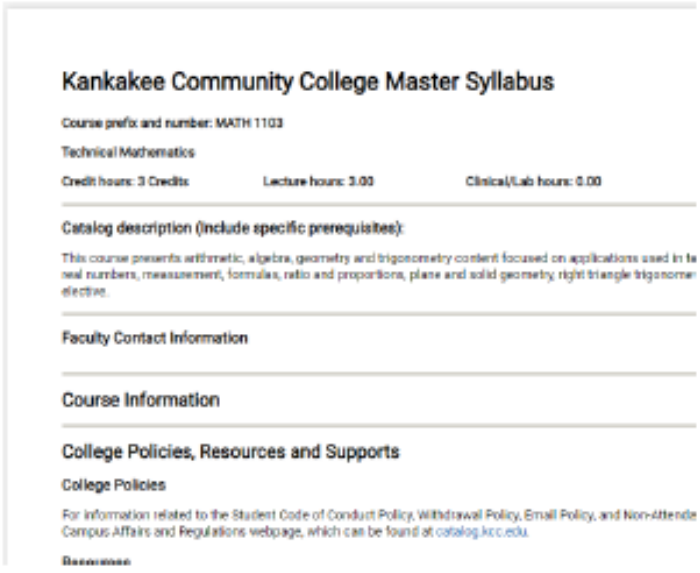
Step 5

Return to your dashboard and you will see the syllabus you created.



Step 6

Select the desired syllabus you created, and the system will produce a final pdf of the syllabus



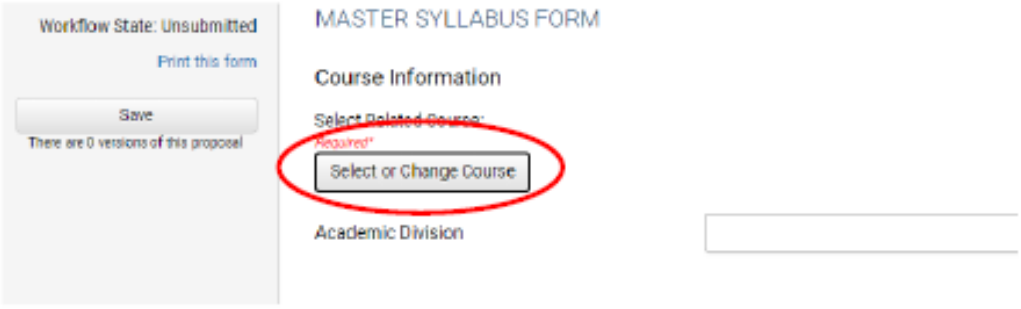
Create Master Syllabus

This form allows a faculty member to create a new course section syllabus. Information that is common to all sections of a course is auto-populated into the form, and section-specific information can then be added.

Step 1

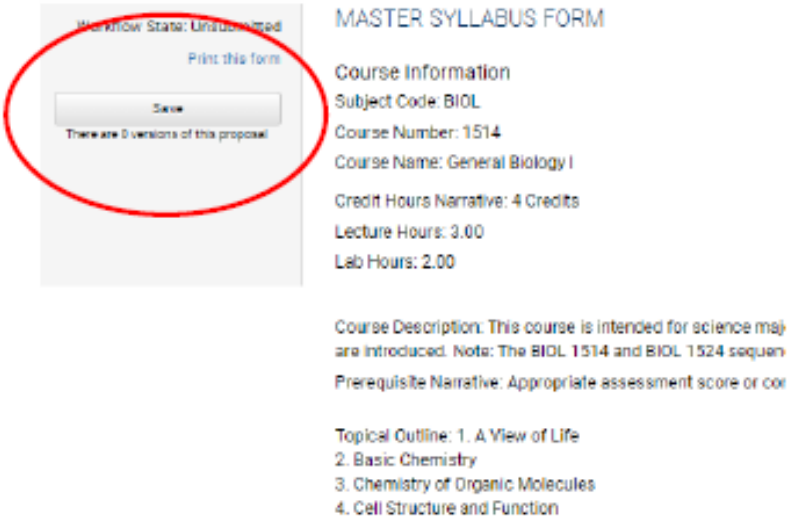
Select the course.

After you select a course, the system will return all information relevant to all sections of the course.



Step 2

Review information on the screen. If you need an informal copy you can use the "Print Screen" Feature. Otherwise, Save the proposal and then return to the dashboard to find your syllabus.



Kankakee Community College Master Syllabus

Course prefix and number: **Section number:**

Course title:

Credit hours: **Lecture hours:** **Clinical/Lab hours:**

Semester:

Catalog description:

Prerequisite:

Faculty Contact Information

<name>
<phone>
<e-mail>
<office room number>
<department>

Dean

<name>
<location>
<phone>
<email>

Division Office

<Location>
<phone>

Textbook(s) and/or Course Materials:

Relationship to academic programs and transferability <This section is for IAI courses only, occupational courses can omit>

(This course) was designed to meet specific student needs either individually or within a program and is designed to transfer to other colleges and universities. KCC participates in the Illinois Articulation Initiative (IAI), a statewide transfer agreement for general education courses. All colleges and universities participating in the IAI agree to accept a collective "package" of IAI general education courses; transfer of courses separately is not guaranteed. For more information about IAI and the transferability of courses to specific four-year institutions, go to itransfer.org and mycreditstransfer.org.

Goals and Objectives

Upon completion of this course, you will:
<Insert course outcomes>

General Education Goals and Objectives <This section is for general education courses only, all other courses can omit>

The general education program at KCC is designed to enable students to write, read and speak at a level reflecting college-level learning. The general education goals and objectives are designed to enable students to use reasoning and problem-solving skills, and to acquire skills in ethical reasoning. Students who complete the general education program will be able to examine complex topics and apply systematic processes to form conclusions. KCC has six general education goals:

<include only the outcomes for this course>

Critical Thinking: Students who graduate from KCC will be able to comprehensively analyze and

evaluate issues, ideas, and evidence before accepting or formulating an opinion or conclusion.

Communication: Students who graduate from KCC will be able to create and interpret messages within specific contexts and multiple channels and modalities.

Responsibility: Students who graduate from KCC will model ethical and professional behavior and cultivate an environment supportive of equity, diversity, inclusion, and belonging.

Evaluation

<Insert methods>
<Insert grading scale>

Course Policies

<Instructor to place course specific policies here (e.g., policies for attendance, incompletes, and classroom code of conduct)>

College Policies, Resources and Supports

College Policies

For information related to the Student Code of Conduct Policy, Withdrawal Policy, Email Policy, and Non-Attendance/Non-Participation Policy, please review the college's Code of Campus Affairs and Regulations webpage, which can be found at catalog.kcc.edu.

Resources

KCC offers various academic and personal resources for all students. Many services are offered virtually, as well as in person. Please visit Student Resources – Kankakee Community College to access student resources services such as:

- Clubs and organizations
- Counseling and referral services
- Office of disability services
- Student complaint policy
- Transfer services
- Tutoring services, etc.

Copyright & Syllabus Disclaimer

Course syllabus/calendar is subject to change.

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Glossary

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Definitions

CAS: Curriculum and Academic Standards Committee: KCC committee that is charged with directing the course and curriculum development process while maintaining the integrity of the course and curriculum.

CIP Codes: Classification of Instructional Programs codes, a six-digit code developed by the National Center for Education Statistics (NCES) to identify the subject matter of the wide range of academic, occupational, and personal enrichment programs. There are Illinois-specific adaptations of these codes.

CSM: Curriculum Support Manager

CTE: Career and Technical Education

Curriculum: The combination of courses of study that comprise a certificate and/or program.

Form 13: ICCB's required form for articulating transferable courses with four-year universities.

IAI: The Illinois Articulation Initiative, which is the agreement that facilitates student transfer from one participating Illinois college/university to another in order to complete a degree.

IBHE: Illinois Board of Higher Education: The General Assembly and Governor Otto Kerner created the Board of Higher Education in 1961 to plan and coordinate Illinois' system of colleges and universities at a time when enrollments in post-secondary education were taking flight. The goal was to create an agency with the expertise, credibility, and statewide perspective to map an efficient and orderly course for the dramatic growth of higher education then underway.

The Board of Higher Education consists of 16 members as follows: 10 members appointed by the Governor, by and with the advice and consent of the Senate; one member of a public university governing board and one member of a private college or university board of trustees, each appointed by the Governor without the advice and consent of the Senate; the chairman of the Illinois Community College Board; the chairman of the Illinois Student Assistance Commission; and 2 student members selected by the recognized advisory committee of students of the Board of Higher Education, one of whom must be a non-traditional undergraduate student who is at least 24 years old and represents the views of non-traditional students, such as a person who is employed or is a parent. One of the 10 members appointed by the Governor, by and with the advice and consent of the Senate, must be a faculty member at an Illinois public university.

ICCB: The Illinois Community College Board, which is the state coordinating board for community colleges that administers the Public Community College Act. The Illinois Community College Board consists of eleven members appointed by the Governor and confirmed by the Senate for six-year terms. One student member is selected by the ICCB Student Advisory Committee for a one-year term. The Board Chair is selected by the Governor. Board meetings are held six times per year (January, March, May, June, September, and November). July and December meetings are scheduled on a subject- to-call basis.

The Illinois Community College Board utilizes the advice and counsel of all constituent groups of the community college system in establishing policies necessary to implement state statutes.

Four organizations representing various community college constituents in the state have been designated as official advisory groups to the Illinois Community College Board. These four organizations are the

Illinois Presidents Council, the Illinois Community College Trustees Association, the Illinois Community College Faculty Association, and the ICCB Student Advisory Committee.

ICCIS: Illinois Community College Information System, the website for all course and program submissions to the Illinois Community College Board (ICCB), was formerly CurricUNET.

PCS: Program Classification System, a two-digit code for identifying both instructional programs and other functions of the college.

Student Learning ASSESSMENT HANDBOOK

Rev. April 2024

2022-2023 STUDENT LEARNING COMMITTEE

Dr. Lesley Cooper, co-chair
Ruth Fabbro, co-chair
Lamanda Baade
Tracy Conner
Charlie Cooke
Trisha Dandurand
Jessica Kawa
Rylee Mann
Kris Salmons
Maurice Sullivan
Paul Carlson
Chris Gibson
Jennifer Huggins
Dr. Quincy Rose Sewell

STUDENT LEARNING ASSESSMENT
HANDBOOK CONTENTS

What is assessment and why should you assess?
This **Introduction** explains why we assess, the academic process of assessment, the five different levels of assessment, KCC's assessment timeline, and finally, individual responsibilities for assessment.

How do you define and develop student learning outcomes?
Chapter 1 provides you with an overview for writing measurable course- and program-level student learning outcomes. It stresses the importance of defining expectations and standards and includes how to make revisions to existing outcomes in order to ensure each statement is clear.

How do you select classroom assessment techniques?
Chapter 2 is a short explanation of classroom assessment techniques (CATs) along with examples that can be used in your classroom. Faculty use CATS for immediate feedback on how well students learned at the end of a particular class period, module, or unit.

How do you plan for course assessment?
Chapter 3 provides ten steps to tailor an assessment plan using the **Plan, Do, Check** process.

How do you plan for program assessment?
Chapter 4 is for individuals needing assistance in developing plans for program assessment from beginning to end.

How do you choose appropriate methods of assessment?
Chapter 5 includes guidelines for selecting appropriate assessments that can help identify strategies and methods to collect assessment data.

How do you close the loop and apply your assessment results?
Chapter 6 describes how to close the loop on assessments and use the results to improve courses and programs.

Appendices

A. Assessment forms for planning assessment and report forms for course and program assessment
B. General Education Rubrics
C. Action Verbs for Learning Outcome Statements following Revised Bloom's Taxonomy
D. Example questions using Revised Bloom's Taxonomy
E. CATs Toolkit
F. Examples of Rubrics or Primary Trait Scales

Introduction

What is assessment? Why do assessments? What is in it for me?

What is assessment?

Assessment is the process of gathering and interpreting information about student learning. The data gathered in this process can then be used as "proof" of student learning and can also be used to improve student success in future courses. The real question is not whether we are doing a good job teaching but rather are we systematically reviewing, documenting, and assessing the relevant evidence. Assessment gives us the power to toot our own horns over the success of our courses, our programs, and the ongoing process of continually improving teaching and learning.

Why do assessments? What is in it for me?

Course and program improvement
One of the primary purposes of assessment is to provide feedback to determine how courses and programs can be improved to enhance student learning.

Self-evaluation of instruction
Assessment can be used by faculty to help them self-evaluate and improve their teaching.

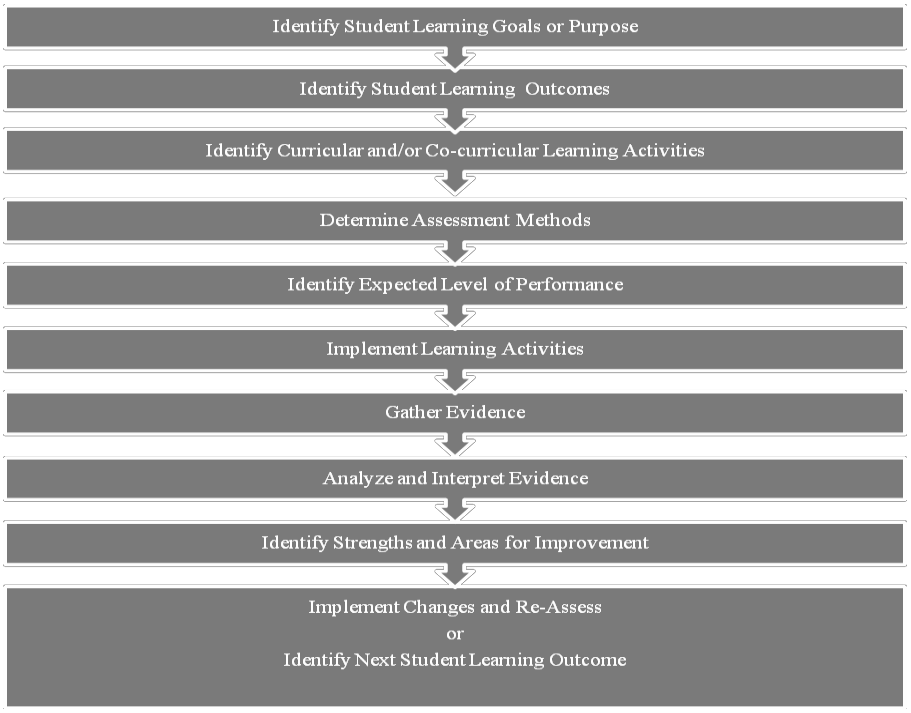
Course design and revision
Assessment can help identify the need for a new course and determine placement of new and old courses in the curriculum. Additionally, learning outcomes can be used by faculty in the classes they teach to assist in developing assignments that include the intended abilities, knowledge, values, and attitudes of that course or program.

Curricular assessment and change
Assessment can help departments think about their curriculum. A department can determine in which of the offered courses each learning outcome is addressed to determine if redundancy or overlap occur and where gaps exist.

(Adapted from Gronlund, 2000 and Roth, Beyer, and Gillmore, 2002)

Academic Assessment Process

The assessment process begins with identification of curriculum goals and the purpose of the course or program. Then, student learning outcomes are identified - outcomes are core ability statements that focus on measurable and observable skills and knowledge. Existing programs and courses should have already identified goals and outcomes. As such, they will skip the first steps and begin each semester by determining the activities that provide the learning experiences which allow students to demonstrate the outcomes identified. This step provides a proactive check to make sure that sufficient activities have been included to meet the learning outcomes and provide information about where and when assessment methods might be used.



After learning activities have been identified, assessment methods are selected. The selection process must take into account the learning outcome being assessed and the inherent advantages and disadvantages that are specific to the methods being considered. Next, the expected level of performance is identified for each assessment method.

Once the learning experience has taken place and the assessment data is collected, the information is analyzed and interpreted. The expected level of performance is used during the analysis to compare the expectation against what was observed. This information will identify the strengths and weaknesses of a course or program. While assessment results could indicate improvement is needed in the learning activity, it could also indicate that improvements are necessary in the goals, outcomes, and/or assessment methods. These changes are implemented, and the assessment process begins again. The newly generated information is used to determine the effectiveness of the changes.

Five Levels of Assessment

Assessment is the mechanism by which we find out if our intentions for a course or program have been successfully transformed into actual student learning. It is essential that assessment practices are practical, achievable, and effective.

Classroom assessment is done by individual faculty within the context of individual classes. Formal and informal measures of learning are collected and assessed, and instruction is modified as necessary to improve. This type of assessment is not documented or monitored by the college. Refer to page 93 for sample CATS

Course-level assessment measures student learning upon the completion of a particular course. Each department is expected to conduct course-level assessments. It is important to emphasize that course-level assessment is not measured at the section level. It is a reflection of what students have learned in the course regardless of who is teaching it. Faculty are encouraged to work together within their departments to review and select course outcomes to measure.

Program-level assessment measures student learning upon the completion of a particular degree or certificate. The program assessment process is designed to align course-level outcomes and curriculum requirements to the degree or certificate. Program outcomes are defined by the faculty and are written to reflect the accumulation of skill and knowledge a student will gain through the curriculum. Often program level learning outcomes are identified by a licensure or certification exam and/or other industry and employer standards. Programs will be assessed in collaboration with the existing program review cycle that occurs every five years.

General education assessment measures student learning upon the completion of a degree. Provides students with the ability to realize their potential as educated, responsible, and productive lifelong learners in a diverse and rapidly changing world. KCC's general education program consists of a core of intellectual, aesthetic, and cultural experiences which introduce students to essential knowledge, skills, and values for future success in their field of study and the workplace and which encourage connections across disciplines

The *assessment of student satisfaction and engagement* is guided by the principle that the college is dedicated to measuring and improving student perceptions and learning behaviors as a key strategy towards student success. These reports are summarized and communicated to a wide audience of stakeholders, and individual survey questions are often used as an assessment tool in various goal-setting arenas.

Adapted from Elgin Community College (Elgin, Il.), Assessment of Student Learning Handbook, version 1.1, August 2009

GEN ED ASSESSMENT TIMELINE

Step 1 to be completed in the Fall/Spring semester

- Assemble a team of faculty and staff to assess the general education outcome for that year
- The previous team will meet and mentor the next group

Step 2: to be completed at November/ April Student Learning Committee Meeting

- The team will provide the Student Learning Committee with its methodology for assessing the general education outcome.

Step 3 to be completed at the September/February Student Learning Committee Meeting

- Report to SLC plan before initiation of data collection
- The team will implement the methodology/
- The team will be responsible for any request to IR and faculty to complete the general education assessment

Step 4 to be completed at November/ April Student Learning Committee Meeting

- Faculty submit artifacts to the Student Learning Committee.
- Assess student artifacts
- Analyze data
- Identify any recommendations for faculty, student and Student Learning Committee

Step 5 to be completed at Fall/Spring Inservice

- Results and recommendations from the study are presented to faculty at in-service.
- The new team is assembled for the next general education outcome
- The previous team will meet and mentor the next group

Step 6 to be completed in the final Fall/Spring Semester

- The team will create a means of dissemination of the results

Suggested General Education Assessment Timeline

	Communication	Critical Thinking	Responsibility
Fall 2022	Collect Data		
Spring 2023	Analyze/Interpret/ identify recommendations	Collect Data	
Fall 2023	Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations	Collect Data
Spring 2024	Collect Data	Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations
Fall 2024	Analyze/Interpret/ identify recommendations	Collect Data	Report out at inservice/implement recommendation
Spring 2025	Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations	Collect Data
Fall 2025	Collect Data	Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations
Spring 2026	Analyze/Interpret/ identify recommendations	Collect Data	Report out at inservice/implement recommendation
Fall 2026	Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations	Collect Data
Spring 2027	Collect Data	Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations
Fall 2027	Analyze/Interpret/ identify recommendations	Collect Data	Report out at inservice/implement recommendation
Spring 2028	Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations	Collect Data
Fall 2028	Collect Data	Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations
Spring 2029	Analyze/Interpret/ identify recommendations	Collect Data	Report out at inservice/implement recommendation

	Communication	Critical Thinking	Responsibility
Fall 2029	Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations	Collect Data
Spring 2030	Collect Data	Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations
Fall 2030	Analyze/Interpret/ identify recommendations	Collect Data	Report out at inservice/implement recommendation
Spring 2031	Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations	Collect Data
Fall 2031		Report out at inservice/implement recommendation	Analyze/Interpret/ identify recommendations
Spring 2032			Report out at inservice/implement recommendation

The Assessment Committee Roles and Responsibilities

Purpose: The Student Learning Committee establishes the processes and procedures for conducting assessments at Kankakee Community College.

Primary Responsibilities:

- Establish a timeline and a subsequent program for continuous assessment of Institutional, Program, Course, and Co-curricular Learning Outcomes, including a periodic review of existing assessment effectiveness.
- Act as a resource to academic and non-academic departments, programs, and committees as well as individual faculty and staff to assess student learning outcomes.
- Receive, review, and provide feedback on assessment documents, including but not limited to program maps, 5-year program plans, course and program objectives, general education learning outcomes, and yearly reports of assessment.
- Report the results of Student Learning Committee work college-wide and solicit input or ideas as appropriate
- Submit annual reports to the Director of Institutional Effectiveness and Assessment for planning and budget purposes.
- Provide training and educational opportunities for faculty and staff that will facilitate awareness of assessment issues and practices.
- Remain current and knowledgeable about the latest assessment tools, practices, and guidelines.

Membership:

- Faculty Representation (Voting Members): Membership will be made up of faculty members from each division, when feasible. Faculty members commit to a two-year term, which is renewable.
- Administrative Representation (Non-Voting Members): Membership will be made up of no less than one (1) Associate Dean, the Vice President for Academic Affairs, Director of Institutional Effectiveness and Assessment, and others as assigned by the College.
- Other members (Voting Members): Membership will be made up of no fewer than four staff members, with representatives from areas such as Student Affairs, Student Life, Corporate and Continuing Education, Student Success Center, Miner Memorial Library, Adult Education, etc.

Committee Co-Chair Position

- The Chairs of the Student Learning Committee consist of one faculty member and one curriculum and assessment staff member. These chairs will work with their colleagues to develop and implement assessment plans within their respective divisions.
- The voting members will select the Faculty Co-chair position. The co-chair position will be voted on annually at the fall in-service with unlimited terms as determined by re-election.
- The student learning chair is also responsible for:
  - Reviewing and modifying assessment guidelines, procedures, and forms with the committee on a yearly cycle.
  - Assisting college employees with course, program, and general education outcome assessment plans and reports.
  - Providing employees with feedback on assessment efforts.
  - Suggesting employee development activities that will advance the effectiveness of the outcomes.
  - Assisting the Office of Institutional Research with preparing and submitting annual assessment reports.
  - Facilitating the development of a campus-wide culture of assessment.
  - Archiving and maintaining a central collection of assessment documents.

Who Does What? Assessment Responsibilities

Assessment is a campus-wide effort that helps us create a shared academic culture dedicated to ensuring and improving the quality of higher education. It involves making our expectations explicit and public, as well as setting appropriate criteria and high standards for learning. The following is a list of duties and responsibilities that reflects the expectations of all those involved in assessment at Kankakee Community College.

Faculty Assessment Duties

The purpose of assessment is to measure student learning. Faculty members are the key driver in the assessment process and responsible for reviewing resulting data and using it where appropriate to validate changes to improve student learning. All faculty, who are either the sole instructor of a course or a group of faculty members teaching the same course section, are accountable for:

Course Assessment

A course assessment plan will be created by the faculty and the Dean. All assessment plans and results will be reviewed by the Student Learning Committee every year. Assessment results will assist the Director/Coordinator/Leads in completing the ICCB 5-year program review. All faculty teaching the same course will collaborate to determine the outcome to be assessed, the method of assessment, and the expected standards for the outcome. If there is only one faculty member teaching multiple sections of the same course, they should assess the same outcome in all course sections, using the same outcome and method of assessment. If multiple faculty are teaching the same course, only one report form should be submitted and include section numbers and names of instructors.

Program Assessment

Using a 5-year assessment plan, the Program Coordinator/Director, Dean, and all faculty teaching the same courses within the program will collaborate to determine the outcome to be assessed, the method of assessment, and the expected standards for the outcome. If multiple faculty are teaching the same course, only one report form should be submitted but it must include section numbers and names of instructors.

General Education Assessment Team

A research team that is made up of faculty, staff, and administration will be tasked to assess student learning for a specific general education outcome. The team will be asked to create a methodology for assessing the outcome, implement the research, analyze and interpret the research, and make recommendations for faculty and students. The team will also be required to mentor the following group in the process.

Program Directors/Coordinators/ Leads

Outcomes assessment within a degree program is a process of articulating expected student learning outcomes, collecting data to evaluate the extent to which students achieve those outcomes, and using that information for program development. In collaboration with other full-time and part-time faculty members teaching in their program, they are accountable for:

- Determining responsibilities for assessment efforts in their programs by supporting full- and part-time faculty with the development of program outcome assessment plans, standards for the outcome, and submission of required reports to the Dean and Student Learning Committee.
- Completing and submitting the program assessment **5 Year Plan** to the Student Learning Committee.
- Ensuring the outcomes are measured and the data is collected from all course sections involved in the assessment.
- Collaborating and actively engaging as many faculty as possible in the outcomes assessment process.
- Facilitating the development of a campus-wide culture of assessment.

Deans

Deans work with their division faculty and colleagues to determine appropriate student learning outcomes respective to their disciplines and lead division faculty through the process of writing outcomes, as well as selecting methods of and standards for assessments. The Deans are also responsible for:

- Assuring outcome assessment plans are updated annually and reported to the Student Learning Committee.
- Collaborating with faculty using data to compare the results of assessments with intended outcomes.
- Communicating results of student outcomes assessment to their divisions.
- Assisting with improvements based on data collected from their courses and programs.
- Summarizing in a yearly report the success of course and/or program assessment and, if needed, using data collected along with state proposed plans to make improvements to a course. The report is shared with the Student Learning Committee in April and at division meetings, as appropriate.
- Facilitating the development of a campus-wide culture of assessment.

Office of Institutional Effectiveness and Assessment

The Office of IE&A is responsible for:

- Assisting in the collection and reporting of assessment data to the campus community.
- Collecting data from the assessment chair at the end of the spring and fall semester.
- Creating a compiled report of course, program, and general education assessment results and plans for improvement for the Vice President for Academic Affairs, Deans and Program Directors/Coordinators/Leads.
- Facilitating the development of a campus-wide culture of assessment.

Vice President for Academic Affairs

The Vice President for Academic Affairs leads the efforts of all academic assessment plans within the college. The Vice President is also responsible for:

- Overseeing the ongoing operation of the assessment plan
- Promoting the use of assessment results for improvement

- Providing resource support for academic assessment efforts and improvement actions based on assessment results
- Reviewing academic assessment plans and result reports
- Reviewing the annual assessment summary report from Deans on the individual division's assessment results and plans for improvements
- Recognizing exemplary assessment efforts and the use of assessment results
- Facilitating the development of a campus-wide culture of assessment

Chapter 1

Developing Program and Course Outcomes

Program Outcomes are statements of specific knowledge, skills, abilities, and behaviors that students must meet in order to successfully complete the program. Many program outcome statements are guided by the standards of the program's certifying agencies, and some are developed by the program director and the faculty who teach courses within the program. Program outcomes are core ability statements that focus on measurable and observable skills and knowledge. Program outcomes should be clear, concise, and measurable and build on what already formally or informally guides the program.

The following questions may be useful in thinking about specific outcomes that would be most important for the program:

- Which characteristics resulted from the program itself?
- What can the ideal student do?
- What do they know?
- What do they care about?
- What experiences in the program have produced this student?
- What should everyone exiting the program know?

Developing appropriate and useful outcomes is a process; it's not unusual to revisit and refine outcome statements. In most cases, it is only when you try to develop ways of assessing program outcomes that the need for refining them more precisely becomes apparent.

Student Learning Outcome statements for programs include:

- A verb that identifies the performance to be demonstrated
- A learning statement that specifies what learning will be demonstrated in the performance
- A broad statement of the criterion or standard for acceptable performance

Verb (performance)	Learning Statement (what learning will be demonstrated)	Criterion (the conditions of the performance demonstration)
produces	documents	using a word processing software

Examples of Program Outcome Statements

- Utilize safe working techniques and practices
- Operate welding tools and equipment
- Utilize computerized equipment for welding and cutting
- Read prints and interpret welding symbols
- Use measuring and layout tools properly
- Apply metallurgy principles to welding and metal fabrication processes

Course outcomes describe small, discreet skills or "nuts and bolts" that require basic thinking skills. Think of course outcomes as the building blocks used to produce whatever is used to demonstrate mastery of an outcome. Course outcomes should focus on observable skills and knowledge and be measurable. If the course is a part of a program, it should be directly linked to the program outcomes.

Adapted from Mager, R. (1984). Preparing Instructional Objectives. Belmont, Ca

Student-Centered

All learning outcomes should focus on the student. An effective learning outcome will explain expectations for student behavior, performance, or understanding. To ensure that learning objectives are student-centered, a good objective should appropriately complete the statement "The student will..."

The Behavior

Learning outcomes are written in terms of an observable behavior; essentially, learning outcomes should provide a description of what the student will be able to do. When writing the outcome in performance terminology, the selection of an effective action verb is of utmost importance. The use of a clear, targeted verb provides directions about the expectations of student performance at the completion of instructional activities. Because the verb provides the desired direction of emphasis, it is important to choose a verb that is focused and targets a level of performance appropriate for the course.

The Standard/Criteria

Each learning outcome should be measurable and include the criteria for evaluating student performance. Generally, criteria provides information to clarify to what extent a student must perform to be judged adequate; thus effective learning outcomes indicate a degree of accuracy, a quantity of correct responses or some other type of measurable information. Standards serve the dual purpose of informing students of performance expectations and providing insight as to how achievement of these expectations will be measured. Since students will utilize the standards to guide their performance, be sure to use specific terminology that has limited interpretations and ensure that all students understand the same interpretation.

Examples of criteria include:

- When asked to do so, the participant will demonstrate effective listening skills, as measured by the ability to accurately paraphrase the comments of other group members at least 75% of the time during the debriefing period, as measured by the program leader.
- Upon request, the participant will demonstrate knowledge of volleyball rules, by correctly answering all of the questions asked during an oral review, as measured by the instructor.

Learning Outcome Statements

The following is a collection of poorly written student learning outcome statements and explanations for and examples of improvements.
Adapted from Carl J. Wenning, Coordinator Illinois State University Physics Teacher Education Program

Example
Poor: Students should know the historically important systems of psychology.

This is poor because it says neither what systems nor what information about each system students should know. Are they supposed to know everything about them or just names?

Example
Better: Students should know the psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology.

This is better because it says what theories students should "know", but it still does not detail exactly what they should "know" about each theory, or how deeply they should understand whatever it is they should understand.

Example
Best: Students should be able to recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology.

How do you fix an unclear outcome?

Example:
"Participants will develop an appreciation of cultural diversity in the workplace."

If you ask a simple question ("Can **it** be measured?"), you can readily see that this learning outcome has shortcomings. It is not measurable - one needs to know how a student will demonstrate that they "appreciate".

Modified statement:
"Participants will summarize in writing their feelings about cultural diversity in the workplace."

Learners now have a much better idea of what is expected of them. What is the importance of action verbs? Since the learner's performance should be observable and measurable, the verb chosen for each outcome statement should be an action verb which results in overt behavior that can be observed and measured.

Student learning outcome statements should be distinctive and specific.
It is constructive and beneficial to select outcomes that help distinguish and highlight what they have gained. Please note that although a distinctive outcome is recommended, it is not

required. You can elect to choose a generic outcome. Examples of generic and distinctive outcomes are provided below:

Example of a generic outcome:
Students completing the Engineering program will be practiced in design skills.

Example of a distinctive outcome:
Engineering graduates will demonstrate knowledge of math, science, and engineering fundamentals. Specifically, the student will have the ability to: demonstrate general design principles; use fundamental engineering techniques, skills, and tools for engineering practice; analyze and interpret data to produce meaningful conclusions and recommendations.

Student learning outcome statements should describe the abilities, knowledge, values and attitudes expected of students and NOT the actual results.

Example of an outcome framed in terms of an individual course:
Students completing the XYZ course in Hypothetical Engineering will receive a B.

Example of an outcome framed in terms of the program:
Graduates from the XYZ program will demonstrate knowledge of engineering fundamentals.

Student learning outcome statements should be simple.
Do not join elements in one statement that cannot be assessed by a single assessment method. In this example you need to measure satisfaction separately from the number of requests for service.

Example of a "bundled" statement:
Customers will be highly satisfied with the service and requests for service will increase

This next example would likely require two different methods of assessment. Notice that an oral presentation would require a different approach than assessing knowledge of mathematics

Example of joined elements
Engineering graduates will demonstrate knowledge of math, science, and engineering fundamentals, and gain competency in basic skills such as writing reports, communicating research ideas and oral presentations.

Student learning outcome statements should focus on the learning result and not the learning process

Despite the clear distinction between learning result and learning process, they are often confused in learning outcome statements. Learning outcome statements should be stated such that the focus is on the expected performance of students in terms of their abilities, knowledge, values and attitudes and NOT on the process of instruction and learning.

Example of a statement focusing on learning process:
Introduces computer applications.

The wording of this statement focuses attention on the teaching activity (which in this case is to introduce students to computer applications) and not on the intended outcome of the instruction. This is not a student learning outcome.

Example of a statement focusing on learning result or outcome:
Demonstrates proficiency in XXX computer applications

The wording of this statement focuses attention on the intended learning result or outcome, that is, what is expected from a student. This is a student learning outcome.

Student learning outcome statements should be stated such that the outcome can be measured by more than one assessment method.

An outcome statement should not impose restrictions on the type or number of assessment methods that have to be used to evaluate the outcome.
In this outcome statement only one measure can be used to evaluate the student's performance since this is what is specified in the statement.

Example of an outcome statement that can only be measured by one specific assessment method:
Students completing the Hypothetical Engineering program will score over 95% on a locally developed Engineering examination.

Specific assessment methods have not been identified in the outcome statement and thus several measures can be used to evaluate the knowledge that the students have gained as a result of the program.

Example of an outcome statement that can be measured by several assessment methods:
Students completing the Hypothetical Engineering program will demonstrate competence and the ability to apply engineering principles.

More **Examples** to Consider

Fine Arts

Broad: Students will demonstrate knowledge of the history, literature and function of the theatre, including works from various periods and cultures.

More specific: Students will be able to explain the theoretical bases of various dramatic genres and illustrate them with examples from plays of different eras.

Even more specific: During the senior dramatic literature course, the students will be able to explain the theoretical bases of various dramatic genres and illustrate them with examples from plays of different eras.

Philosophy

Broad: The student will be able to discuss philosophical questions.

More specific: The student is able to develop relevant examples and to express the significance of philosophical questions.

General Education

Broad: Students will be able to think in an interdisciplinary manner.

More specific: Asked to solve a problem in the student's field, the student will be able to draw from theories, principles, and/or knowledge from other disciplines to help solve the problem.

Chapter 2

Selecting Classroom Assessment Techniques (CATs)

Classroom Assessment is a simple method faculty can use to collect feedback, early and often, on how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality.

Angelo, T. A. & Cross, K.P. (1993). Classroom Assessment Techniques, A Handbook for College Teachers, 2nd ed. San Francisco: Jossey-Bass

CATs possess the following characteristics: Examples in Appendix E

- **Learner-Centered**
  CATs shift the focus of faculty and students on observing and improving learning rather than on observing and improving teaching. CATs provide faculty data for making adjustments in the classrooms to improve learning.

- **Teacher-Directed**
  CATs respect the academic freedom of faculty. The faculty member gets to decide what to assess, the methods of assessment, and how to address the data gathered through the CATs. In addition, the faculty member can decide whom to share the data with (within and outside the classroom).

- **Formative**
  The purpose of CATs is to improve the quality of student learning, not to provide evidence for evaluating or grading students. These assessments should not be graded and should be anonymous.

- **Context-Specific**
  CATs have to respond to the particular needs and characteristics of the faculty, students, and disciplines to which they are applied. What works well in one class might not work in another.

- **Ongoing**
  CATs are an ongoing process. By using CATs, faculty are able to get feedback from students on their learning. Faculty are then able to give feedback to students by sharing the results of the assessment and making enhancements in the classrooms. To check on the usefulness of their enhancements, faculty use CATs again, continuing the "feedback loop." As the approach becomes integrated into the classroom routine, the communications loop connecting faculty and students becomes more effective.

Getting Started
When getting started, it is recommended that you try only a few of the techniques in a class. This will minimize preparation time and time for analyzing the data. In most cases, CATs will require only five to ten minutes of class time and less than an hour of time out of class. This process of starting small involves three steps:

Step 1
- Planning
  Select one of your classes in which to try out the Classroom Assessment. Decide on the class meeting and select a CAT.

Step 2
- Implementing
  Make sure to spell out to students what you are doing. This includes spelling out your expectations of the students. Collect the responses and analyze them as soon as possible.

Step 3
- Responding
  Closing the loop is important. Assess the data and provide feedback to students. This can be addressing questions raised or developing content to address concerns.

Four suggestions for a successful start:
1. Don't make CATs into a self-inflicted chore or burden.
2. Walk through the CAT before you try them out on your class.
3. Make sure that you allow ample time. It is easy to underestimate the time needed to complete the CAT.
4. Make sure to "close the loop." Let students know what you learn from their feedback and how you and they can use that information to improve learning.

Chapter 3

Planning for Course Assessment

Course Assessment is used to assess student learning in a course and provides evidence of achievement of the goals and outcomes that were outlined within the course. The data that is collected provides the instructor with the opportunity to compare education techniques with the results of the overall product, therefore providing valuable data that will provide direction for the improvement of student learning. Overall, the purpose of assessment is to **improve, inform, prove** and/or **support** your courses. Thinking of assessment in these terms will help you identify your need (which is the first phase) as well as help you with your assessment plan.

Plan

Step 1 Organize for assessment

Before assessment can begin, the key players must be identified. One or more persons may lead the course assessment process, but it is crucial for all faculty to assume the responsibility for designing, implementing and carrying out the assessment process to include reviewing the results and implementing improvements.

It is important to define the scope of the assessment plan. In particular, you need to determine what the assessment will include and what it will not include. Will you assess resources (e.g., facilities, faculty, and equipment)? Will you assess processes (e.g., pedagogy, advising, feedback processes)? Who and what will give you the feedback?

Step 2 Define the intended student learning outcomes

The learning outcomes of a course describe the intended educational outcomes in terms of specific abilities, knowledge, values and attitudes that you want students in your course to possess. If the course is directly aligned with a program the goals of the course must concur with the goals of the program.

Step 3 Inventory existing assessment methods and select new assessment measures and methods

Initially, identify, list and describe all available information and existing processes that can provide information that can be used for assessment.

Step 4 Select assessment methods and identify assessment targets

Typically, several methods are used to measure each learning outcome unless you are using a standardized test. Programs will, for each student learning outcome, describe where you would like to be within a specified time period (e.g., 10% improvement in student performance within two years). Also, determine what standards are expected from students in your course. For some intended outcomes, you may want 100% of completers to achieve them, but realize that this expectation is unrealistic for other learning outcomes. Or you may want to determine what proportion of your students achieves a specific level. If you have previously measured an outcome, it is helpful to use this as the baseline for setting your target for next year.

Do

Step 5 Collect the data

After the plan has been developed, you must implement the plan. It is important to determine how the data will be collected, who will collect the data, and where and how the data will be archived. The data must also be kept secure.

Check

Step 6 Analyze the results

After the data has been collected, it is important to summarize the results in a meaningful way so that the faculty can review them and determine what actions are needed to improve the course.

Step7 Provide feedback

No matter how well assessment activities are planned and conducted, they are worthless unless the plan incorporates a timely feedback mechanism. The results and information gained should be distributed to the faculty and other appropriate parties to obtain their ideas on how to make improvements.

Act

Step 8 Implement changes

At this point in the continuous improvement cycle, the planned changes should be implemented. In some cases, the changes are easy to implement, while in other instances the proposed changes will have to be implemented over a period of time or through a series of steps. The results of the assessment should be used to identify changes to improve the course.

Step 9 Develop a plan to monitor the changes and compare the results

The implemented changes should be monitored to determine whether or not the changes had the desired effect. One way of achieving this is to use the same assessment plan as used in the previous cycle and compare the actual results to the intended results. Any discrepancies should be carefully studied to determine the underlying cause. In other situations, when the outcomes have been met, the action might be to continue monitoring the outcome to ensure quality or define another outcome to begin monitoring.

Step 10 Review information

Review all of the information obtained from the assessment process and determine how this will affect your next assessment plan. This provides the starting point for the next iteration of the plan-do-check-act cycle to continuous improvement of the academic program.

Chapter 4

Planning for Program Assessment

This step-by-step guide to designing a program evaluation is for individuals needing assistance in developing plans for program assessment. While some of the steps are used in the description of course assessment, the additional steps included are necessary to create a valid evaluation. Remember to align your program assessment plan with the 5-year ICCB Program Review cycle.

Plan

Step 1 Organize for assessment

Before assessment can begin, the key players, committees and structures must be identified. One or more persons may lead the program assessment process, but it is crucial for all faculty to assume the responsibility for designing, implementing and carrying out the assessment process, including reviewing the results and implementing improvements. In addition, it is important to define the scope of the assessment plan. In particular, you need to determine what the assessment will include and what it will not include. Will you assess resources (e.g., facilities, faculty, and equipment)? Will you assess processes (e.g., pedagogy, advising, feedback processes)? Will you assess results or outcomes? Who and what will give you the feedback?

Step 2 Define the mission of the program

The program mission is a broad statement of the directions, values and aspirations of the department with regard to its programs. It should provide a clear description of the purpose of the program and the learning environment. The mission should be aligned with the Department and College mission.

Step 3 Define the goals of the program

The goals of a program must align with those of the college, and ultimately with the goals of the institution. Program goal, faculty participation, and ownership are essential for the success of program assessment. Academic program assessment must include a major focus on student learning outcomes, provide the basis for assessment and therefore should be defined adequately and clearly.

Step 4 Define the intended student learning outcomes of the program

Program goals are general while program outcomes are more specific and reflect the broader goals. The learning outcomes of a program describe the intended educational outcomes in terms of specific abilities, knowledge, values and attitudes that you want students in your program to possess.

Step 5 Inventory existing assessment methods and select new assessment measures and method

Initially, identify, list and describe all available information and existing processes that can provide information that can be used for assessment. Referring back to the needs of the program and the desirable targets, identify what additional methods need to be used to provide you with the necessary information for assessment.

Step 6 Select assessment methods and identify assessment targets

Typically, several methods are used to measure each learning outcome unless you are using a standardized test. Programs will, for each student learning outcome, describe where you would like to be within a specified time period (e.g. 10% improvement in student performance within two years). Also, determine what standards are expected from students in your program. For some intended outcomes, you may want 100% of graduates to achieve them, but realize that this expectation is unrealistic for other learning outcomes. Or you may want to determine what proportion of your students achieves a specific level. If you have previously measured an outcome, it is helpful to use this as the baseline for setting your target for next year.

Do

Step 7 Collect the data

After the plan has been developed it is time to implement it. It is important to determine how the data will be collected, who will collect the data, and where and how the data will be archived. The data must also be kept secure.

Check

Step 8 Analyze the results

After the data has been collected, it is important to summarize the results in a meaningful way so that the faculty can review them and determine what actions are needed to improve the program.

Step 9 Provide feedback

No matter how well assessment activities are planned and conducted, they are worthless to a program unless the plan incorporates a timely feedback mechanism. The results and information gained should be distributed to the faculty and other appropriate parties to obtain their ideas on how to improve the program.

Act

Step 10 Implement changes

At this point in the continuous improvement cycle, the planned changes should be implemented. In some cases, the changes are easy to implement, while in other instances the proposed changes will have to be implemented over a period of time or through a series of steps. The results of the assessment must be used to identify changes to improve the program.

Step 11 Develop a plan to monitor the changes and compare the results.

The implemented changes should be monitored to determine whether or not the changes had the desired effect. One way of achieving this is to use the same assessment plan as used in the previous cycle and compare the actual results to the intended results. Any discrepancies should be carefully studied to determine the underlying cause. In other

situations, when the outcomes have been met, the action might be to continue monitoring the outcome to ensure quality or define another outcome to begin monitoring.

Step 12 Review information

Review all of the information obtained from the assessment process and determine how this will affect your next assessment plan. This provides the starting point for the next iteration of the plan-do-check-act cycle to continuous improvement of the academic program.

Chapter 5

Selecting Course and Program Assessment Methods

Certainly, it is intimidating to look at a list of learning outcomes and try to plan the assessment for all of them. This chapter helps you identify the strategies and methods you can use to collect assessment data as part of your department's assessment program.

When selecting means to assess your course or program, think about how you can provide **evidence of student learning. Evidence** is information that provides an outward sign of "proof." It may be one of many variables contributing towards success. The real question is not whether we are doing a good job teaching, but are we systematically reviewing, documenting, and assessing the relevant evidence? It allows us to identify curricular limitations associated with student skills for remediation. Evidence gives us the "power" to "toot our horns" over the success resulting from the course or program.
Benedictine University (Lisle, IL), *C. Arnold, 04/17/07*

What is not evidence of student learning?
- Faculty/Student ratios
- Grade point averages
- Faculty accomplishments
- Percent of students who study abroad
- Individual course enrollment data
- Diversity ratios
- Curriculum review reports

Does the method you choose provide **measurable** or **observable** information? Does it answer questions that are important to you? Is the assessment method **manageable** given available resources-including time and money? Does the method result in **useful feedback** that highlights accomplishments and identify areas requiring attention?

What are some guidelines for selecting assessment methods?
Each department will select and develop assessment methods that are appropriate to departmental goals and outcomes, i.e., methods that will provide the most useful and relevant information for the purposes that faculty in the department have identified. Not all methods work for all departments or are appropriate to all reasons for assessing. However, there are some general guidelines for selecting assessment methods.

Use multiple methods to assess each learning outcome.
Many outcomes will be difficult to assess using only one measure. The advantages to using more than one method include:
- Multiple measures can assess different components of a complex task
- No need to try to design a complicated all-purpose method
- Greater accuracy and authority achieved when several methods of assessment produce similar findings
- Provides opportunity to pursue further inquiry when methods contradict each other

Include qualitative as well as quantitative measures.
All assessment measures do not have to involve quantitative measurement. A combination of qualitative and quantitative methods can offer the most effective way to assess goals and outcomes. Use an assessment method that matches your departmental culture. For example, in a department where qualitative inquiry is particularly valued, these types of methods should be incorporated into the plan. The data you collect must have meaning and value to those who will be asked to make changes based on the findings.

Qualitative measures rely on descriptions and **Quantitative** measures assess teaching and learning by collecting numbers and analyzing numeric data using statistical techniques. (Palomba and Banta 1999).

- Ethnographic studies- Qualitative
- GPA- Quantitative
- Grades- Quantitative
- Exit interviews- Qualitative
- Primary trait analysis scores- Quantitative
- Formal recitals-Qualitative
- Exam scores-Quantitative
- Participant observations- Qualitative
- Demographics- Qualitative
- Writing samples- Qualitative
- Forced-choice surveys- Quantitative
- Open-ended questions on surveys and interviews- Qualitative

Include both Direct and Indirect Measures
Direct methods ask students to demonstrate their learning while indirect methods ask them to reflect on their learning. Direct methods include some objective tests, essays, presentations and classroom assignments. Indirect methods include surveys and interviews.

Examples of Direct Measurement

Embedded questions related to learning outcomes are embedded within course exams. For example, all sections of Philosophy could include a question or set of questions relating to a learning outcome(s). Faculty score and grade the exams as usual and then aggregate and report findings.

Locally developed essay questions that faculty develop to align with the learning outcome(s). Performance expectations in the form of a rubric or primary trait analysis should be made explicit prior to obtaining results.

Locally developed exams with objective questions that faculty create and that are aligned with a learning outcome.

Capstone courses could be a senior seminar or designated assessment course. Learning outcomes can be integrated into assignments.

Case studies involve a systematic inquiry into a specific phenomenon such as an individual, event, program, or process. Data are collected via multiple methods often using both qualitative and quantitative approaches.

Classroom assessment is often designed for individual faculty who wish to improve their teaching of an individual course. Data collected can be analyzed to assess student learning outcomes for a course or program.

Debate provides immediate feedback to the student. It reveals thinking and ability to respond based on background knowledge and critical thinking ability. It assesses teamwork and oral communication as well as specific discipline content.

Reflective essays are generally brief (five to ten minute) essays on topics related to identified learning outcomes. Students are asked to reflect on a selected issue. Content analysis is used to analyze results.

Content Analysis is a procedure that categorizes the content of written documents. The analysis begins with identifying the unit of observation, such as a word, phrase, or concept, and then creating meaningful categories to which each item can be assigned. For example, a student's statement that "I learned that I could be comfortable with someone from another culture" could be assigned to the category of "Positive Statements about Diversity." The number of incidents that this type of response occasioned can then be quantified and compared with neutral or negative responses addressing the same category.

Flow chart or diagram is a very high level, multi-dimensional assessment displaying original thinking on the part of the student.

Collective portfolios are samples of student work throughout the course or work from various courses within a program. The collection is used to assess the specific outcome. Portfolios can be assessed using scoring rubrics so that expectations are clarified before portfolios are submitted and examined.

Content Analysis/Observations can be of any social phenomenon, such as student presentations, students working in the library, or interactions at student help desks. Observations can be recorded as a narrative or in a highly structured format, such as a checklist, and they should be focused on specific course or program objectives.

Primary Trait Analysis is a process of scoring student assignments by defining the primary traits that will be assessed, and then applying a scoring rubric to each trait.

Internship or Practicum is an evaluation of the student's ability to perform in actual job settings. It evaluates knowledge, skills, and some affective criteria. Overall evaluation may include the supervisor, the faculty member, and self-evaluations.

More Direct Measures

- Team/group projects and presentations
- Scores and pass rates on standardized tests (licensure/certification as well as other published tests determining key student learning outcomes)
- Content based comprehensive program exam
- Oral examination
- Internships, clinical experiences, practical, student teaching, or other professional/content-related experiences engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- Service-learning projects or experiences
- Authentic and performance-based projects or experiences engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- Graduates' skills in the workplace rated by employers
- Online course asynchronous discussions analyzed by class instructors

Examples of Indirect Measurement

Students or others report their perception of how well a given learning outcome has been achieved. Indirect measurement uses information that indirectly links to the learning outcome and is used to report academic program student success.

Exit interviews and student Surveys provide meaningful assessment information; exit interviews or student surveys should focus on student learning – knowledge, skills, and abilities – in addition to student satisfaction. The questions should be designed to gain insight into student knowledge and skills. The questions might also focus on student experiences such as internships, participation in research, independent projects, numbers of papers written or oral presentations given, and familiarity with tools of the discipline.

Faculty Surveys aimed at getting feedback about perceptions of student knowledge and skills.

Alumni Surveys are aimed at evaluating perceptions of knowledge, skills, and abilities gained while studying in the program.

Surveys of Employers/Recruiters aimed at evaluating specific competencies, skills or outcomes.

More Indirect Measures

- Course grades
- Comparison between admission and graduation rates
- Number or rate of graduating students pursuing their education at the next level
- Reputation of graduate or post-graduate programs accepting graduating students

- Employment or placement rates of graduating students into appropriate career positions
- Course evaluation items related to the overall course or curriculum quality, rather than instructor effectiveness
- Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community
- Grade distribution
- Employment retention
- News of accomplishments linked to learning outcomes

Chapter 6

Closing the Loop- Applying the Results

In order for improvements to take place in a course or program, the Deans, directors, coordinators, leads, and faculty need to actively review assessment results and act upon them by experimenting with ways that the course or program can be changed with the goal of graduating successful students.

Reviewing and Reporting Assessment Results
Outcome measures, once taken, must be analyzed and presented in report form. The way those results are reported may differ depending upon the audience to whom a particular report is addressed. The KCC faculty can download the assessment report located on the portal under Curriculum and Assessment. Examples of the assessment forms are located in this workbook appendix A. The data is extracted from the compiled report is sent to Deans, Program Directors, Coordinators and faculty for review and discussion during division meetings or in small faculty groups teaching the same course within their specific areas. The department of Institutional Research will catalog and archive assessment data in order for the data to be used as needed for accreditation or documentation of ongoing improvements and success.

The following questions may be useful in working through the process of determining the best ways to synthesize and present program or course assessment information.

Questions to guide the writing of your report
- How can data be best linked to program or course goals and outcomes?
- How can the best balance of quantitative and qualitative data be presented?
- Can the data be presented in various ways suitable to differing audiences if necessary?
- What will the data show about students' preparation for the next level in their course and/or program or for their future career or as a transfer student?
- Are there areas where students are outstanding?
- Are there areas where students consistently perform poorly?
- Are there areas where students' performance is adequate but where a higher degree of performance would be particularly desirable?
- Are there general skills areas where students consistently reveal problems?
- Can you write pro and con statements regarding the successes and weaknesses of the program or course based on the data?
- Can you develop concrete recommendations for change based upon the data?

Implementing Changes
Once a course or program has completed the assessment process and data is collected and compiled, the application of the knowledge that is collected is essential to reap the benefits of the assessment process.

Assessment should be viewed as an opportunity for continued improvement. It would be beneficial as a faculty member to come to an understanding as to “why” students do not

learn certain areas of content yet retain others. It would also be beneficial to know what projects/assignments are beneficial to the students and may save the faculty member precious time in the long run.

Part of the reporting phase is identifying changes to make in both the program or course itself and the assessment process (these often go together). In order to implement these successfully, it is crucial to undertake making these changes as soon as possible.

- Identify targets of change during the review and reporting process
- Select a workable number and target group of changes to focus on (as appropriate work collaboratively to develop these changes)
- Create a timeline for putting changes into effect
- Revise assessment measures as necessary based upon prior experience (as appropriate work with faculty to develop these changes)
- Ascertain that all faculty are fully informed about the results of the assessment process, the subsequent changes, and resulting changes in the assessment measures being employed.
- Proceed with the next cycle of assessment

In order for change to take place, it is critical that part-time faculty be brought into the process and kept informed of department and divisional thinking. The more completely their experience and expertise can be incorporated into the process, the more invested they will be in its success.

Appendix A

Course Assessment Plan and Report

*****To be completed by all Faculty*****

Complete Part A (Plan) for the assessment you are planning for the semester by **September 30, each year**. Once you have completed Part A, **submit the form electronically to your lead/program director as instructed.**

Part B (Report) Submit the completed report electronically to your lead/program director as indicated above. Forms are **due by June 1.**

Part A (Plan):

Semester and Year: Click or tap here to enter text.
Course Title and Code: e.g. Introduction to Anthropology, ANTH-1713
Section(s) Included: e.g. 010, 020, 9W0
Faculty Member(s) Participating: Click or tap here to enter text.
What do you plan to assess? Click or tap here to enter text.
How do you plan to assess? What is the question you are trying to answer with your assessment? Click or tap here to enter text.
Expected goal or outcome (ex: what percentage of students do you want to achieve the outcome at what level): Click or tap here to enter text.
Additional Comments: Click or tap here to enter text.

Part B (Report):

Results of the assessment: what went well, what didn't go well, what did you learn? Click or tap here to enter text. ☐Check box if you wish to opt out of sharing the data in this field with colleagues.
What are your next steps? What will you do differently as a result of this assessment that would improve student learning and outcomes? Click or tap here to enter text.

Next semester I will be:
☐Assessing something new.
☐Re-assessing for improvement.

If re-assessing, what might you do differently?

Click or tap here to enter text.

Submit any artifacts with this summary. Please include any attachments or links upon submission. (Possibly one example of excellent work, one example of work that could use improvement.)

Click or tap here to enter text.

Kankakee Community College
Program Assessment Plan and Report Form

*****To be completed by Program Director / Program Coordinators*****

Complete Part A (Plan) in September, for each program outcome that will be assessed for the year. A separate form should be completed for each outcome assessed. Part A should be completed and submitted to the assessment chair, electronically or through intra-office mail, at the beginning of each year.

Part B (Report) should be completed at the end of the school year. Submit the completed report to the assessment chair, electronically or through intra-office mail. The assessment chair will send the completed assessment reports to the appropriate Dean.

Part A (Plan):

Program Title:
Semester and/or Year:
Program Outcome Assessed:
Faculty Member(s) Participating:
Method of Assessment (How and when outcome is assessed): Direct Method(s) (required): Indirect Method(s) (optional):

Part B (Report):

Number of Students Assessed:

Results of the Outcome Assessed:
Is This a Follow-Up to a Previous Assessment? Y / N
What is the Plan to Improve on the Desired Outcome (if needed)?

KANKAKEE COMMUNITY COLLEGE
ASSESSMENT PLAN – FY ___
___PROGRAM

Program Outcomes	**YEAR 1 20_____**	**YEAR 2 20_____**	**YEAR 3 20_____**	**YEAR 4 20_____**	**YEAR 5 20_____**
1.					
2.					
3.					
4.					
5.					
6.					

Additional fillable templates are provided on the KCC Portal under the Curriculum and Assessment tab.

Appendix B
General Education Rubrics

Gen Ed Outcomes are the knowledge, skills, abilities, attitudes, and behaviors that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services, both inside and outside of the classroom.

Critical Thinking

Students who graduate from KCC will be able to comprehensively analyze and evaluate issues, ideas, and evidence before accepting or formulating an opinion or conclusion.

Examples** of how this goal may be demonstrated **(not intended to be an exhaustive list):

- Applying the correct mathematical relationship between measurements, such as velocity and acceleration
- Analyzing information to identify bias
- Evaluating mathematical functions
- Analyzing a work of art, using specific elements related to that art form
- Using presented signs and symptoms to interpret a patient's needs and provide appropriate intervention and support
- Analyzing a specimen, based on knowledge and skills, and reports specific results
- Using data on soil content to evaluate what kinds of fertilizer to apply to farm fields
- Performing cost-benefit analysis of two or more different approaches to improving customer service
- Developing alternative solutions to resolve a dispute fairly
- Estimating costs or analyzing a budget
- Synthesize information from multiple sources to identify gaps in knowledge
- Identify and execute the steps necessary to solve problems
- Literate in process mapping

Score	*Description*
3	The student has demonstrated a full and complete understanding of the content and practices essential to this task. The response contains evidence of the student's competence in problem-solving, reasoning, evaluating, and/or analyzing related to the specific task. However, the response may contain minor flaws that do not detract from a demonstration of full understanding.
2	The student has demonstrated a reasonable understanding of the content and practices essential to this task. The response contains sufficient evidence of the student's competence in problem-solving, reasoning, evaluating, and/or analyzing but not enough evidence to demonstrate a full understanding of the processes that apply to the specified task. The response may contain errors that can be attributed to misinterpretation of the prompt: errors attributed to insufficient knowledge; and errors attributed to careless execution.
1	The student has demonstrated a partial understanding of the content and practices essential to this task. The student's response contains some of the attributes of an appropriate response but lacks convincing evidence that the student fully comprehends the essential ideas addressed by this task. Such deficits include evidence of insufficient knowledge, errors in fundamental procedures, and other omissions or irregularities that question the student's competence in problem-solving, reasoning, evaluating, and/or analyzing related to the specified task.

0	The student has demonstrated minimal understanding of the topic or has provided a wholly incorrect or uninterpretable response. The student's response may be associated with the task but contains few attributes of an appropriate response. There are significant omissions or irregularities that indicate a lack of comprehension regarding the content and practices essential to this task. No evidence is present that demonstrates the student's competence in problem-solving, reasoning, evaluating, and/or analyzing related to the specified task.

Communication

Students who graduate from KCC will be able to create and interpret messages within specific contexts and multiple channels and modalities.

Forms of Communication for creation and analysis ***may include (not intended to be an exhaustive list)****:*

- Written: Clinical journals, lab reports, essays, academic articles
- Oral: Formal speeches, informal class discussions, group presentations
- Symbolic: Chemistry equations, manufacturing schematics
- Visual: American Sign Language, Advertisements/Commercials, Films
- Aesthetic: A painting, a musical composition.
- Nonverbal: Facial expressions, eye contact, artifacts (e.g., Clothes, jewelry), body language

Examples *of how this goal may be demonstrated* ***(not intended to be an exhaustive list):***

- Analysis of the rhetorical situation of a piece of communication
- Creation of a piece of communication that takes into consideration the purpose of the message as well as the specific needs of the intended audience
- A clear, concise summary of a piece of communication
- Analysis or interpretation of the meaning of a piece of communication, such as a text, speech, or image
- A critical and correct interpretation of non-verbal communication
- Active listening and comprehension
- Articulate an idea, issue, or concern as they perceive it
- Support an idea with logical, valid evidence and reasoning
- Clear articulation of course content
- Asking critical questions about course content
- Identifying the needs of the intended audience of a piece of communication

Score	Description
3	The student has demonstrated a full and complete understanding of all content and practices essential to communicating within the assigned channel and modality. The student has completed the communicative act in a rhetorically sound manner and has demonstrated clarity, focus, and organization. The communicative act contains evidence of the student's competence in creating and interpreting messages within specific contexts. However, the communicative act may contain minor flaws that do not detract from a demonstration of full understanding.
2	The student has demonstrated a reasonable understanding of all content and practices essential to communicating within the assigned channel and modality. The student has attempted to complete the communicative act in a rhetorically sound manner and has attempted to demonstrate clarity, focus, and organization. The communicative act contains sufficient evidence of the student's competence in creating and interpreting messages within specific contexts but insufficient evidence to demonstrate full and

	complete understanding. The communicative act may contain errors that can be attributed to misinterpretation of the prompt and/or errors attributed to insufficient knowledge about the audience's needs, the channel, or the modality.
1	The student has demonstrated a partial understanding of all content and practices essential to communicating within the assigned channel and modality. The student has not completed the communicative act in a rhetorically sound manner or has not demonstrated clarity, focus, and organization, but their attempt to do so is evident. The communicative act contains minimal evidence of the student's competence in creating and interpreting messages within specific contexts. The communicative act contains errors that can be attributed to misinterpretation of the prompt and/or errors attributed to insufficient knowledge about the audience's needs, the channel, or the modality.
0	The student has demonstrated a minimal understanding of all content and practices essential to communicating within the assigned channel and modality. The student has not completed the communicative act in a rhetorically sound manner and/or has not demonstrated clarity, focus, and organization. The communicative act contains almost no evidence of the student's competence in creating and interpreting messages within specific contexts. The communicative act contains significant errors that can be attributed to misinterpretation of the prompt and/or errors attributed to insufficient knowledge about the audience's needs, the channel, or the modality.

Responsibility

Students who graduate from KCC will model ethical and professional behavior and cultivate an environment supportive of equity, diversity, inclusion, and belonging.

Examples** of how students may demonstrate this goal **(not intended to be an exhaustive list):

- Adhere to standards of academic integrity (document sources appropriately, produce original work)
- Maintain safety (in a lab, garage, or other work areas)
- Handle and dispose of hazardous materials appropriately
- Demonstrate punctuality and consistent attendance
- Employ sustainability principles
- Document within a computer program or a network configuration
- Accommodate the diverse needs of network users
- Wear contextually appropriate clothing (interview, presentation, clinical)
- Show engagement as a team member
- Demonstrate ethical behavior (accounting practices, patient care, accurately representing points of view)
- Participate constructively within the community (service-learning, civic engagement, cultural engagement)
- Financial and academic awareness
- Use appropriate terminology to refer to identity groups

Score	***Ethical/Professional Behavior***	***Equity, Diversity, Inclusion, and Belonging***
2	The student has fully and completely demonstrated ethical and professional behavior in the context of the specific activity/assignment.	Within the activity/assignment, the student has cultivated a supportive environment, addressing issues of equity, diversity, inclusion, and belonging.
1	The student has partially demonstrated ethical and professional behavior in the context of the specific activity/assignment.	Within the activity/assignment, the student attempted to cultivate a supportive environment,

		addressing issues of equity, diversity, inclusion, and belonging.
0	The student has not demonstrated ethical and professional behavior in the context of the specific activity/assignment.	Within the activity/assignment, the student did not attempt to cultivate a supportive environment, addressing issues of equity, diversity, inclusion, and belonging.

Appendix C

Action Verbs for Learning Outcome Statements following Revised Bloom's Taxonomy

I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and	Demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing new solutions.
define describe duplicate enumerate examine identify label list locate match memorize name observe omit quote read recall recite recognize record repeat reproduce retell select state tabulate tell visualize	ask associate cite classify compare contrast convert describe differentiate discover discuss distinguish estimate explain express extend generalize give examples group identify illustrate indicate infer interpret judge observe order paraphrase predict relate report represent research restate review rewrite select show summarize trace transform translate	act administer apply articulate calculate change chart choose collect complete compute construct determine develop discover dramatize employ establish examine experiment explain illustrate interpret judge manipulate modify operate practice predict prepare produce record relate report schedule simulate sketch solve teach transfer write	advertise analyze appraise calculate categorize classify compare conclude connect contrast correlate criticize deduce devise diagram differentiate discriminate dissect distinguish divide estimate evaluate experiment explain focus illustrate infer order organize plan prioritize select separate subdivide survey test	appraise argue assess choose compare conclude consider convince criticize critique debate decide defend discriminate distinguish editorialize estimate evaluate find errors grade judge justify measure order persuade predict rank rate recommend reframe score select summarize support test weigh	adapt anticipate assemble collaborate combine compile compose construct create design develop devise express facilitate formulate generalize hypothesize infer integrate intervene invent justify manage modify negotiate originate plan prepare produce propose rearrange reorganize report revise rewrite role-play simulate solve speculate structure test validate write

Appendix D
Example Questions Using Revised Blooms Taxonomy

I. Remembering

What do you remember about _____?
How would you define _____?
How would you identify_____?
How would you recognize _____?
What would you choose _____?
Describe what happens when _____?
How is (are) _____?
Where is (are) _____?
Which one _____?
Who was _____?
Why did _____?
What is (are) _____?
When did _____?
How would you outline _____?
List the _____ in order.

II. Understanding

How would you compare _____?
Contrast _____?
How would you clarify the meaning _____?
How would you differentiate between _____?
How would you generalize _____?
How would you express _____?
What can you infer from _____?
What did you observe _____?
How would you identify _____?
How can you describe _____?
Will you restate _____?
Elaborate on _____.
What would happen if _____?
What is the main idea of _____?
What can you say about _____?

III. Applying

What actions would you take to perform _____?
How would you develop _____ to present _____?
What other way would you choose to _____?
What would the result be if _____?
How would you demonstrate _____?
How would you present _____?

How would you change _____?
How would you modify _____?
How could you develop _____?
Why does _____work?
How would you alter _____ to _____?
What examples can you find that _____?
How would you solve _____?

IV. Analyzing

How can you classify _____ according to _____?
How can you compare the different parts _____?
What explanation do you have for _____?
How is _____ connected to _____?
Discuss the pros and cons of _____.
How can you sort the parts _____?
What is the analysis of _____?
What can you infer _____?
What ideas validate _____?
How would you explain _____?
What can you point out about _____?
What is the problem with _____?
Why do you think _____?

V. Evaluating

What criteria would you use to assess _____?
What data was used to evaluate _____?
What choice would you have made _____?
How would you determine the facts _____?
What is the most important _____?
What would you suggest _____?
How would you grade _____?
What is your opinion of _____?
How could you verify _____?
What information would you use to prioritize _____?
Rate the _____.
Rank the importance of _____.
Determine the value of _____.

VI. Creating

What alternative would you suggest for _____?
What changes would you make to revise _____?
How would you explain the reason _____?
How would you generate a plan to _____?
What could you invent _____?

What facts can you gather _____?
Predict the outcome if _____.
What would happen if _____?
How would you portray _____?
Devise a way to _____.
How would you compile the facts for _____?
How would you elaborate on the reason _____?
How would you improve _____?

Appendix E

CATS Toolkit

In 1993 Angelo and Cross compiled a collection of 50 CATs. To assist in the diverse disciplines and areas of measurement, a table the CATs are provided below indexed by discipline and teaching goals.

Name:	***Description:***	***What to do with the data:***	***Time required:***
Application Cards	After teaching key section or concept, ask students to write down at least one real-world application for what they have just learned to determine how well they can apply their learning.	Quickly read through the responses and categorize them according to their quality. Select a sampling of the responses and present them to the class.	Prep: Low In class: Low to Med Analysis: Low to Med
Background Knowledge Probe	This CAT is used to measure student understanding of concepts that will be tied to future assignments. Probing questions can be open-ended questions, short-answer, multiple choices, or a combination of each.	Categorize the data into four categories: Erroneous knowledge; no relevant knowledge; some relevant knowledge; and significant relevant knowledge. This can be used to modify curriculum delivery.	Prep: Med In class: Low Analysis: Med
Chain Notes	Students pass around an envelope which shows a question about the class. When the envelope reaches the student, they spends a moment to write a response and place it in the envelope.	Read through the responses and categorize them. Discuss the patterns of responses with students can lead to better teaching and learning.	Prep: Low In class: Low Analysis: Low
Directed Paraphrasing	Ask students to write a layman's definition/explanation of something they have just learned to assess their ability to comprehend and transfer concepts.	Categorize student responses according to characteristics you feel are important. Analyze the responses both within and across categories.	Prep: Low In class: Med Analysis: Med
Electronic Mail Feedback	Via E-mail or Angel students can respond to instructor questions or provide course feedback.	Summarize answers and categories into major themes. Communicate results to the class via class, e-mail, or discussion board.	Prep: Low In class: Low Analysis: Low to Med

Name:	*Description:*	*What to do with the data:*	*Time required:*
Muddiest Point[2]	Ask students to respond to one question: "What was the muddiest point in (e.g., lecture, discussion, homework, or films).	Review response and look for common muddy points. Organize by themes and address major clusters in following courses.	Prep: Low In class: Low Analysis: Low
One-Minute Paper[2]	Ask students to answer on a half- sheet of paper: "What is the most important point you learned today?" and, "What point remains least clear to you?". The purpose is to elicit data about students' comprehension of a particular class session.	Review responses and note any useful comments. Depending on the questions, discussion, handout, or formalized lecture might be utilized to address factors raised.	Prep: Low In class: Low Analysis: Low
One-Sentence Summary[2]	Students summarize knowledge of a topic by constructing a single sentence that answers the questions "Who does what to whom, when, where, how, and why?" This focuses student responses to key factors.	Evaluate the quality of each summary. Note whether students have identified the essential concepts of the class topic and their interrelationships. Share your observations with the class.	Prep: Low In class: Med Analysis: Med
Pro-Con Grid[2]	Students provide a quick list of pros and cons on a given issue.	Conduct a frequency of pros and cons. Compare the student results to your pro/con grid. Address omissions and misplacements in upcoming class sessions.	Prep: Low In class: Low Analysis: Low to Med
Student-Generated Test Questions[2]	Allow students to write test questions and model answers for specified topics, in a format consistent with course exams. This will give students the opportunity to evaluate the course topics, reflect on what they understand, and what good questions are.	Cluster the questions into major topics. Evaluate the questions and use select examples as prompts for discussion. You may also want to revise the questions and use them on the upcoming exam.	Prep: Med In class: Med to High Analysis: Med to High

Example of CAT's

The Clearest and Muddiest Points

Description:

The *Muddiest Point* is just about the simplest technique one can use. It is also remarkably efficient, since it provides a high information return for a very low investment of time and energy.

The technique consists of asking students to jot down a quick response to one question: "What was the muddiest point in .....?" The focus of the *Muddiest Point* assessment might be a lecture, a discussion, a homework assignment, a play, or a film.

Step-by-Step Procedure:

1. Determine what you want feedback on: the entire class session or one self-contained segment? A lecture, a discussion, a presentation?
2. If you are using the technique in class, reserve a few minutes at the end of the class session. Leave enough time to ask the question, to allow students to respond, and to collect their responses by the usual ending time.
3. Let students know beforehand how much time they will have to respond and what use you will make of their responses.
4. Pass out slips of paper or index cards for students to write on.
5. Collect the responses as or before students leave. Stationing yourself at the door and collecting "muddy points" as students file out is one way; leaving a "muddy point" collection box by the exit is another.
6. Respond to the students' feedback during the next class meeting or as soon as possible afterward

What was the clearest point in today's session?
(In other words, what did you understand best?)

What was the muddiest point in today's session?
(In other words, what did you understand least?)

Teaching Methods CAT
Designed by Jan Thom Health Education, fall 1997

Which of the following have been the most valuable tools to help you learn the content material for this class?

_Reading the text	_Quizzes highlighting the main points
_Class lecture	_Class discussion
_Guest lectures	_Study guide
_Handouts	_Other:

What suggestions do you have for teaching methods/classroom instruction techniques that would help you learn the content material for this class?
Which of the following have been most helpful in helping you to apply the content materials to your own life?

_Reading the text	_Quizzes highlighting the main points
_Class lecture	_Class discussion
_Guest lectures	_Study guide
_Handouts	_Other:

What suggestions do you have for teaching methods/classroom instruction that would help you apply the material learned in this course to your life?

Teaching Methods CAT Results (Number of students = 24)

1. Which of the following have been the most valuable tools to help you learn the content material for this class?

_7 Reading the text	_17_ Quizzes highlighting the main points
15 Class lecture	_16_ Class discussion
18 Guest lectures	_20_ Study guide
10 Handouts	Other:

2. What suggestions do you have for teaching methods/classroom instruction techniques that would help you learn the content material for this class?

3. Which of the following have been most helpful in helping you to apply the content materials to your own life?

6	Reading the text	_3	Quizzes highlighting the main points
5	Class lecture	_17	Class discussion
7	Guest lectures	_6	Study guide
5	Handouts	__	Other:

The Minute Paper

Description: No other technique has been used more often or by more college teachers than the *Minute Paper.* This technique -- also known as the *One-Minute Paper* and the *Half-Sheet Response* -- provides a quick and extremely simple way to collect written feedback on student learning. To use the *Minute Paper,* decide first what you want to focus on and, as a consequence, when to administer the *Minute Paper.* If you want to focus on students' understanding of a lecture, the last few minutes of class may be the best time. If your focus is on a prior homework assignment, however, the first few minutes may be more appropriate. The instructor stops class two or three minutes early and asks students to respond briefly to some variation on the following two questions:
"What was the most important thing you learned during this class?" and "What important question remains unanswered?" Students write their responses on index cards or half-sheets of scrap paper and hand them in.

Please answer each question in 1 or 2 sentences

What was the most useful of meaningful thing you learned during this session?

What questions remain upper-most in your mind as we end this session?

The Minute Paper: Completing the Feedback Loop (Responding to students)

1. Most useful in Chapter 3?
   8_ Problem solving skills, road maps, bridges conversion factors
   7 Empirical formulas, molecular formulas
   6 The Mole Hill (g→mol→molecules)
   6_ Stoichiometry (Wt-Wt problems)
   5 Molarity
   3 Percent, theoretical and actual yields
   3 Limiting reactant, excess reactant
   3 Balancing equations
   1-2_ Other

2. Questions that remain in Chapter 3?
   14 Limiting reactant, excess reactant
   11 Empirical formulas, molecular formulas
   3_ Percent, theoretical, and actual yields
   1-2 Other

Misconception / Preconception Check

Please place a T for true an F for false and an NS for not sure in response to each of the following statements. (Adapted from CAT # 3 Cross/Angelo pg. 132)

_____All Germans were Nazis in WW II
_____Most prejudice is learned in the home
_____Jews had equal rights in European countries from 1900-1945.
_____Only a handful of Nazis committed atrocities.
_____Jews had conspiracies to take over the world.
_____The Holocaust is the same as any previous massacres in history.
_____The Free/Western world did all they could to help Jews and other Nazi victims.
_____Citizens living in the environs of Death Camps hand no way of knowing what happened there.
_____Jews walked into the gas chambers like sheep to slaughter.
_____Jews could have immigrated to other countries and could have saved themselves when Hitler came to power.
_____Jews are a race.
_____All Jews look alike
_____Jews always try to be different
_____Jews represent a major portion of the American and World population.
_____The Treaty of Versailles, following WW I, planted the seeds for WW II.
_____Jews never took up arms against the Nazis.

Misconception / Preconception Check Results

Total of 16 students

Question #`	True	False	Not Sure
1	4	10	2
2	11	1	4
3	1	12	3
4	12	2	2
5	1	10	5
6	13	2	1
7	10	4	2
8	9	6	1
10	12	1	3
11	14	1	1
12	1	14	1
13	5	10	1
14	6	8	2
15	2	2	12
16	8	7	1

CULTURAL INTERACTION CAT

Designed by Andrew Holm, fall 1995

Lisa Delpit, in *Other People's Children: Cultural Conflict in the Classroom,* states that:

"The question is not necessarily how to create the perfect 'culturally matched' learning situation for each ethnic group, but rather how to recognize when there is a problem for a particular student and how to seek its course in the most broadly conceived fashion."

We would like to ask your help in trying to recognize any problems that you may be having this semester that relate to your race, gender, culture, or ethnic background.

What problems have you experienced in the classroom (either relating to your instructor, the material, or your peers) that may be related to race, gender, culture, or ethnic background?

How could the classroom activities be structured differently to help prevent or alleviate this problem?

Has working in a cooperative-learning group helped you to feel more included as part of this class? Please give some specific examples.

Other ideas, comments, or suggestions:

Reality Check CAT
Adapted by Gina Walls and Jennifer Satterlee

Designed for use before class for our under prepared students.

To get ready for today's classes I: (Please check all that apply.)
_____reviewed notes from the last classes.
_____reviewed reading material.
_____thought up and wrote out a few questions.
_____did the assigned homework.
_____slept at least seven hours last night.
_____ate a healthy breakfast.

I arrived for today's classes: (Please circle your response.)

Early On time 10 minutes late 20 minutes late 1 hour or more late

If I arrived late, I was respectful of teachers and other students by quietly taking my seat and waiting to ask what I missed. (Skip this one of you were on time.)

Definitely Yes, except for _____

Reality Check CAT

Designed for use after classes

During classes today I took notes when appropriate.

Not often Often Always

During classes today I participated by asking questions and making comments.

Not often Often Always

During classes today I treated others with respect and courtesy.

Not often Often Always

During classes today I listened carefully while others spoke.

Not often Often Always

I would learn more if I would:_____

RSQC2

Recall pertinent facts that relate to the target concept. Map them, perhaps?

Summarize the main point in one well-constructed sentence.

Question? What central question do you still have about this material?

Connect the topic to the theme of the course. How do you see this topic relate?

Comment? What's useful or not? What's relevant or not? What did you like or not?

RSQC2

Recall: Recall the most important, useful terms or phrases from the class.

Summarize: Summarize as many of the above points into one summary sentence.

Question: Write one or two questions that remain unanswered after the class.

Connect: Write one to two sentences connecting the main points of the class with the major goals of this course.

Comment: Please write an evaluation comment about the class.

Reading Rating Sheet

Title of Reading Assignment:_____

Circle the response to the following questions

How well did you read the assignment?

Completely and carefully
Completely, but not carefully
Only partially, but carefully
Not completely or carefully

How useful was the reading assignment in helping you understand the topic?

Very useful
Useful
Not very useful
Useless

How clear and understandable was the reading assignment?

Very
Adequately
Not very
Not at all

H**aving read this assignment, do you think it should be assigned again next term?**

Yes No

Please explain your answer to question 4 in a couple of sentences below.

._____

Class Feedback Form

Please respond honestly and constructively to the questions below by circling the responses and writing brief comments.

On the scale below, please rate the clarity of today's session.

2		3	4	5
›tally unclear	somewhat unclear	clear	very clear	extremely clear

Overall, how *useful* was today's session in helping you understand the material?

	2	3	4	5
seless	not very useful	somewhat	very useful	extremely useful

Overall, how *interesting* did you find today's discussion?

1	2	3	4	5
otally ›oring	nostly boring	somewhat interesting	very nteresting	extremely nteresting

What did you find most beneficial about today's class?

How could the class have been improved?

Goal Ranking and Matching

Please write 3-5 goals you wish to accomplish during this course. This should not include basic goals, such as “Pass the course”, but detailed hopes of what you wish to learn and gain from the experience.

a.

b.

c.

d.

e.

Now return to your goals and rank them in order of importance.

Appendix F

Examples of Rubrics or Primary Trait Scales

Nursing and Occupational Therapy: Group Activities

Judith Bloomer, Occupational Therapy and Evelyn Lutz, Nursing, Xavier University, Cincinnati, Ohio

Assignment: Group projects in occupational therapy and nursing

Group Project:_____Member being assessed: ____

Instructions
Using the key that follows, circle the number that represents your opinion on the group member's performance on each item.

1. Outstanding
2. More than satisfactory
1. Satisfactory
0. Less than satisfactory
N/O Inadequate opportunity to observe

Work Related Performance	
Comprehension: Seemed to understand requirements for assignment	0 1 2 3 N/O
Organization: Approached tasks (such as time management) in a systematic manner	0 1 2 3 N/O
Acceptance of responsibility: Shared responsibility for tasks to be accomplished	0 1 2 3 N/O
Initiative/Motivation: Made suggestions, sought feedback, showed interest in group decision making and planning.	0 1 2 3 N/O
Creativity: Looked at ideas from viewpoints different than the usual ways	0 1 2 3 N/O
Task completion: Followed through in completing own contributions to group project	0 1 2 3 N/O
Attendance: Attended planning sessions, was prompt, and participated in decision making	0 1 2 3 N/O

Portfolio Rubric

6. A portfolio that is excellent in quality

- is substantial in content and mature in style
- handles varied prose tasks successfully
- uses language effectively and creatively
- has a strong voice and clear sense of audience
- takes risks that work in content or form

5. A portfolio that is very good in overall quality

- is substantial in content and competent in style
- handles most prose tasks successfully
- uses language effectively and sometimes creatively
- demonstrates a clear and distinct, if not powerful, voice
- takes some risks

4. A portfolio that is good in overall quality

- is substantial in content and mature in style
- handles varied prose tasks successfully
- uses language effectively and creatively
- has a strong voice and clear sense of audience
- takes risks that work in content or form

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4. A portfolio that is good in overall quality

- is competent both in content and style
- handles some prose tasks successfully
- uses language effectively
- has an uneven sense of voice and a somewhat formulaic sense of audience
- takes minimal risks

3. A portfolio that is fair in overall quality

- contains recurring problems in content and/or style
- handles few prose tasks successfully
- contains noticeable language problems
- lacks a clear sense of audience and voice

2. A portfolio that is below average in overall quality

- is thin in substance and undistinguished in style
- has difficulty with a variety of prose tasks
- contains recurring language problems that interfere with reading
- lacks a sense voice and a sense of audience

1. **A portfolio that is unacceptable in quality**
   - contains severe weaknesses that render the content incomprehensible

Rubric to Work Assess Related Interactions with Others

Collaboration: Worked cooperatively with others	0	1	2	3	N/O
Participation: Contributed "fair share" to group project, given the nature of individual assignment	0	1	2	3	N/O
Attitude: Displayed positive approach and made constructive comments in working toward goal	0	1	2	3	N/O
Independence: Carried out tasks without overly depending on other group members	0	1	2	3	N/O
Communication: Expressed thoughts clearly	0	1	2	3	N/O
Responsiveness: Reacted sensitively to verbal and nonverbal cues of other group members	0	1	2	3	N/O

Add total score Total:_____

Divide by number of items scored with a number Average: ____

Name of evaluator:_____ Date:_____

Criteria for Evaluation: Hypothetical Newspaper Article

Christine Havice, Art History, University of Kentucky, Lexington.

Assignment: For a hypothetical "newspaper" in the ancient Assyrian empire, write a news report on the unveiling of the palace relief titled "Ashurnasirpal II at War."

14-15 Describes work concisely
Relates message to artist's choices and use of various devices
Develops how message affects beholder Considers audience in writing
Clearly organized and presented Well-imagined
Legible
No problems with mechanics, grammar, spelling, or punctuation

11-13 Good description
Relates message to artist's choices and use of various devices
Some consideration of effect on beholder Considers audience
Perhaps could be better organized or presented Adequately imagined
Legible, few problems with mechanics, grammar, spelling, or punctuation

8-10 Adequate description
Less thorough analysis of how artist conveys message and devices
Audience not necessarily kept in mind
Needs significant improvement in organizations or presentation
Needs better imagination
Problems with legibility mechanics

6-7 Lacking substantially in either description or analysis Problems with audience, organization, presentation, or mechanics interfere with understanding

0-5 Substandard on more than two of these: description, analysis of choices and devices, effects on beholder
Major problems with audience, organization, presentation, or mechanics

Statistics: Statistical Investigation

William Marsh, Mathematics, Physics, and Computer Science, Raymond Walters College of the University of Cincinnati

Assignment: Conduct a statistical investigation, including identifying a problem, developing a hypothesis, obtaining a random sample, measuring variables, analyzing data, and presenting conclusions. This PTA scale identifies only three critical thinking traits. It does not include all the traits that would be included in the student's grade.

Methodology

5 Correct statement of problem with accompanying null and alternative hypothesis. Well-defined population with appropriate random sample. Data collection is free of bias or contamination.

4 One part of the 5 level is not as high as it should be, and overall the quality of the methodology is just slightly lower than the highest level.

3 All the necessary parts of the methodology are present, but the quality level is only adequate.

2 There is a serious deficit in the methodology in the form of poorly performed tasks or some portions simply omitted. The results are compromised and may be unusable.

1 There is total failure to understand the task. The results will be invalidated because the methodology is erroneous.

Data Analysis

5 Uses appropriate statistical test with correct results. Provides an interval estimation of the values of the parameter. Includes a hypothesis test and gives accompanying p-level stating probability of type 1 error.

4 Provides most of level 5, but one of the characteristics is missing or unclear.

3 Uses correct statistical test, but estimation or interpretation is omitted.

2 Uses correct statistical test, but there are errors in calculation and other work.

1 Incorrect statistical test: data are erroneous or missing.

Conclusions

5 A complete presentation of results with conclusions, estimations, and p- levels for type 1 errors. Identifies possible threats to the study and also any areas in need of additional study.

4 As in 5, but one characteristic could be improved.

3 The presentation is only adequate. Conciseness and clarity are lacking.

2 Conclusions are vague and inaccurate. There has been an effort by the student, but there is an obvious lack of understanding and thoroughness

1 A failure to make the necessary conclusions and implications.

First- Year Composition: Essay

Assignment: To write an essay that explores an idea or insight. Students are to use external sources as needed, but this is not a term paper.

***A* Range**

Originality of thesis: The author develops an authentic, fresh insight that challenges the reader's thinking. The paper shows a complex, curious mind at work.

Clarity of thesis and purpose: The thesis and purpose are clear to the reader.

Organization: The essay is organized in a way that fully and imaginatively supports the thesis and purpose. The sequence of ideas is effective, given the writer's thesis and purpose. The reader always feels that the writer is in control of the organization, even when the organizational plan is complex, surprising, or unusual. The sub-points serve to open up and explore the writer's insight in the most productive way.

Support: The writer offers the best possible evidence and reasoning to convince the reader. No important pieces of available evidence and any important points or reasons are omitted. It is clear that the writer is very well informed, has searched hard and effectively for appropriate evidence, and has thought about how evidence may be used for the argument. Evidence presented is always relevant to the point being made. Through telling detail, the writer helps the reader to experience what the writer is saying.

Use of sources: The writer has used sources to support, extend, and inform the ideas but not to substitute for the writer's own development of an idea. The writer has effectively combined material from a variety of sources, including, as relevant and needed, personal observation, scientific data, authoritative testimony, and others. (This is not to say that the writer must use a certain number or type of sources. Need and relevance should be the determining factors.) The writer uses quotations to capture a source's key points or turns of phrase but does not overuse quoted material to substitute for the writer's own development of an idea. Quotations, paraphrase, and citation are handled according to accepted scholarly form.

Ethos: The writer creates a "self" or "ethos" that sounds genuine, that is relevant to the writer's purpose, and that is consistent throughout the essay.

Style: Language is used with control, elegance, and imagination to serve the writer's purpose. The essay, when read aloud, pleases the eye and ear.
Edited Standard Written English (ESWE): Except for deliberate departures (the quoted speech of a person, a humorous purpose, and so on), the writer uses ESWE forms of grammar, punctuation, spelling, and syntax.
Presentation: The essay looks neat, crisp, and professional.

_B_ Range

Falls short of the *A* range in one or more ways.

C Range

Originality of thesis: The thesis may be obvious or unimaginative.
Clarity of thesis and purpose: The thesis and purpose are clear to the reader.
Organization: The essay is organized in a way that competently supports the thesis and purpose. The sequence of ideas is effective, given the writer's thesis and purpose. The reader almost always feels that the writer is in control of the organization, even when the organizational plan is complex, surprising, or unusual. The sub-points serve to open up and explore the writer's insight in a productive way.
Support: The writer offers solid evidence and reasoning to convince the reader. No important pieces of available evidence and any important points or reasons are omitted. It is clear that the writer is well informed and has thought about how evidence may be used for the argument. Evidence presented is usually relevant to the point being made.
Use of sources: The writer has used sources to support, extend, and inform the ideas but not to substitute for the writer's own development of an idea. The writer uses quotations to capture a source's key points or turns of phrase but does not overuse quoted material to substitute for the writer's own development of an idea. Quotations, paraphrase, and citation are handled with reasonable consistency, according to accepted scholarly form.
Ethos: The writer creates a "self" or "ethos" that sounds genuine, that is relevant to the writer's purpose, and that is generally consistent throughout the essay.
Style: Language is used competently, though it may be awkward at times. There are few or no sentences that confuse the reader or are incomprehensible.
Edited Standard Written English (ESWE): Except for deliberate departures (the quoted speech of a person, a humorous purpose, and so on), the writer generally uses ESWE forms of grammar, punctuation, spelling, and syntax. There are no more than average of two departures from ESWE per page in any combination of the following areas: sentence boundary punctuation, spelling and typos, use of apostrophe and plural, ESWE verb and pronoun forms, ESWE agreement between subject-verb and pronoun-antecedent.
Presentation: The essay looks neat, crisp, and professional.

_D-F_ Range

Anyone of the following may result in a D or F:

The thesis is obvious, cut-and-dried, and trite.

The reader cannot determine the thesis and purpose. The organization is not clear to the reader.
The organizational plan is inappropriate to the thesis; it does not offer effective support or explanation of the writer's ideas.
The writer offers little or no effective support for the ideas. The writer has neglected important sources that should have been used.
The writer has overused quoted or paraphrased material to substitute for the writer's own ideas.
The writer has used source material without acknowledgment. (This may also result in the kinds of penalties attached to plagiarism).
The language is so muddy that the reader is frequently at a loss to understand what the writer is trying to say.
The use of ESWE falls below the standard established above for a C.

Rubric for Teamwork			
Criteria for	**Level of Achievement**		
Group Function	**4**	**2**	**0**
	Exemplary	**Satisfactory**	**Unacceptable**
Attending	Most, if not all, members attend all meetings.	Most members are present at most meetings. When members have to be absent they inform and/or seek the agreement of the team.	Many members frequently miss meetings and do not inform the team.
Participating	There is a clear definition of tasks to be accomplished, anticipating future needs. All members take an active role. Tasks are defined by the group and assigned to all members. The team engages in follow- up activities to monitor progress.	Tasks are defined informally, and most but not all members understand them. Most members contribute. Follow-up is sporadic.	Tasks are not defined, and few members participate actively. There is no follow up.

Defining Members' Roles	Every member's role on the team is defined and understood by all. Each team member can explain the role of others.	Members' roles are defined informally and may not be completely understood by all. Some members may not be able to explain the role of others.	There is little understanding of who does what.

Group Function	**4**	**2**	**0**
	Exemplary	**Satisfactory**	**Unacceptable**
Team Member Support	Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members feel free to seek assistance from others or to ask questions.	There is a general atmosphere of respect for team members, but some members may not be heard as much as others. Acknowledging others' work is serendipitous rather than planned. Some members may not feel free to turn to others for help.	The team atmosphere is competitive and individualistic rather than cooperative and supportive.
Managing Conflict	Conflicts are consistently resolved through open discussion and compromise.	Members are generally able to resolve conflicts through open discussion and compromise.	Conflicts that arise are either not dealt with or cannot be resolved.
Process Management Meeting Regularly	Weekly or biweekly meetings are scheduled and held at defined times.	Meetings are schedule sporadically to keep the project going.	Meetings are rare.

Establishing Goals	Realistic, prioritized, and measurable goals are agreed upon and documented.	Goals are established, but some may be too general or unquantifiable	Priorities may be unrealistic. Documentation may be incomplete. Clear goals are not formulated or documented.

Group Function	**4**	**2**	**0**
	Exemplary	**Satisfactory**	**Unacceptable**
Adjusting	When working to achieve goals, the team is able to adjust plans as needs arise. There is a clear understanding of the nature of mid- course corrections and why they were needed.	The team is not always able to adjust as needed to meet goals. Realization of the need for midcourse corrections sometimes comes too late.	The team seems to be thrashing about. Activity plans (if they exist) are unfocused, and thus there is no ability to adjust and make corrections.
Timely Submission of Work Assignments and Reports	Team is self- motivated and can complete work assignments and reports in a timely manner without being reminded.	Work assignments and reports are submitted but are sometimes late. Work assignments and reports are submitted inconsistently.	The team is no self- motivated and needs constant chasing to get the work submitted.