NCC Academic ASSESSMENT PLAN:

A Guide to the Assessment Process at NCC

Rev 3.10.21

Introduction

The two main purposes of this document are to explain how student learning assessment is conducted at Nassau Community College overall, and to provide guidelines to classroom instructors to help them conduct assessment of their key learning outcomes.

There have been many changes in the College's assessment activities in recent years, including the introduction of new automated tools for reporting and disseminating information. Most of this information, or ways to access it, is included here.

An effective assessment process is not static, but changes constantly in response to previous assessments, modernized teaching philosophies, methods and technologies, and to changes in curriculums. To reflect this dynamic, this handbook should be considered a work in progress, to be revised periodically in parallel with the evolution of the College's assessment program.

Classroom instructors should appreciate that the assessment of key learning outcomes in their courses is the very foundation of academic assessment. Ideally, the results drive decision making not only for courses, but also for programs and the college as a whole. It is important to emphasize that the goal of student learning assessment is to evaluate the level of student learning, and the best source of information for this is the instructor.

This document was prepared by members of the Academic Senate Assessment Committee, (both past and present), in collaboration with the Office for Academic Assessment and Program Review and the Assessment Fellows, in response to our colleagues' request for comprehensive and current information about assessment at the college. Please keep in mind that each course, program and department is unique and requires its own special approach to assessment. For specific assistance, instructors should consult with their course or program coordinator, their department's representative to the ASAC, and their department's assessment fellow. As always, the Office for Academic Assessment and Program Review is also available to assist you.

We hope that you find the results of your assessment activities both informative and rewarding.

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CHAPTER 1: ACADEMIC ASSESSMENT AT NCC

Purpose

Nassau Community College's commitment to academic excellence is exemplified by its emphasis on achieving the highest levels of quality teaching and student learning. The cornerstone of this effort is the college's rigorous student learning assessment program. The objective of student learning assessment is to determine whether students are mastering the learning goals of the course and program to the extent we desire. In other words, are enough students learning what we want them to learn from a course or program? Further, how is the College-at-large ensuring that our students meet our Institutional and General Education goals? When employed properly, the results of these assessments have an immediate positive effect on classroom instruction and college-wide instructional practices as they indicate whether changes should be made to methodologies, pedagogy or resources. If changes are called for, they can be introduced, and their effectiveness determined at the next scheduled assessment. This process leads to continuous improvements, without which learning stagnates and academic excellence simply cannot be achieved.

In reality, instructors conduct informal assessments all the time, adjusting style, resources, strategies and so forth, to optimize student learning. The assessment process described here is designed to translate this natural, but informal process into something more systematic and more quantifiable.

A documented, systematic assessment process is more effective in improving student learning because it facilitates information exchange and helps track changes. It also allows data from many courses to be aggregated, which can help reveal program or departmental needs. This, in turn, feeds into strategic planning and cost-effective budgetary allocations at the college. Thus, effective assessments ultimately enhance institutional effectiveness. In addition to helping fulfill the college's mission, our student learning assessment activities contribute to satisfying Middle States and SUNY higher education requirements for accreditation.

Brief History of General Education Assessment

Nassau Community College has a long history of academic assessment beginning in 1989. Then, between 2001 and 2010, NCC implemented general education assessment within the context of the mandated SUNY-General Education Assessment Review (GEAR) initiative, which focused on systematic assessment of general education curricula across the statewide system. With the 2010 decision by the SUNY Trustees to effectively withdraw this mandate, NCC re-established

and enhanced its pre-GEAR general education assessment processes. While continuing to adhere to the common general education goals established for SUNY system campuses, NCC has taken full ownership and responsibility to establish systematic and sustained assessment of general education learning outcomes at all levels, in fulfillment of the college mission and as part of maintaining the highest level of institutional effectiveness.

Overview of Academic Assessment Practices at Nassau Community College

NCC measures key learning outcomes for programs, general education and the institution using both direct and indirect measures. Direct measures of student learning include rubrics, reflective writing assignments, quizzes, reports, essays and papers. It is college policy NOT to use course final grades or other holistic measures that incorporate a variety of factors (e.g., attendance and participation) as **direct** measures of student learning. Indirect measures of student learning and program outcomes are also used to support program and course-level assessment. Indirect measures include surveys, focus groups, course grades or completion rates. In addition to graduation rates, retention rates and other institutional measures, NCC maintains an account with Survey Monkey, which allows departments and programs to develop surveys that capture input from employers, site supervisors, and student opinions. This account is overseen by the Office of Institutional Effectiveness & Strategic Planning to ensure that all surveys conform to FERPA and ethical standards for research. NCC also administers a Graduation Survey to all of its graduates. Information from these surveys is used to identify necessary changes to program and course curricula or content, in order to improve students' learning and outcomes.

General Education Assessment

Every department is charged with ensuring that their general education courses meet the standards for curriculum and assessment that have been described by the State University of New York. Standard grading rubrics for each general education competency are used college-wide to assist in aggregating findings across disciplines. Each department provides data regarding the assessment of general education knowledge and competencies as part of their regularly-scheduled student learning outcome assessments. The area deans work with OAPR, the Assessment Fellows, and the Academic Senate Assessment Committee (ASAC) to refine the process for assessing general education. Assessment of ILOs and general education learning outcomes follow the 3-year cycle noted on page 9. To gather general education learning outcomes findings for each discipline, a list of courses that address the discipline or competency being assessed is maintained in Banner, as well as in Taskstream®, and updated as needed. General education assessment findings are gathered annually. These findings are analyzed by each academic department, OAPR and the area deans. After reviewing the findings,

OAPR provides feedback on the strengths and weaknesses of each department's assessment processes. Chairs then develop action plans to improve student learning and teaching as needed.

Institutional Learning Outcomes Assessment

Institutional Learning Outcomes (ILOs) represent the skills, knowledge, abilities and spirit of inquiry that students will demonstrate as a result of their educational experience at NCC. The ILOs, like the general education outcomes, are assessed on a three-year cycle.

The NCC Institutional Learning Outcomes (ILOs) include the SUNY general education competencies, and also incorporate learning outcomes such as pluralism, diversity and global awareness, which have always been integral to the NCC mission. In their current form, the standards and rubrics for the ILOs are based heavily on the SUNY general education standards as well as other sources, including input from our faculty who are experts in these disciplines. The ILOs are refined with each iteration of assessment. The ILOs listed below were approved by the Academic Senate in the fall 2016 semester. Rubrics for each ILO are distributed college-wide to ensure that they are assessed in an appropriately rigorous, valid and reliable way across all disciplines and programs. The NCC ILOs are:

- Critical Thinking
- Creative and Aesthetic Literacies
- Basic Written and Oral Communication
- Quantitative Literacy
- Information Literacy
- Global Awareness
- Pluralism and Diversity

Each year one or two ILOs are assessed across the college. The "ILOs of the Year" are announced in the spring of the year prior to assessment. Department Chairs and faculty then have the spring and summer to incorporate ILO assessment into their annual assessment plan. Data is collected at the end of every spring semester, and results are shared in several college-wide venues the following fall (e.g., Assessment Committee meetings, Chairs meetings, faculty development days, Academic Affairs meetings, and Strategic Planning meetings). When student performance does not reach our target, appropriate college-wide actions are put in place, including professional development, allocation of resources, or changes in curriculum.

Annual Schedule for ILO and General Education Assessment:

	April-May:	June-September	September-May	June-July	August:	September:	October-December	January-April
Announce ILO and Gen Ed outcomes for next year								
Develop plans for assessing ILO/Gen Ed outcomes								
Collect ILO/Gen Ed data								
OAPR analyzes data								
OAPR provides report to Dean of General Ed								
Dean of Gen Ed creates action plans to address deficiencies or otherwise improve outcomes.								
Share results at college venues								
Provide professional development and plan for other resources to improve Gen Ed outcomes as needed								

Department-Level Assessment

For departments without discrete programs, or with discrete programs AND general education courses, department outcomes are established and cycled for assessment over a three-year period. These departmental outcomes generally consist of ILOs and general education outcomes, and often also include key outcomes from major courses in the department that are not already addressed in the ILOs or general education outcomes. In addition, departments measure their overall effectiveness using indirect measures; for example, students' satisfaction with the resources or curriculum; passing and retention rates, etc.

Assessment findings are summarized and made available to all faculty, discussed, and used to make appropriate modifications.

Program-Level Assessment

Program outcomes reflect what students should be able to do after completing a program. Some program outcomes reflect key learning outcomes from courses that are required of the program. Additionally, the overall effectiveness of programs is measured using applicable indirect measures; for example, rates of retention, graduation, transfer into four-year programs, or employment; students' satisfaction with the program's content and resources.

Assessment findings are summarized annually, made available to faculty, discussed, and used to make appropriate modifications to the program. In addition to the annual assessment of program learning outcomes, every discrete program undergoes a periodic full review by external accrediting agencies or through the SUNY External Program Review process. In the case of programs that undergo review by external accrediting agencies, the review conforms to the timelines and procedures mandated by the accrediting agency. In the case of all other discrete programs, the State University of New York requires an intensive review by external peer reviewers, which occurs every five to seven years. This Program Review process is described in detail in Chapter 2 of this Academic Assessment Plan.

Course-Level Assessment

All courses have student learning outcomes (also referred to as objectives on course outlines). We assess our students' learning by evaluating their performance on assignments, test questions, papers, etc. (direct measures) that specifically align to each key learning outcome. For general education courses, the key learning outcomes reflect the general education outcomes defined by SUNY or NCC Institutional Learning Outcomes.

The findings of these assessments, once collected and aggregated, are made available to all faculty who teach the course. The faculty then use the results to make modifications to their courses to improve student learning. For more information about how to develop learning goals, outcomes, and measures, please see Chapter 3 of this Academic Assessment Plan, "An Instructors Guide to Course-Level Student Learning Outcomes."

Assessment Roles and Responsibilities

Departmental Assessment Committee

For assessment to be conducted effectively and efficiently, the roles and responsibilities of all involved parties need to be established and documented. Every department has a Departmental Assessment Committee (DAC) that includes the following members:

- Department Chair: Who provide an annual summary of assessment activities, including the impact that assessment is having on curriculum, pedagogy, and strategic planning for the department
- Program Coordinators (if applicable)
- Course Coordinators
- Academic Senate Assessment Committee Representatives:
- Taskstream® Coordinator(s)

The Departmental Assessment Committee is responsible for the following:

- Creating sustainable assessment cycles and publishing these cycles for faculty
- Creating curriculum maps showing which courses address departmental outcomes
- Mapping (linking) course outcomes to department outcomes, general education outcomes, institutional learning outcomes and/or program outcomes
- Summarizing and documenting assessment findings for inclusion in Taskstream®, and facilitating faculty discussion
- Updating, as needed, course, program, or department outcomes
- Providing rubrics for discipline-specific learning outcomes and translating college-wide rubrics for the discipline
- Ensuring that faculty are given the support needed to complete their assessment of student learning outcomes effectively
- The Assessment Representatives attend the Academic Senate Assessment Committee (ASAC) meetings and report to their respective departmental assessment committees with any updates, changes, or other information regarding the College's assessment practices.
- The Taskstream Coordinator gathers all of the assessment findings and recommendations and updates Taskstream with this information on an annual basis. This person also generates reports from Taskstream so that the department chair, program coordinators, course coordinators, and faculty can review the findings and collaborate to make recommendations for improving teaching and learning.

Academic Senate Assessment Committee

The Academic Senate Assessment Committee (ASAC) is comprised of at least one member of each department, if possible, as well as several academic affairs administrators, including the Coordinator of Academic Assessment. In conjunction with the Assessment Fellows, the ASAC provides appropriate mentoring to departments throughout the college, and helps departments comply with the goals and requirements of the College's assessment plan. The ASAC maintains a regular dialogue with the Coordinator of Academic Assessment on matters pertaining to academic assessment at Nassau Community College. Faculty members of the Academic Senate Assessment Committee act as assessment leaders in their own departments, ensuring that information and communications regarding campus-wide assessment processes effectively inform the assessment planning and the assessment activities of each academic department.

ASAC works with the Coordinator for Academic Assessment in OAPR to coordinate several college-wide annual assessment-related professional development opportunities, including the NCC Assessment Workshop and the NCC Faculty Assessment Orientation.

The Office of Academic Assessment and Program Review (OAPR)

OAPR provides a "home" for integrated assessment of student learning outcomes across the institution. The Coordinator of Academic Assessment provides monthly updates to the Academic Senate Assessment Committee, Academic Affairs, and department Chairs on matters pertaining to assessment. The office is responsible for guiding development and overseeing the implementation of all processes related to college-wide academic assessment, including analyzing assessment results and using them to improve student learning outcomes. To accomplish these tasks, the Coordinator of Academic Assessment oversees the Assessment Fellows and works directly with faculty and the Academic Senate Assessment Committee (ASAC) to develop and implement processes related to reliable assessment of student outcomes, with the primary purpose of supporting continuous quality improvement and assuring institutional effectiveness.

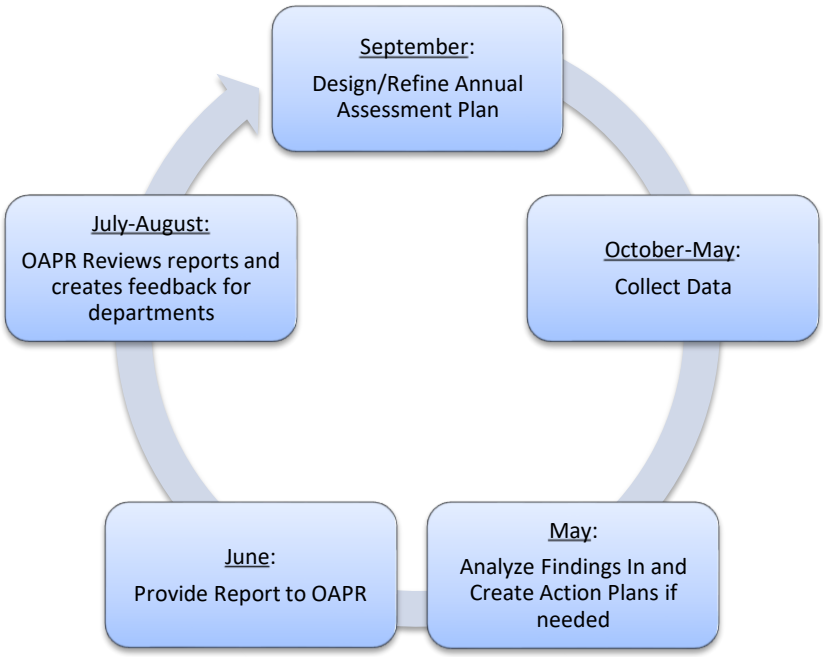
The Assessment Fellows are a group of faculty-peer experts in assessment, each of whom is assigned to serve as a peer advisor for several academic departments. Together, the Coordinator of Academic Assessment and the Assessment Fellows provide professional development for faculty, including one-on-one meetings and small group presentations to help them design assessment plans, analyze and improve on their findings, and report on their assessment efforts on an annual basis. Assessment Fellows meet with Department Chairs and members of the Department Assessment Committee as needed throughout the academic year but are most active in the beginning of the year, assisting in setting up the assessment plans, and toward the end of the year, as departments collect, analyze and report their assessment findings.

Building a Sustainable Assessment Cycle

NCC's assessment system was built from the course up, so our assessment planning was traditionally based on the timing of course assessments. In keeping with the nation- and state-wide shift to assessing *key learning outcomes* rather than courses, we are shifting to a department-and/or program-outcomes based cycle going forward which is more of a top-down approach. This allows us to analyze student performance on the outcomes that are most critical to the mission of the college.

As there are multiple levels of assessment, the mapping (linking) of key learning outcomes from courses to program, department and/or general education outcomes and ILOs is essential for keeping cycles and workloads sustainable. By creating these links through our electronic platform, data collected at the course-outcome level can be aggregated and distributed to programs, departments, academic areas, or college-wide, as needed.

General Timeline for Assessment each Academic Year



General Education Departments

Departments that are responsible for teaching discipline-specific SUNY general education learning outcomes include all of the departments in the Social Sciences, Humanities, and Natural Sciences. These departments cycle departmental outcomes so that each is assessed over a three-year period. Course outcomes that reflect SUNY general education requirements are assessed according to the college's schedule for general education assessment as they are the data sources for SUNY general education outcomes. The Assessment Cycle of ILOs and General Education Outcomes Table below depicts the current 3-year department-outcome assessment cycle. To the extent possible, assessment of general education and Institutional Learning Outcomes is adjusted to the college schedule so that meaningful campus-wide data collection and analysis is possible. In years when general education outcomes or ILOs are not being assessed by a particular department, department-specific outcomes or goals are assessed and modifications based on prior assessments are analyzed to determine whether they are having a positive impact on teaching or student learning outcomes. Meaningful academic assessment occurs every year in every department.

Discrete Programs

Program learning outcomes are cycled so that all outcomes are assessed over a three-year period. Courses that are required of a program serve as the data sources for key program learning outcomes.

Departments with Both General Education and Discrete Programs

These departments conduct both general education assessment and program assessment. In some cases, courses within a program may serve as data sources to both program and general education outcomes.

Assessment Cycle of ILOs and General Education Learning Outcomes

	2020-2021 (Start of new cycle)	2021-2022	2022-2023	2023-2024 (Start of new cycle)
Institutional Learning Outcomes:	Information Literacy Global Awareness, Pluralism & Diversity	Quantitative Literacy Creative & Aesthetic Literacy Basic Oral & Written Communication (cross-discipline)	Critical Thinking	Information Literacy Global Awareness, Pluralism & Diversity
General Education:	Social Science Natural Science Foreign Language-Culture	Mathematics Arts & Humanities Basic Oral & Written Communication (ENG comp courses)	American History Western Civilization Other World Civilizations Foreign Language-Communication	Social Science Natural Science Foreign Language-Culture

Reliability of Findings

In order to generate the most reliable assessment data possible, instructors need to come to consensus regarding the standards of their students' work by clearly defining levels of performance and by using a common set of criteria to evaluate the work. Using an assessment rubric to assess particular outcomes that cover multiple courses helps to establish common standards for evaluation without infringing on the instructor's choice of what type of assignment, test, or project to administer. For the assessment of general education outcomes and ILOs, campus-wide rubrics are distributed. Department assessment committees "translate" these rubrics into language more fitting for their discipline without changing the evaluation criteria. For more department specific outcomes, the creation and use of rubrics within each department is strongly encouraged.

Validity of Findings

The sample of students used to assess key learning outcomes must represent the *majority* of the students who are in a course or program at the time of the assessment. For small courses and programs, the goal should be to include all of the students who are expected to master a learning outcome. For very large courses or programs, every effort should be made to include the majority of the students, faculty and sections in the sample, but a minimum of 30% of the students enrolled in the course during the semester in which it is assessed.

Responding to Assessment Results

Sharing the Results within the Department or Program

In multi-section courses all faculty teaching the course receive a copy of the collated data for the course, and discuss how the results can inform their efforts to improve student learning. Feedback from students that is collected using surveys, focus groups, or other indirect methods of assessing learning is also used to inform efforts to improve student learning. This discussion of assessment results occurs *prior* to the June 1 deadline, when action plans for each student learning outcome must be submitted to OAPR. The same process applies to discrete programs.

Documentation of Academic Assessment in Taskstream®

Departments and programs develop assessment plans and measures that align with the standards of their discipline. Every department reports on or updates the following information regarding their assessment findings in Taskstream® on an annual basis:

- **Mission statement**-clearly states the mission of the Program/Department.
- **Curriculum Map**-shows which courses address every program or department learning outcome.
- **Assessment Plans**-which detail learning outcomes, data sources, measures, responsible personnel, acceptable targets, and timelines for when outcomes are assessed.
- **Assessment findings and recommendations** for each learning outcome that was assessed during the academic year.
- **Annual Assessment Summary**-Each department's annual assessment summary is submitted by June 15 of every year by the department chair. It is reviewed by their area dean, assigned Assessment Fellow and by an independent reviewer (a second Assessment Fellow). The Coordinator of Academic Assessment creates a feedback report that is shared with the area dean, department chair, and department faculty members. Department Chairs use their feedback to refine their assessment plans for the coming academic year.

The Coordinator of Academic Assessment tracks the extent to which every department and program is meeting assessment requirements by translating the Assessment Fellow's reviews into a rubric score:

0 No evidence provided for the standard

1 Evidence submitted, but not adequate to address the standard

2 Evidence shows an effort to address the standard, but improvements are needed

3 Evidence that was provided addresses the standard

4 Evidence provided represented exemplary assessment practices

These ratings are color-coded and converted to a "heat map," which provides an easy reference to identify particular standards that require college-wide attention or particular departments or programs that require additional support and training in assessment. The heat maps on the following pages show faculty reviewer ratings for departments on several key assessment standards. What we have observed over time is that there has been a significant amount of improvement in the ratings for the "closing the loop" standard, which is toward the right of the charts. In 2016, less than 50% of the programs had provided documentation of using assessment findings to improve teaching and learning. In 2017, every department and program showed at least some progress toward "closing the loop." In 2019, 86% of the departments and programs that we reviewed showed evidence of using assessment to improve teaching and learning. This vast improvement was due to several factors. First, there were several campus-wide and departmental faculty development workshops that helped faculty better understand how to use their assessment findings. Many departments and programs also changed their assessment processes, assigning more faculty members to developing, supervising, and analyzing academic assessment. Finally, several departments have improved how they document assessment, making their forms simple and efficient.

Another factor in this success was a shift in our focus in 2017-2018 to a campus-wide effort to assess general education outcomes in addition to our ILOs. For many departments and programs, this shift to general education outcomes required that they quickly develop or refine their learning outcomes, assessment methods, and how they organize assessment. Despite the tremendous challenge this shift posed, in 2018, 62/66 (94%) of the departments and/or programs that we reviewed demonstrated clearly that they were using assessment to inform their academic plans, and in 2019, 86% have already documented ways in which they have changed their curriculum or teaching methods as a direct result of assessment efforts. The College continues to see an increase every year in programs using academic assessment findings to inform their curriculum and teaching.

2015-2016 Assessment of Annual Departmental Assessment Activities

Assessment Plan	Assessment Committee	**Curriculum Map**	Annual Assessment Overview	Program/Department Level Outcomes and Measures	Provide results of Program Level Learning Assessments	Course Level Learning Assesment	Department level Quantitative analysis	**Course Level Quantitative and Qualitative Assessment Results**	Learning Outcomes Evaluation	Departmental Assessment Issues and Recommendations	Closing the Loop (from previous assessments)	Course level Quantitative analysis	Program level Quantitative analysis
0	0	0	0	0	0	0	NA	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	1	0	0	0	0	0	0	0	0
0	2	4	0	1	1	0	0	1	0	0	0	0	0
4	0	1	3	0	0	0	0	0	0	1	0	0	1
2	0	4	0	3	0	0	0		1	0	0	0	0
3	0	0	2	0	2	1	1	1	1	0	0	1	1
4	4	1	2	0	1	0	1	0	1	1	1	1	1
4	4	1	2	2	1	0	NA		2	0	0	0	1
4	0	4	4	1	0	1	0	2	2	3	2	2	0
0	0	4	0	3	4	2	NA	NA	2	0	3	2	3
1	3	4	0	1	4	1	2	4	0	4	2	0	NA
4	0	4	1	2	3	1	2	2	3	3	0	2	NA
4	4	2	3	4	2	2	2	2	2	2	2	2	2
2	4	0	4	4	4	2	2	3	2	3	2		NA
4	4	4	4	4	0	4	NA		2	4	1	4	0
4	4	3	4	3	4	3	NA	3	2	2	2	2	NA
4	4	4	4	2	2	3	NA	3	4	3	3	3	0
4	4	0	4	4	4	3	NA	4	2	1	4	3	2
4	4	4	4	3	4	3	NA	3	3	4	2	3	2
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4	3	2	4	3	3	4	2	3	4	4	4	4	3
4	4	0	4	4	NA	3	3	NA	3	4	4	4	NA
4	4	3	3	4	3	2	4	3	4	3	3	4	4
4	4	3	4	4	4	4	3	3	4	4	4	4	2
4	4	4	4	4	4	4	3	4	3	4	4	2	NA
4	4	4	4	4	4	4	4	NA	3	4	4	4	NA
4	4	4	4	4	4	4	NA	4	4	4	3	4	4
4	4	4	4	4	NA	4	4	4	4	4	4	4	NA
4	4	4	4	4	4	4	NA	NA	4	4	4	4	4

2016-2017 Assessment of Annual Departmental Assessment Activities

Assessment Plan	Assessment Committee	Curriculum Map	Annual Assessment Overview	Dept/Program Outcomes Defined (if applicable) *Fill in one form per*	Outcomes Findings	Quantitative analysis	Program level Qualitative analysis	Course/ Gen Ed Level Outcomes Defined	Course Level Outcome Findings	Course level Quantitative analysis	Course level Qualitative analysis	Response to prior recommendations	Action Plan/Next Steps/Closing the Loop
4	3	2	3	3	2	2	2		4	3	4		
3	3	mixed	3	3	4	4	3	3	2	4	3	1	mixed
4	3	4	4	3	2	4	3	3	2	2	3	1	mixed
3	3		4	2	3	3	3	3	3	4	2	3	3
4	4	4	4	4	3	3	2	4	4	1	3	1	4
4	4	1	4	3	3	4	3	2	3	4	3	2	2
4	3	3	4	3	3	4	3	3	3	4	3	4	4
4	3	4	4	4	3	4	3	3	4	4	4	3	3
mixed	4	4	4	3	3	4	3	3	3	4	3	2	3
4	3	mixed	mixed	3	4	4	3	3	3	3	3	mixed	mixed
4	3	1	4	3	4	4	3	4	4	4	4	1	3
4	4	4	4	3	mixed	3	3	4	3	3	4	mixed	3
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4	4			4	2	3	4	4		4	2	3	4
4	3	4	4	3	4	4	3	3	4	4	3	2	mixed
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4	3	4	4	3	4	4	3	3	4	4	3	mixed	3
4	4	3	4	3	4	4		3	4	4	3	3	4
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4	4	4	4	4	4	4	3	4	4	4	3	1	3
4	4	4	4	4	4	4	1	4	4	4	3	4	4
4	4	4	4	4	3	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	3	4	4	4	3	4	4
4	4	4	4	4	4	4	4	4	4	4	3	4	4

2017-2018 Assessment of Annual Departmental Assessment Activities

Mission Statement	Curriculum Map	Dept or Program Outcomes	Gen Ed or ILO Outcomes	Direct Measures	Data Source	Target	Key Personnel/Timeline	Findings	Analysis	Recommendations
4	1	4	2	4	3	3	4	4	2	2
4	1	4	1	4	3	3	3	4	2	2
1	1	4	2	4	3	3	3	4	2	2
4	1	4	1	4	3	3	3	4	2	2
4	4	4	4	4	2	2	2	4	4	3
4	3	4	4	3	4	2	3	3	1	1
4	1	1	1	1	1	1	1	1	1	1
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4	1	4	4	4	4	4	4	4	3	2
4	3	4	4	4	4	4	4	3	2	2
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4	3	4		3	1	4	4	2	2	2
4	3	4	3	4	4	4	4	4	3	3
4	2	4	2	4	4	3	4	3	2	3
4	3	4	3	3	3	3	4	3	3	2
1	1	3	3							
4	3	4	2	3	1	3	4	2	1	2
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4	4	4	4	4	4	4	4	4	4	4

2018-2019 Assessment of Annual Departmental Assessment Activities

Mission Statement	Curriculum Map	Dept or Program Outcomes	Ged Ed or ILO Outcomes	Direct Measures	Data Source	Target	Key Personnel/Timeline	Findings	Analysis	Recommendations
4	3	4	1	3	4	3	3	3	3	2
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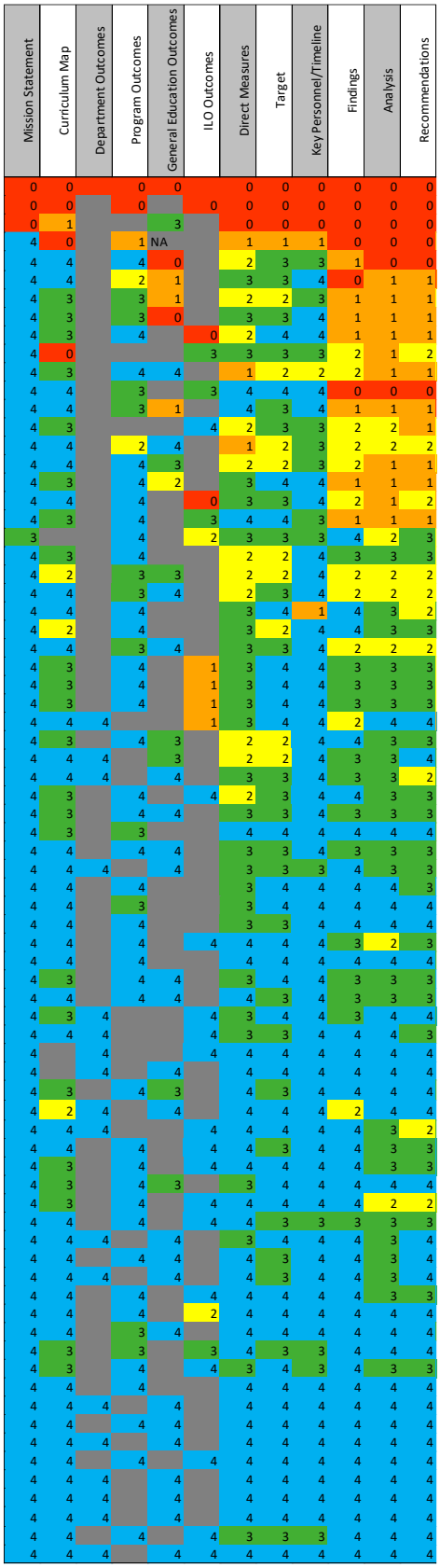
2019-2020 Assessment of Annual Departmental Assessment Activities



CHAPTER 2: SUNY PERIODIC PROGRAM REVIEW

Unless subject to mandated external accreditation, each degree and certificate program recognized by the New York State Education Department (NYSED) is required by SUNY to undergo a comprehensive review at least once every five to seven years. Each program undergoes this program review every five years, though at times this may vary. The Department Chair and program faculty are notified of the impending program reviews in August for the subsequent spring occurrence and are provided at that time with comprehensive guidelines and self-study questions. Using these guidelines, and under the guidance of the Academic Area Dean, the Chair and faculty prepare a comprehensive self-study report that must be completed at least one month prior to the scheduled review date.

The review focuses on five major categories of program success. Following the review, and under the guidance of the Academic Area Dean, the Department Chair and Program Faculty use external reviewer recommendations in developing a five-year Action Plan for program improvement. Implementation of this plan is the responsibility of the Chair with oversight provided by the Area Dean. These and associated details are listed below:

I. ***Program Success Indicators***
   a. Curriculum Mapping and Program Improvement
   b. Recruitment of Students
   c. Enrollment Patterns
   d. Student Preparation/Profile – Demographics and Developmental Education
   e. Advisement – Implementation and Impact of Academic Advisement
   f. Retention/Completion – Identified Factors Affecting Program Retention/Completion
   g. Transfer and Employment – Transfer and Employment Advisement, Experiential Learning and Internships

II. ***Student Performance Indicators***
   a. Measures of Success-Outcomes
   b. Closing the Loop – Use of Course and Program Level Assessment Results to Improve Student Outcomes

III. ***Faculty***
   a. Faculty – Qualifications, Diversity and Program Functions

b. Quality of Instruction – Professional Development, Instructional Quality Improvement and Part-Time Faculty

IV. ***Facilities and Resources***

a. Current Status and Critical Needs
b. Budget Impact on Program Success
c. Grants Activity for Program Support

V. ***Need for Program and Program Cost-Effectiveness***

a. Need for Program – Regional Labor Futures
b. Cost Effectiveness of Program – Costs in Context of Student and Program Success

VI. ***Post-Review Five-Year Action Plan***

a. Recommendations/Target Goals and Measures
b. Actions to be taken to Achieve Goals and Target Completion Dates
c. Person or Persons Responsible for Completion of Goal: Relevant Actions
d. Plan for Annual Assessment of Plan Implementation

The Office of Institutional Effectiveness and Strategic Planning (OIESP) provides a standard set of data (Data Pack) for each program preparing for upcoming review during that year. Data are selected for inclusion in each review cycle in consultation with the area deans who seek feedback to refine the Data Pack from Academic Department Chairs and program coordinators.

The **Department Chair**, having ultimate responsibility for ensuring the success of programs based in the department, provides leadership throughout the program's self-study process. The Academic Area Dean works closely with the Chair and program faculty during the self-study process, providing guidance in developing the program's self-study report. Finally, the Area Dean independently reviews the program self-study report and provides a separate report that discusses the program from an administrative and institutional perspective. All of these documents are maintained in our accountability management software program, Taskstream, within the standing requirements of the program workspace.

SUNY requires that each program be evaluated by two (2) external reviewers. Occasionally, and for specific reasons, such as a Chair's request, three (3) reviewers are invited to evaluate a program. In identifying external reviewers, the Program Review Coordinator consults with the Department Chair and the Area Dean and evaluates potential reviewers to verify qualifications and experience. For certificate programs, reviewers are sought from 2-year programs and industry. For associate degree programs, one reviewer is sought from a 2-year program and one from a 4-year program, preferably at an institution to which students in our program transfer. For applied associate programs, one reviewer is sought from a 2-year program and one from industry. The external reviewers are modestly remunerated. At least two weeks prior to the

site visit, they are provided via email with all pertinent past and current self-study, external reviewer and Area Deans' reports, as well as Data Packs and other program information.

The one-day site visit comprises full morning and afternoon meetings in the office of OAPR. Attendance at these meetings includes the Department Chair, Program Faculty, and the Area Dean. Between these two meetings, external reviewers are provided by the Chair with a tour of the program's facilities and participate in additional meetings, arranged by the Chair in the Department, so that reviewers can speak separately and privately with groups of program faculty, students currently enrolled in the program, program alumni and, if appropriate, program advisory council members.

The designated first reviewer acts as primary author, conferring with the second reviewer and, if applicable, the third reviewer, and prepares a final written report. The reviewers are provided with guidance regarding the expected content areas of the report, including the requirement for recommendations for improving student outcomes and the program itself. This report is submitted to OAPR within two weeks of the site visit. It is then forwarded to the Department Chair and the Area Dean.

With guidance from the Area Dean, the Department Chair and program faculty are responsible for formulating a "Post-Review Five-Year Action Plan" focused on the changes to the program and the improvement of student outcomes. Chairs are provided with guidance regarding formulation of the action plan and are urged to specifically address issues raised and recommendations made during the site visit and in the Final Reviewers' Report, and to build the Action Plan around these recommendations.

Each completed Action Plan is reviewed by the appropriate Area Dean and subsequently submitted to OAPR. This enables common programmatic review issues to be identified, priorities to be discussed, requests endorsed, and resources to be sought or allocated. This process is important to the maintenance of academic program quality and institutional renewal – particularly during a period of austerity when competition for resources is at its keenest. All of the documents related to the Program Review, including the 5-year Action Plan, are maintained in Taskstream, within the standing requirements of the program workspace. The Data Packs as well as all of the institutional assessment data used for program reviews (i.e., Environmental Scan, graduation rates and demographics by program) are available on the OIESP website, accessible through the NCC Portal.

Periodic Program Review Schedule

The College is authorized by the New York State Board of Regents and by the New York State Department of Education to award two-year Associate Degrees in Arts (A.A.), Science (A.S.), and Applied Science (A.A.S.), Bachelor of Science Degree (B.S.) in Nursing, and is also authorized to award Certificates for programs of study of less than two years.

All programs subject to mandatory external accreditation are exempt from the SUNY review process, and a record of their accreditation actions and current status with their accreditors is maintained by OAPR. Currently, all relevant programs are accredited and in good standing. In addition, OIESP maintains multi-year graduate licensing exam pass rates for publication in the consumer information section of the College website, as well as for purposes of documenting compliance with Middle States accreditation standards and HEOA requirements.

Schedule for Program Reviews

DEPARTMENT	PROGRAM	DATE(S) OF PREVIOUS SUNY REVIEW(S)	DATE OF NEXT SCHEDULED SUNY REVIEW
ACCT & BUSINESS ADMIN	Accounting, A.S.	2004/2005; 2011/2012; 2016/2017	2021/2022
	Business Administration, A.S. & Cert	2005/2006; 2012/2013; 2017/2018	2022/2023
ADMIN BUSINESS TECH	ABT Admin Support Tech, A.A.S. & Cert	2008/2009; 2014/2015; 2019/2020	2024/2025
	ABT Health Information Tech, AAS & Cert	2016/2017	2021/2022 - Also note 5/31/19-5/31/22 PCAP Accreditation for Certificate
	ABT Legal, A.A.S./Cert	2003/2004; 2011/2012; 2017/2018; 2019/2020	2024/2025
	ABT Medical, A.A.S./Cert	2006/2007; 2010/2011;	2024/2025

		2015/2016; 2019/2020	
AFRICANA STUDIES	Afro-American Studies, A.A.	2009/2010; 2014/2015	TBD
ALLIED HEALTH SCIENCES	Radiologic Technology, A.A.S.	2010/2011; 2015/2016	2021/2022
ART	Art Studies, A.A.	2004/2005; 2011/2012; 2017/2018	2022/2023
	Art, A.S.	2006/2007; 2012/2013; 2018/2019	2023/2024
	Commercial Art: Digital Technologies, A.A.S.	2007/2008; 2013/2014	2020/2021
	Desktop Pub & Design, Cert.	2013/2014	2020/2021
	Photography, A.S./Cert	2003/2004; 2012/2013; 2017/2018	2022/2023
	Website Design, Cert	2013/2014	2020/2021
BIOLOGY	Biology, A.S.	2015/2016	2021/2022
COMMUNICATIONS	American Sign Language A.A.	2003/2004; 2011/2012; 2017/2018	2022/2023
	Communication Arts, A.A.	2010/2011; 2015/2016	2021/2022
	Media, A.A.	2004/2005; 2010/2011; 2016/2017	2022/2023
CRIMINAL JUSTICE	Criminal Justice, A.S.	2005/2006; 2011/2012; 2016/2017	2021/2022
	Emergency Management, A.S.	2018/2019	2023/2024
	Fire Science, A.S.	2017/2018	2022/2023

ENGINEERING	Computer Repair Tech, A.A.S.	2006/2007; 2012/2013; 2018/2019	2023/2024
	Construction Management Cert	2006/2007; 2012/2013; 2017/2018	2022/2023
	Engineering Science, A.S.	2007/2008; 2015/2016	2021/2022
	Sustainable Design & Renewable Energy Cert	Not Yet Active	TBD
ENGLISH	Creative Writing, A.A.	New Program	Initial Review: 2021/2022
HEALTH/PHYS ED & RECREATION	Health Studies, A.S.	2016/2017	2021/2022
	Physical Ed Studies, A.S.	2017/2018	2022/2023
HOSPITALITY	Culinary Arts, AOS	New Program	Initial Review: 2023/2024
	Dietary Management, Cert.	2013/2014; 2018/2019	2023/2024
	Food & Nutrition, A.S.	2013/2014; 2018/2019	2023/2024
	Food Service Admin, Restaurant Mgmt., A.A.S	2005/2006; 2012/2013; 2017/2018	2022/2023
	Food Service Technology, Cert.	2012/2013; 2017/2018	2022/2023
	Hotel Tech Admin, A.A.S.	2008/2009; 2014/2015	2020/2021
LIBERAL ARTS	Liberal Arts & Sciences: Humanities & Social Sciences, A.A.	2008	TBD
	Liberal Arts & Sciences: Math & Sciences, A.S.	2008	TBD

MARKETING	Bus - Fashion Buying & Merchandising, A.A.S.	2008/2009; 2014/2015	2020/2021
	Bus-Marketing, A.A.S.	2006/2007; 2012/2013; 2018/2019	2023/2024
	Fashion Design, A.A.S.	2008/2009; 2013/2014; 2018/2019	2023/2024
	Interior Design/Home Furnishings, A.A.S. & Certificate	2004/2005; 2012/2013; 2018/2019	2023/2024
	Marketing, A.S.	Proposed	Initial Review: 2023/2024
	Retail Business Management, A.A.S.	2004/2005; 2010/2011; 2015/2016	2020/2021
	Sports Marketing, A.S.	Proposed	Initial Review: 2023/2024
MATH	Cisco Cert Entry Networking Technician Certificate		Initial Review: 2024/2025
	Computer Science, A.S.	2006/2007; 2012/2013; 2018/2019	2023/2024
	Cyber Security Certificate	New Program	Initial Review: 2023/2024
	Information Tech A.A.S. & Certificate	2009/2010; 2014/2015	2020/2021
	Mathematics, A.S.	2009/2010; 2014/2015	2020/2021
MUSIC	Performing Arts – Music AAS	NASM – 2007; 2017	2020/2021

	Studio Recording Technology Cert.	2006/2007; 2012/2013; 2018/2019	2023/2024
PSYCHOLOGY	Disability Studies AA & Certificate	2015/2016	2021/2022
SOCIOLOGY	Human Services, Community Service & Social Welfare A.A.	2013/2014; 2018/2019	2023/2024
THEATRE/ DANCE	Acting, A.A.	2014/2015	2020/2021
	Dance, A.A.	2000/2001; 2014/2015	2021/2022
	Technical Theatre, A.A.	2000/2001; 2014/2015	2020/2021

Schedule for Externally Accredited Program Reviews

DEPARTMENT	PROGRAM	DEGREE	DATE(S) OF PREVIOUS AND/OR INITIAL ACCREDITATION REVIEW(S)	DATE OF NEXT SCHEDULED REVIEW	AGENCY
ALLIED HEALTH SCIENCES	Medical Laboratory Technician	AAS	2007; 2012; 2018/2019	2028/2029	NAACLS
	Physical Therapist Assistant	AAS	2005; 2016	2025	CAPTE/APTA
	Radiation Therapy	AAS	2004; 2010; 2016	2021	JRCERT
	Respiratory Care	AAS	2003; 2011	2021	CoARC
	Surgical Technology	AAS	2009	Site visit scheduled for 11.1.19.	CAAHEP; ARC STSA
ENGINEERING	Civil Engineering Technology	AAS	2007; 2013	In process	ABET
	Electrical Engineering Technology	AS	2007; 2013	In process	ABET
LEGAL STUDIES	Paralegal	AAS & CERT	2007; 2014; 2015	2021	ABA
MORTUARY SCIENCE	Mortuary Science	AAS	2008; 2015; 2016;	2023	ABFSE
NURSING	Nursing	AS	2007; 2009; 2012	2020	ACEN
	Nursing	BS		TBD	

CHAPTER 3: INSTRUCTOR'S GUIDE TO ACADEMIC ASSESSMENT

Instructors must be made aware at the start of a semester if learning outcomes from their course are being assessed. The Departmental Assessment Committee is responsible for providing instructors with appropriate instructions, assignments, exams or other measures and data collection tools to facilitate gathering assessment data. Each Departmental Assessment Committee creates a plan for when and how their key learning outcomes are assessed. They also gather the assessment findings and recommendations from instructors to improve student performance. The key to effective assessment in a department is good communication between the Departmental Assessment Committee and the instructors.

Learning Goals

The first step in performing academic assessment is to state the learning goals for a particular course. Learning goals for courses are stated in the course description that was approved by the College Wide Curriculum Committee and are included on the Course Outline, which every instructor should receive when they agree to teach a course. If the course is identified as a SUNY or NCC General Education course in the catalog, the appropriate General Education learning outcomes should be used in place of goals for the course.

Some examples of learning goal statements for different disciplines are:

- To develop students' knowledge and understanding of the organizational structure of the hospital. (Allied Health Sciences)
- To improve students' listening skills. (Communications)
- To develop students' understanding of the meaning and measurement of inflation. (Economics-Finance)
- To help students learn the statistical methods used to represent and describe large data sets. (Mathematics, Computer Science, and Information Technology)
- To help students learn the 18 different weather elements located around a surface station model through a lab exercise in which these data are plotted for numerous U.S. cities and the state of the surface atmosphere is deduced. (Physical Sciences)
- To develop students' understanding of the patterns, courses and functions of group structure, group dynamics and formal organization in society. (Sociology)

Learning Outcomes

Specific learning outcomes relating to each learning goal are established by the course instructors. Specifically, the outcomes address the things students are expected to DO that will demonstrate that the Learning Goal has been achieved (i.e., that the expected learning

occurred). Learning outcomes MUST be observable, measurable student behaviors that can be assessed using quantitative and/or qualitative methods. As with learning goals, if the course is identified as a SUNY or NCC general education course in the catalog, the appropriate general education learning outcomes should be used as goals for the course.

Standardized Language that can be used to construct the statement of an outcome behavior includes such phrases as:

- Students will show....
- Students will define....
- Students will demonstrate....
- Students will use....
- Students will solve....
- Students will identify....
- Students will plot or draw....
- Students will calculate or formulate....
- Students will apply....
- Students will discuss or describe or write....
- Students will distinguish....
- Students will explain....

Some examples of outcome behavior statements for different disciplines are:

- Students will demonstrate a knowledge of the organizational structure of hospitals of different types in terms of support and ownership. (Allied Health Sciences)
- Students will be able to evaluate their level of indulgence (from almost always to almost never) in the use of effective and ineffective listening skills. (Communications)
- Students will distinguish different levels of inflation (normal inflation, hyperinflation, disinflation, and deflation) by calculating a consumer price index using hypothetical data. (Economics-Finance)
- Students will be able to reduce a set of statistical data to a frequency distribution, calculate the mean, mode, and standard deviation of the distribution, and interpret these measures for samples and for populations. (Mathematics, Computer Science, and Information Technology)
- Students will be able to decode various station models to determine the present weather at each of the given locations. (Physical Sciences)
- Students will define and describe the major sociological concepts governing the empirical findings on group structure and group dynamics. (Sociology)

Measurement Methods and Instruments

Measures used to assess an outcome must be particular to that outcome. In some departments, a department-wide assignment or exam may be the measure of choice for key learning outcomes. In others, each instructor may choose his or her own measure for each

learning outcome, but then translates performance on that measure to a department-wide or college-wide rubric. The Departmental Assessment Committee determines which method will be used in their department. Some examples of measurement tools are: rubrics or rating scales that provide benchmarks for student performance; pre-tests/post-tests; essays; performances or artwork; critiques or term papers; lab reports or homework assignments; or any other customized exercises or projects.

Language that may be used to construct descriptions of measurements include:

- when presented with...students will be expected to ....
- when shown a...students will be able to ....
- when asked to perform...students will achieve…….
- when asked to summarize...students are expected to use....
- students will be able to...when given a....
- students will be able to...when asked to....
- students will be asked to explain orally three concepts incorporating the vocabulary of…

Reminder: The expected performance criteria should be determined before the next step (evaluation) in the assessment process takes place.

Some examples of measurements for different disciplines are the following:

- **Selected items** on a written examination consisting of multiple choice, fill-in definitions, and matching columns will assess students' knowledge of the terminology associated with the organizational structures of hospitals of different support and ownership types. (Allied Health Sciences)
- Students will be given a pre-test and post-test of listening skills to determine their use of effective listening skills. (Communications)
- When presented with hypothetical data on consumer spending (prices paid and amounts purchased), students will compute a series of simple price index numbers and from them calculate inflation rates. (Economics-Finance)
- Students will construct both manually and with a graphing calculator a scatter plot and histogram of sample data they are assigned to collect. Students will also calculate descriptive statistics for sample data presented to them on a written test using both automated statistical functions of the calculator as well as through documented computational steps (Mathematics, Computer Science, and Information Technology)
- When presented with a quiz containing data from a recent local weather observation, students will plot the data around a station model circle. (Physical Sciences)
- Students will summarize concrete examples of major empirical concepts of group structure and group dynamics identified on a written test and will respond, in essay form, to analytical questions involving the application of these principles. (Sociology)

Criteria for Determining Levels of Performance

Once an appropriate measure is identified, instructors must determine the expected level of performance for students. In order for NCC to maintain its accreditation with the Middle States Commission on Higher Education, we must demonstrate that all of our learning outcomes are of sufficient rigor for a higher education institution. In order to do this, we need to provide copies of rubrics or department-wide assignments that are used in assessing our outcomes. In order to ensure that the same standard is applied across all sections of a course, the Departmental Assessment Committee will recommend the criteria that delineate levels of performance. The simplest way to do this is with a rubric, which can be used when assessing a variety of assignments. The rubrics for the NCC Institutional Learning Outcomes are provided on pages 36-49. Discipline-specific rubrics and other criteria for determining levels of performance are provided by Departmental Assessment Committees.

Some examples of determining levels of performance for different disciplines are the following:

- **Selected items** on a written examination… A passing performance level of 70% correct responses is expected of individual students. (Allied Health Sciences)
- The performance proficiency on the post-test is set at 71%, resulting from an expected group gain of 42%. (Communications)
- When presented with hypothetical data on consumer spending...75% is the expected success rate for these tasks. (Economics-Finance)
- Students will construct both manually and with a graphing calculator a scatter plot and histogram… performance criterion: 75% correct. (Mathematics, Computer Science, and Information Technology)
- 85% of the students are expected to complete a quiz task with a grade of 70 or better. (Physical Sciences)
- Students will summarize concrete examples of major empirical concepts…. Expected performance level is at least 75% of the students will earn at least a level 2 on the first outcome of the SUNY Critical Thinking rubric. (Sociology)

Helpful Resources

The Assessment Fellows created a variety of documents to support departmental efforts to organize and strengthen their assessment practices. These documents are provided subsequent to this summary to assist you in your assessment process and are in the following order:

- **The Learning Goals and Outcomes Information Sheet/Learning Outcome Template** ensures that all departments develop or revise goals and outcomes that accurately reflect the intent of courses, programs, and departments, respectively, and are measurable.

- **Program Spaces** details the requirements for completing a program-level assessment workspace in Taskstream. For departments without programs the program space requirements can be applied to the department-level workspaces.

- **"Focus on Accreditation: Rubrics"** edition of the Office of Academic Affair's newsletter offers specific guidance on the development of measures and consistent assessment tools.

- **Collection Highlights** promotes communication and understanding regarding the roles of faculty members in the assessment process. The chart provides departments with an at-a-glance accounting of the parties responsible for communicating requirements, as well as for collecting and documenting assessment data for the current semester, and offers a brief explanation of the organizational structure within which these roles operate. For a more detailed overview of the roles and responsibilities associated with the assessment process, which departments could use to strengthen their practices for future semesters, more specific department-specific instructions are available in Chapter 1 of this book.

- **Checklist for Your Workspaces and Workspace Review** for departments to evaluate their own assessment documentation.

- **Taskstream Prompts for Analysis & Recommendations** – Use these prompts from the Taskstream workspace to document your analysis of your assessment findings and recommendations for continuous improvement. Assessment works simultaneously from the top (institution-, department- and program-levels) to the bottom (course-level) and from bottom to top. Departments should develop or revise course outcomes and measures and align these outcomes to department or program outcomes as well as General Education and Institutional Learning Outcomes.

- Finally, the **Taskstream® Step-by-Step Guide** is not included, but is available upon request from OAPR. This pamphlet provides instruction on the process of entering assessment data into Taskstream.

LEARNING GOALS AND OUTCOMES
INFORMATION SHEET

I) Definitions:

A - **Goals** are broad, general statements of what the program, course, or activity intends to accomplish. Goals describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.) Goals should provide a framework for determining the more specific educational objectives of a program, and should be consistent with the mission of the program and the mission of the institution.

B - **Outcomes** are achieved results or consequences of what was learned; i.e., evidence that learning took place. Learning outcomes are more student-centered and describe what it is that the learner should learn.

II) Writing Goals and Outcomes

A – Make sure goals address the program/department mission statement or align with Institutional or SUNY General Education goals. Learning outcomes are the specific, observable behaviors that will tell you the extent to which your learning goals are being achieved.

B – Make sure learning outcomes are clearly linked to Institutional Learning Outcomes (ILOs)

C – Generally speaking, good learning outcomes are:

1 - Learner centered: good learning outcomes focus on what students can do instead of the effort we put into teaching them.

2 - Avoid outcomes that are idiosyncratic or tied to a particular instructor's approach to a course.

3 - Meaningful for faculty and students: If you cannot explain *why* a certain outcome is important, it probably isn't very meaningful.

4 - Measurable: Good outcomes are measurable in some way; they communicate how student learning will be assessed in the course.

D – Structure of a learning outcome statement:

1 - The following basic formula can be applied to write an outcome statement:

An **action word** that identifies the performance to be demonstrated
A **learning statement** that specifies what learning will be demonstrated
A broad statement of the **criterion or standard** for acceptable performance

LEARNING OUTCOME TEMPLATE

When writing your learning outcomes begin with a standardized phrase:

Upon satisfactory completion of this course/program students will be able to
(insert action verb) + (insert learning statement & criterion).

Upon satisfactory completion of this course/program students will be able to ***(insert action verb)***

Type of Learning	Definition	Example Action Words
Remembering	Recalling information	Recognize, name, retrieve, describe, list, define, identify, outline, reproduce
Understanding	Explaining ideas or concepts	Explain, summarize, paraphrase, classify, interpret, distinguish, defend, discuss
Applying	Using information in another situation	Use, execute, carry out, implement, classify, solve, demonstrate, compute
Analyzing	Breaking information into parts to explore understandings and relationships	Analyze, organize, compare, deconstruct, dissect, differentiate, diagram, combine
Evaluating	Justifying a decision or course of action	Judge, critique, experiment, hypothesize, appraise, assess, justify
Creating	Generating new ideas, products, or ways of viewing things	Produce, design, construct, plan, invent, generate, transform, integrate

+ (insert learning statement & criterion)

What will the student be able to do?

What skill or knowledge is being demonstrated by the student?

How they will apply their knowledge or skill /how you will assess their learning?

(This will vary from program to program)

Examples:

Upon satisfactory completion of this course/program students will be able to design and present a concrete structure which complies with engineering standards.

Upon satisfactory completion of this course/program students will be able to produce documents and spreadsheets using multiple software programs.

PROGRAM SPACES

Populate or edit (or both) Program Workspaces

Mission Statement

- Concise, about 75 words
- Addresses what students will learn and be able to do after completing this course of study—the over-arching goals
- If program addresses applied learning or ILOs, highlight that in statement

Program Goals, Outcomes, Measures:

PROGRAM GOALS: Broader, more general statements of what the program intends to accomplish.

PROGRAM OUTCOMES: These are basically the **products** that result from the goals. An outcome *must* be measurable and has to clearly connect to the goal. For the most part, it is built on *one main* action verb. (e.g. Students will produce……. Students will demonstrate…

MEASURES: Each outcome needs a means of being assessed—or measured—through a specific measure. The measure needs to connect directly to its respective outcome and be specific. To say that a measure for one outcome is "homework, classwork, and tests" is too much. Is there one assignment? A test or part of a test? If your program has a capstone or culminating project, what part of the project is the measure for the outcome?

TO: All NCC

FROM: Office of Academic Affairs

SUBJECT: *2017 Focus on Accreditation:Rubrics*

DATE: April 4, 2017

The subject of this *2017 Focus on Accreditation* is on assessment and the use of rubrics. Rubrics are simple tools for assessment. The last issue of *2017 Focus on Accreditation* discussed student learning outcomes. This issue connects student learning outcomes to rubrics.

Our guest authors for this issue are:
Elizabeth Gaudino-Goering, Ph.D, Associate Professor, Department of Psychology
Allison Bressmer, Associate Professor, B.A., M.S Reading / Basic Education

This is one of several e-mails intended for all members of the NCC community that will address accreditation. ***This issue is of particular interest to faculty.*** The purpose of these 2017 e-mails is to share information about accreditation and to keep the NCC community apprised of the activities that we have put in place to strengthen our processes regarding accreditation.

Assessment of Student Learning*

According to the Middle States Association. . .

> Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

What steps are we taking at NCC to achieve this goal with respect to assessment?

The picture depicted above reminds us of spring at NCC. This spring there is a campus-wide effort underway to expand our use of assessment methods that are more explicitly linked to student learning outcomes. At the start of the semester, Department Chairs were asked to create a listing of the learning outcomes for every course in their departments. **To assess our students' progress in achieving these outcomes, we need to provide specific** measures that will show the extent to which students are achieving these learning outcomes.

Why not just use test grades or course grades to assess student performance?

- One difficulty with using course grades or even test grades to measure student learning outcomes is that these measures often assess several learning outcomes at the same time.

- Another difficulty with test grades is that tests can vary in terms of the degree of difficulty, the types of questions that are asked, and the standards of the person grading the work.

Creating meaningful measures

Ideally, every outcome would be assessed by more than one measure since no measure is a truly perfect reflection of what the student actually knows. But for now, we will focus on assuring that there is at least one direct measure for each student learning outcome.

- Direct measures can include papers, assignments, essays, tests, oral presentations and lab reports.
- For a direct measure to provide meaningful findings, it must be focused specifically on the outcome being assessed.

For example:
A course goal might be for students to demonstrate an understanding of the effects of motivational factors on behavior. A measurable outcome could be: "Students will describe the effect of career commitment on college success." The measure for these outcomes will be a 2-page paper using MLA style. The paper is a comprehensive assessment of a student's mastery of a unit on motivation and behavior, but in writing it, student also demonstrates their ability to "produce coherent texts within common college level forms." The paper can be used to assess two different learning outcomes: mastery of the course content and the degree to which the student writes effectively using MLA style.

The role of the rubric in evaluating direct measures

The challenge in assessing a student's ability to "write within common college level forms" is that how each instructor evaluates writing can differ. One way to create common standards among faculty and also clearly link student performance on a specific learning outcome is to use a rubric or rating scale.

- The rubric for the paper mentioned above could have different elements addressing each of these learning outcomes. **It could have even more (critical thinking, information literacy, etc), but for assessing the student's writing, you would focus just on that one element of the rubric.**

- Rubrics or rating scales are also helpful when communicating your expectations to students, other faculty or people outside your discipline who might be unfamiliar with the concepts that are being assessed. While there may be many ways to assess a learning outcome, the rubric allows faculty to discuss which criteria are most important and what level of mastery is expected for their students.

There are a variety of forms that a rubric can take, including simple checklists, simple rating scales, detailed rating scales and holistic rating scales. The type of rubric you chose depends on the assignment.

Rubrics and ILOs

Our Institutional Learning Outcomes are one set of learning outcomes that are in need of a rating scale or rubric because while they represent our shared vision of what is most

critical to our students' education, they are interpreted differently in every discipline. A rubric is needed to facilitate discussion about the ILOs across the college.

Student performance on the Institutional Learning Outcomes (ILOs) has been operationalized using a *holistic rating scale*. The ILO subcommittee used SUNY's descriptions of critical thinking, writing and information literacy when they developed the rubrics for these ILOs. The original SUNY rubrics describe expectations that range from entry-level to that of a person with a master's or Ph.D. The ILO subcommittee took the approach that the highest level of mastery on our NCC rubric should be a reasonable expectation for a person graduating from an associate's level program. The low end of the scale represents behaviors such as turning in work that shows no effort at all, is plagiarized, or is otherwise ungradable.

Returning to the example of writing in common college level forms, the Basic Written Communication ILO rubric can be used to assess this aspect of the brief paper on career commitment and college success. Note in the rubric below that many different aspects of writing are represented at each level of mastery. The idea is that a student's work exhibits some or all of the characteristics described. This holistic approach provides some structure to what would otherwise be a fairly subjective rating for most professors who are reading this paper. While most professors agree that writing well is important, they do not consider themselves experts in assessing writing. This rubric provides a set of standards that are easy to understand and a very simple method for assessing student writing. The value of this holistic approach is that it helps us to gather information on how many of our students are reaching the level of mastery that we hope.

NCC Institutional Learning Outcome 3.1. – Students will produce coherent texts within common college level forms.
On a written assignment, student's work exhibits some or all of the following characteristics:

4	3	2	1
• Writer presents an identifiable and focused controlling purpose or thesis. • The paper moves coherently and logically from a satisfying introduction to a solid conclusion. • Paragraphs fit within this structure and present examples and evidence to support the ideas presented. • For the most part, sentences are well constructed and transitions are sound—though the sequence of ideas may occasionally be awkward • The essay exhibits some degree of control over the tone and diction appropriate for the subject and its implied audience. • Mechanics (grammar, punctuation, spelling and documentation, if needed) are mostly accurate.	• Writer presents a wandering, vague, or unfocused controlling purpose or thesis. • The paper moves awkwardly from a weak introduction to a conclusion that does not adequately represent the body of the paper. • Basic paragraphing exists, but often fails to support or even recognize a central idea, and the use of evidence and examples is inadequate. • Sentence and paragraph transitions are often unclear, awkward, indirect, and/or illogical. • Tone and diction are often inconsistent and/or inappropriate for the subject and its implied audience. • Mechanics (grammar, punctuation, spelling and documentation, if needed) are not well executed and may, at times, obscure meaning.	• Writer fails to present a controlling purpose or thesis; consequently it is difficult to identify exactly what the thesis is. • The essay moves from an unsatisfactory introductory paragraph to an ending that does not serve as a conclusion, thus conveying the sense that much of what has been presented is unresolved. • Sentence structure is often awkward and transitions are ineffectual and/or abrupt or simply missing. • Sentence structure is often awkward and transitions are ineffectual and/or abrupt or simply missing. • Diction, tone, and word choice are not appropriate for the subject or for the implied audience. • Mechanics (grammar, punctuation, spelling and documentation, if needed) disrupt reading and often obscure meaning.	• Work is unintelligible • Work does not respond to the requirements of the assignment.

It is generally good practice to share the rubric with students along with the instructions so that students are clear on expectations. However, we are not recommending that the ILO rubrics be used in this way this semester. In the case of the ILO rubrics, the entire campus community needs the opportunity to use the rubrics that fit with their discipline and then to provide feedback to the ILO subcommittee to improve them. Once the subcommittee has gathered the results and refined the rubrics accordingly, we can be more confident that they will be useful tools both for grading student work and for college-wide discussions about the ILOs.

Evaluations of Course Outcomes, ILOs, and Rubrics

Faculty members are encouraged to use the holistic rubric as a template, but then to interpret it in a way that is meaningful for their discipline.

- The rubrics that you create to evaluate your coursework help to provide consistent measurement of students' progress across the course. Your rubric would be designed to assess course outcomes that are addressed in tasks that you chose.
- For ILOs, you are providing more "general education" data. You may read through your student's work one time to assess for content, then review it again through the lens of the ILO rubric. You might also find that the ILO rubric covers everything you wanted to assess in a particular assignment. In that instance, you may find that using the ILO rubric is enough to generate a grade for the assignment as well as data for the ILO collection.

Developing meaningful rubrics and translating the ILO rubrics for your assignments may require conversations with others in your department so that you can come to a consensus on what you plan to measure and what constitutes different levels of mastery. Please consider these rubrics (and all rubrics) a work in progress. At the end of the semester we will be collecting the results of your efforts and your feedback so that we can make these rubrics work well for the whole college.

What else are we doing at NCC to strengthen our focus on the Middle States Standards?

Subsequent e-mails on *2017 Focus on Accreditation* will elaborate on the many ways that all members of the NCC community – staff, faculty, administrators and students are engaged in this ongoing process. Informative topics to be addressed include:

- How do we address mission, resources and planning?
- How do we implement assessment in the NCC service departments?
- Future e-mails on *2017 Focus on Accreditation* will be written by members of the NCC community involved in this ongoing process. Stay tuned…

Our thanks to Professors Beth Gaudino-Goering and Allison Bressmer for their insights on the importance of assessment.

Valerie Collins, Ph.D.
Interim Vice President of Academic Affairs

*Definitions such as "assessment of student learning" are taken from publications of the Middle States Association including: *Student Learning Assessment,* Second Edition, Middle States Commission on Higher Education, 2007.

Collection Highlights

Who is collecting, compiling and inputting your assessment data?

Once you've determined when each learning outcome will be assessed in your current 3-year assessment cycle, create a collection plan/team that everyone knows.

Course, Program, and/or Departmental data collection and write-up

John	Chris	Etc.	Etc.	Etc.
100 (Sp. 17)	104 (Sp. 17)			
101 (Fa. 18)	105 (Fa. 18)			
102 (Sp. 19)	106 (Sp. 19)			
Etc.	Etc.			

- Course data collectors and compilers (John and Chris) need to communicate what they will be requiring from instructors as early in the semester as possible. They need to know what outcomes are up for assessment, and what data is required (project grade? Partial test grade? ILO rubric data?).
- If John and Chris etc. are not the Taskstream "inputters," they need to give the data and write-up to the person who is.
- If John and Chris's assigned courses provide data for a program, they also need to give the data and write-up to the person responsible for program assessment. **SUGGESTION:** Give the data to the person responsible for inputting the data and write-up digitally. This way, he or she can cut and paste as appropriate.
- If there is no program but their assigned courses provide data for a departmental outcome, the information needs to be given to the person responsible for managing departmental outcomes. **SUGGESTION:** Give the data to the person responsible for inputting the data and write-up digitally. This way, he or she can cut and paste as appropriate.
- Depending on how your department works, these responsible parties may all be the same person or different people. What's important is that everyone knows how the information is flowing.

Checklist for your Workspaces

Program Spaces

Standing Requirements Section

_____ Mission Statement

_____ Learning Goals/Outcomes

_____ Curriculum Map (with the legend and dates of when each outcome will be assessed included)

Cycle 2017-2020

Assessment plan:

_____ Mission statement

_____ Goals and learning outcomes **to be assessed over the 3-year cycle**

_____ Measures for each outcome with the appropriate description, key personnel responsible for coordinating the assessment, the year in the 3-year cycle in which the assessment will take place, and the rubric or assessment (paper, tests, projects) that is used to assess student mastery..

_____

WORKSPACE REVIEW

DEPARTMENT AND/OR PROGRAM ANNUAL ASSESSMENT OVERVIEW WORKSPACE:

DEPARTMENT AND/OR PROGRAM WORKSPACE:

- Standing Requirements –
  - Mission Statement for your department and/or programs.
  - Curriculum Map showing the extent to which your courses support your department/program learning outcomes.
- 2017-2020 Assessment Cycle -
  - Complete Assessment Plan, including measures for each learning outcome.
- Complete Assessment/Reassessment **Findings** for each outcome, preferably utilizing the "Summary Format". This format can be found within the directions when you click on "Add Findings" and should be copied, pasted and completed in the *Summary of Findings* section. Please be sure that you include all the necessary information, including the total number of sections that ran vs how many were assessed and the total number of faculty who taught vs the number that contributed to assessment.

  Analysis of findings: Please compare results to prior assessment of this outcome and describe the effectiveness of any previous modifications OR provide an initial analysis of findings. Provide an explanation of why student achievement of this outcome did or did not meet the target or improve since the last assessment. If this is the first time an outcome is being assessed, discuss how this level of performance does or does not meet standards for higher education.

  Describe future modifications based on assessment results. Include a timeline for implementing these modifications and provide updates when available.

Note: If your Department has program level workspaces, you are not required to maintain a department level workspace unless you use it to track outcomes from courses that are not required for programs or general education/NCC ILO outcomes.

Taskstream® Prompts for Analysis & Recommendations

Standing Requirements	Include the following:
	
	• Mission statement
	• Goals and outcomes in the Learning Goals and Outcomes section
	• Curriculum map which includes:
	  ○ A list of department/program-required courses;
	  ○ Learning Outcomes, each of which should include the year in which it is assessed;
	  ○ A completed grid that indicates (1) the extent to which courses contribute to each Learning Outcome (I,P,M), or (2) a "√" if the course addresses the Learning Outcome but is not typically assessed in that course, and a "DS" for the course(s) used as the data source for that outcome.

Assessment Plan	Include the following: • All of the Learning Outcomes; • the year in which each outcome will be assessed in the current 3-year cycle; • measures you are using to assess these outcomes and their data sources; • criteria used to delineate levels of learning/performance (e.g., exceeding, meeting, or not meeting expectations) for each measure; and • examples of rubrics or common assignments.

(1) Please provide some insight into why students did or did not reach the target. (2) If possible, compare your results to prior assessments. (3) Describe the effectiveness of previous modifications.	• ***<u>If learning outcome was assessed for first time:</u>***
	  ○ Middle States requires that results of assessment lead to appropriate decisions and improvements about curricula and pedagogy, programs and services, resource allocation, and institutional goals and plans. We should be trying to interpret the results of this assessment. Please include some analysis of your findings even though the learning outcome was assessed for the first time. Provide context for the numbers. For example, what does the department think of these initial findings? What do you think these findings mean?
	• ***<u>If learning outcome was previously assessed and compared to earlier results:</u>***
	  ○ Middle States requires that results of assessment lead to appropriate decisions and improvements about curricula and pedagogy, programs and services, resource allocation, and institutional goals and plans. We should be trying to interpret the results of this assessment. What do you think about these numbers? What do you think these findings mean? Why are these results better or worse than previous assessments? What specifically may have led to these results?

Describe future modifications including (1) the action to be taken, (2) faculty responsible, (3) a timeline for implementation, and (4) progress reports when available.	• In your recommendations, describe specific steps that will be taken based upon this assessment. Include the year in which you will implement these modifications and the person who will be monitoring these steps. • Provide updates on these modifications as appropriate. For example, even if assessment data has not been collected yet, were the modifications instituted in the year that you indicated? If not, please explain why not. Is there any preliminary data that shows whether the recommendations are having any impact on teaching and learning? If so, please provide that data (it is acceptable and encouraged to provide data from a small pilot study in the intervening years before the next full assessment of the outcome). • Make sure you indicate why it is believed that the recommendations will improve teaching and/or learning. • ***<u>If department has no recommendations or proposed modifications, OR said they will discuss these findings at fall department meeting:</u>***

	○ Please update Taskstream with your modifications in the fall. Provide an update on the status of the recommendation (e.g., update on the discussions held during department/assessment meetings, update on professional development, and/or requests for resources) by the end of next year. Is there any preliminary data that shows whether the recommendations are having any impact on teaching and learning? If so, please provide that data (it is acceptable and encouraged to provide data from a small pilot study in the intervening years before the next full assessment of the outcome).

Dept: _____ Course:_____ Section: _____
Assignment (Circle or Highlight): Paper/Essay/Presentation/Other_____ # of students in section:_____

NCC Institutional Learning Outcomes

Basic Written Communication Rubric and Data Collection Sheet

Fill out one of these forms for one assignment in one section of a course that you teach. Please record the number of students who fall into each category on your chosen assignment for this section. Attach your assignment and one example of each level of performance.
You may assess student performance on either or both of the following outcomes, using any or all of the relevant bulleted standards, depending on the assignment that is used. Please be sure to indicate which outcomes were assessed when reporting findings.

NCC Institutional Learning Outcome 3.1. – Students will produce coherent texts within common college level forms.

On a written assignment, student's work exhibits some or all of the following characteristics:

4	3	2	1
• Writer presents an identifiable and focused controlling purpose or thesis. • The paper moves coherently and logically from a satisfying introduction to a solid conclusion. • Paragraphs fit within this structure and present well-developed, insightful examples and evidence to support the ideas presented. • Sentences are well constructed and transitions are sound. • The essay demonstrates control over the tone and diction appropriate for the subject and its implied audience. • Mechanics (grammar, punctuation, spelling and documentation, if needed) are accurate.	• Writer presents an identifiable and focused controlling purpose or thesis. • The paper moves coherently and logically from a satisfying introduction to a solid conclusion. • Paragraphs fit within this structure and present examples and evidence to support the ideas presented. • For the most part, sentences are well constructed and transitions are sound—though the sequence of ideas may occasionally be awkward • The essay exhibits some degree of control over the tone and diction appropriate for the subject and its implied audience. • Mechanics (grammar, punctuation, spelling and documentation, if needed) are mostly accurate.	• Writer presents a wandering, vague, or unfocused controlling purpose or thesis. • The paper moves awkwardly from a weak introduction to a conclusion that does not adequately represent the body of the paper. • Basic paragraphing exists, but often fails to support or even recognize a central idea, and the use of evidence and examples is inadequate. • Sentence and paragraph transitions are often unclear, awkward, indirect, and/or illogical. • Tone and diction are often inconsistent and/or inappropriate for the subject and its implied audience. • Mechanics (grammar, punctuation, spelling and documentation, if needed) are not well executed and may, at times, obscure meaning.	• Writer fails to present a controlling purpose or thesis; consequently it is difficult to identify exactly what the thesis is. • The essay moves from an unsatisfactory introductory paragraph to an ending that does not serve as a conclusion, thus conveying the sense that much of what has been presented is unresolved. • Sentence structure is often awkward and transitions are ineffectual and/or abrupt or simply missing. • Sentence structure is often awkward and transitions are ineffectual and/or abrupt or simply missing. • Diction, tone, and word choice are not appropriate for the subject or for the implied audience. • Mechanics (grammar, punctuation, spelling and documentation, if needed) disrupt reading and often obscure meaning.
Tally			
Total			

Dept: _____ Course:_____ Section: _____
Assignment (Circle or Highlight): Paper/Essay/Presentation/Other_____ # of students in section:_____

NCC Institutional Learning Outcomes

Critical Thinking Rubric and Data Collection Sheet

Fill out one of these forms for one assignment in one section of a course that you teach. Please record the number of students who fall into each category on your chosen assignment for this section. Attach your assignment and one example of each level of performance.
You may assess student performance on either or both of the following outcomes, using any or all of the relevant bulleted standards, depending on the assignment that is used. Please be sure to indicate which outcomes were assessed when reporting findings.

NCC Institutional Learning Outcome 1.1. - Students will identify, analyze, and evaluate arguments as they occur in their own and others' work.

4	3	2	1
• Identifies the basic premises of the argument and correctly assesses whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true • Correctly assesses the reasonableness of the premises, including the credibility of their sources, independently of whether they support the conclusion	• Identifies the basic premises of the argument and attempts to assess whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true • Attempts to assess the reasonableness of the argument's premises, but little effort is made to consider the credibility of the premises' sources	• Identifies the basic premises of the argument, but does not address whether the argument's premises provide sufficient logical support for the conclusion, independently of the truth of the conclusion • Does not consider whether the premises are reasonable to believe, independently of whether they support the conclusion or else no effort is made to evaluate the credibility of the premises' sources	• Does not identify the basic premises of the argument.
Tally			
Total			

NCC Institutional Learning Outcome 1.2. - Students will develop well-reasoned arguments.

4	3	2	1
• Presents an argument using evidence and /or logical reasoning in support of a point of view • Identifies some qualifications or objections or alternative points of view	• States a conclusion or point of view but does not organize the evidence or reasons in a logically adequate way • Does not clearly identify or respond to relevant objections or alternative points of view	• Does not clearly state a conclusion or point of view or else little or no supporting reasoning or evidence is presented • Makes no attempt to recognize or respond to objections or alternative points of view	• Does not state a reasonable, coherent conclusion.
Tally			
Total			

Dept: _____ Course:_____ Section: _____

Assignment (Circle): Paper/Essay/Presentation/Other_____ # of students in section:_____

NCC Institutional Learning Outcomes

Global Awareness Rubric and Data Collection Sheet

Please record the number of students who fall into each category on your chosen assignment for this section.

NCC Institutional Learning Outcome 6.1. – Students will demonstrate understanding of cultural traditions other than European and North American and will recognize the diversity and similarities of the ways in which people in different cultural traditions perceive and experience their lives.

4 **Exceeding**	**3** **Meeting**	**2** **Approaching**	**1** **Not Meeting**
Student demonstrates a **strong understanding** of cultural traditions other than European and North American and is able to recognize the diversity and similarities of the ways in which people in different cultural traditions perceive and experience their lives.	Student demonstrates a **growing understanding** of cultural traditions other than European and North American and is frequently able to recognize the diversity and similarities of the ways in which people in different cultural traditions perceive and experience their lives.	Student demonstrates a **limited understanding** of cultural traditions other than European and North American and is generally unable to recognize the diversity and similarities of the ways in which people in different cultural traditions perceive and experience their lives.	Student demonstrates **little to no understanding** of cultural traditions other than European and North American and is unable to recognize the diversity and similarities of the ways in which people in different cultural traditions perceive and experience their lives.
Tally			
Total			

Dept: _____ Course:_____ Section: _____
Assignment (Circle or Highlight): Paper/Essay/Presentation/Other_____ # of students in section:_____

NCC Institutional Learning Outcomes

Pluralism and Diversity Rubric and Data Collection Sheet

Please record the number of students who fall into each category on your chosen assignment for this section.

NCC Institutional Learning Outcome 6.2. – Students will demonstrate understanding of social divisions such as gender, ability, ethnicity, and racial formations in a pluralistic nation and world and the various influences that shape perspectives, values, and identities.

4	3	2	1
Student demonstrates a **strong understanding** of social divisions such as gender, ability, ethnicity, and racial formations in a pluralistic nation and world and the various influences that shape perspectives, values, and identities.	Student demonstrates a **satisfactory understanding** of social divisions such as gender, ability, ethnicity, and racial formations in a pluralistic nation and world and the various influences that shape perspectives, values, and identities.	Student demonstrates a **limited understanding** of social divisions such as gender, ability, ethnicity, and racial formations in a pluralistic nation and world and the various influences that shape perspectives, values, and identities.	Student demonstrates **little to no understanding** of social divisions such as gender, ability, ethnicity, and racial formations in a pluralistic nation and world and of the various influences that shape perspectives, values, and identities.
Tally			
Total			

Dept: _____ Course:_____ Section: _____
Assignment (Circle or Highlight): Paper/Essay/Presentation/Other_____ # of students in section:_____

NCC Institutional Learning Outcomes

Information Literacy and Management Rubric and Data Collection Sheet

Fill out one of these forms for one assignment in one section of a course that you teach. Please record the number of students who fall into each category on your chosen assignment for this section. Attach your assignment and one example of each level of performance.
You may assess student performance on any or all of the following outcomes, using any or all of the relevant bulleted standards, depending on the assignment that is used. Please be sure to indicate which outcomes were assessed when reporting findings.

NCC Institutional Learning Outcome 5.1: Students will access and utilize basic computer and Internet functions, demonstrating appropriate and effective utilization of programs and functions.

4	3	2	1
Student is able to use basic computer and internet functions required for class tasks such as the following: • write a paper • search the web • communicate via email or messenger or other social media	Student asks questions or expresses frustrations in using basic computer and internet functions for required class tasks, such as the following: • write a paper • search the web • communicate via email or messenger or other social media	Student requires assistance in using basic computer and internet functions for required class tasks, such as the following: • write a paper • search the web • communicate via email or messenger or other social media	Student is unable to use basic computer and internet functions to do tasks required for the class
Tally			
Total			

NCC Institutional Learning Outcome 5.2: Students will use basic research techniques, demonstrating appropriate, effective research skills.

4	3	2	1
Student demonstrates proficiency with basic research skills, such as: • create, define and narrow a research topic • identify and utilize key concepts and keywords • select and use information resources appropriate to the topic • distinguish between credible and unreliable information sources • distinguish among various types of resources such as: scholarly work, informed opinions of practitioners, trade literature, as needed	Student demonstrates some ability with basic research skills, such as: • create, define and narrow a research topic • identify and utilize key concepts and keywords • select and use information resources appropriate to the topic • distinguish between credible and unreliable information sources • distinguish among various types of resources such as: scholarly work, informed opinions of practitioners, trade literature, as needed	Student demonstrates difficulty and needs help with basic research skills such as: • create, define and narrow a research topic • identify and utilize key concepts and keywords • select and use information resources appropriate to the topic • distinguish between credible and unreliable information sources • distinguish among various types of resources such as: scholarly work, informed opinions of practitioners, trade literature, as needed	• Student is unable to demonstrate basic research techniques.
Tally			
Total			

<u>NCC Institutional Learning Outcome 5.3</u>: Student will locate, evaluate, organize and synthesize information from a variety of sources, demonstrating the ability to implement an effective search strategy to obtain reliable information.

4	3	2	1
Student excels at locating, evaluating, organizing, and synthesizing information, using for example, logic or association, from a variety of reliable sources and the resulting work shows a sophisticated understanding of how to create a search strategy that will result in multiple sources of reliable information.	Student may be able to locate and evaluate sources of information but the resulting work shows basic (demonstrating, for example, a poor choice of organizational strategy or occasionally incoherent synthesis) rather than excellent organizational and synthesizing abilities; the student understands how to create a search strategy that will result in multiple sources of reliable information.	Student requires assistance to locate and evaluate sources of information; the resulting work displays some organizational and synthesizing abilities (there may be, for example, errors in logic or association or a poor organizational strategy); the student creates a search strategy that—without assistance—results in only some sources of reliable information.	Student is unable to locate and evaluate sources of information; the resulting work displays little organizational and synthesizing ability;(there may be, for example, many errors in logic or association and little discernible organizational strategy); the student creates a search strategy that results in few to no sources of reliable information.
Tally			
Total			

NCC Institutional Learning Outcome 5.4: Students will apply ethical and legal standards for use of source information, demonstrating the application of accepted ethical and legal restriction on the use of published, confidential, and/or proprietary information.

4	3	2	1
Student demonstrates an exceptional ability to apply ethical and legal standards and restrictions of the use of published works, for example: • using a recognized citation format to source his/her information • clearly distinguishing between common knowledge and ideas requiring attribution • using appropriate attribution methods for both in-text and end-of-paper citations, and paraphrases	Student demonstrates an adequate ability to apply ethical and legal standards and restrictions of the use of published works, for example: • using a recognized citation format to source his/her information most of the time • distinguishing between common knowledge and ideas requiring attribution most of the time • properly attributing in-text and end-of-paper citations and paraphrases most of the time	Student sometimes demonstrates an ability to apply ethical and legal standards and restrictions of the use of published works, for example: • using a recognized citation format to source his/her information some of the time • distinguishing between common knowledge and ideas requiring attribution in a limited manner • some work may be plagiarized due to misunderstanding of citation protocol or other legal and ethical standards • using few in-text and end-of-paper citations	Papers are plagiarized
Tally			
Total			

Dept:_____ Course:_____ Section:_____

Assignment (Circle or Highlight: Paper/Essay/Presentation/Other_____ # of students in section

NCC Institutional Learning Outcomes

Quantitative Literacy Rubric and Data Collection Sheet

You may assess student performance on any of the following standards or on all of them, depending on the assignment that is used. Please be sure to indicate which standards were assessed when reporting final student outcomes.

Learning Outcome 4.1. – Students will display competency in interpretation by providing accurate explanations of information presented in mathematical forms (e.g. accurately explains the trends shown in a graph).

4	3	2	1
Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.*	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.*	No attempt to interpret information
Tally			
Total			

Learning Outcome 4.2. – Students will display competency in representation by competently converting relevant information into an appropriate and desired mathematical portrayal.

4	3	2	1
Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	No attempt to represent information
Tally			
Total			

Learning Outcome 4.3. – Students will display competency in calculation, by attempting calculations that are essentially all successful and sufficiently comprehensive to solve the problem.

4	3	2	1
Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.	No attempt to calculate
Tally			
Total			

Learning Outcome 4.4. – Students will display competency in application/analysis, by using the quantitative analysis of data as a basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.

4	3	2	1
Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	No attempt to apply or analyze
Tally			
Total			

Learning Outcome 4.5. – Students will display competency in assumptions, by explicitly describing assumptions and providing compelling rationale for why assumptions are appropriate.

4	3	2	1
Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.	No attempt to make or evaluate assumptions
Tally			
Total			

Learning Outcome 4.6. – Students will display competency in communications.

4	3	2	1
Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)	No attempt to communicate quantitative evidence.
Tally			
Total			

Dept: _____ Course:_____ Section: _____
Assignment (Circle): Paper/Essay/Presentation/Other_____ # of students in section:_____

SUNY General Education Assessment
American History Rubric and Data Collection Sheet

Please record the number of students who fall into each category on your chosen assignment for this section.

SUNY General Education: American History Outcome 1. – Students will demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.

4	3	2	1
Student demonstrates **strong knowledge** of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.	Student demonstrates **satisfactory knowledge** of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.	Student demonstrates **limited knowledge** of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.	Student demonstrates **little to no knowledge** of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.
Tally			
Total			

<u>SUNY General Education: American History Outcome 2.</u> - Students will demonstrate knowledge of common institutions in American society and how they have affected different groups.

4	3	2	1
Student demonstrates **strong knowledge** of common institutions in American society and how they have affected different groups.	Student demonstrates **satisfactory knowledge** of common institutions in American society and how they have affected different groups.	Student demonstrates **limited knowledge** of common institutions in American society and how they have affected different groups.	Student demonstrates **little to no knowledge** of common institutions in American society and how they have affected different groups.
Tally			
Total			

<u>SUNY General Education: American History Outcome 3.</u> - Students will demonstrate understanding of America's evolving relationship with the rest of the world.

4	3	2	1
Student demonstrates **strong understanding** of America's evolving relationship with the rest of the world.	Student demonstrates **satisfactory understanding** of America's evolving relationship with the rest of the world.	Student demonstrates **limited understanding** of America's evolving relationship with the rest of the world.	Student demonstrates **little to no understanding** of America's evolving relationship with the rest of the world.
Tally			
Total			

Dept: _____ Course:_____ Section: _____

Assignment (Circle): Paper/Essay/Presentation/Other_____ # of students in section:_____

SUNY General Education Assessment
Humanities Rubric and Data Collection Sheet

Please record the number of students who fall into each category on your chosen assignment for this section.

SUNY General Education: Humanities Outcome 1. Students are able to analyze or interpret texts, ideas, discourse systems, and the human values they reflect.

4	3	2	1
Students excel at analyzing or interpreting texts and the human values they reflect and demonstrate a strong working knowledge of the major ideas, discourse systems, themes, movements, traditions and\ genre conventions covered in the course.	Students competently analyze or interpret texts and the human values they reflect and demonstrate a working knowledge of the major ideas, discourse systems, themes, movements, traditions, and\ genre conventions covered in the course.	Students demonstrate limited capability to analyze or interpret texts and the human values they reflect and demonstrate limited knowledge of the major ideas, discourse systems, themes, movements, traditions, and\ genre conventions covered in the course.	Students demonstrate little to no capability to analyze or interpret texts and the human values they reflect and demonstrate little to no knowledge of the major ideas, discourse systems, themes, movements, traditions, and\ genre conventions covered in the course.
Tally			
Total			

Dept: _____ Course:_____ Section: _____
Assignment (Circle): Paper/Essay/Presentation/Other_____ # of students in section:_____

SUNY General Education Assessment
Natural Science Rubric and Data Collection Sheet

Please record the number of students who fall into each category on your chosen assignment for this section.

SUNY General Education Natural Science Outcome 1. – Students will demonstrate an understanding of the methods scientists use to explore natural phenomena including: observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.

4	3	2	1
• Student demonstrates critical and cogent thinking about causal relationships by clearly articulating scientific reasoning leading to causal relationships. • Student assesses previous experimentation and published scientific results in order to determine current or past knowledge and to determine the possible value of continued experimentation. • Student constructs new scientific models or hypotheses, demonstrating a critical examination of existing scientific observation as well as a comprehensive understanding of scientific hypothesis and model construction. • Student articulates a variety of issues created by the complex interactions among science, technology, and society. • Student uses scientific perspectives to evaluate contemporary problems facing society, identifying and assessing the problems and their underlying causes, considering the feasibility of potential solutions, and weighing their impacts.	• Student demonstrates critical and developed thinking about causal relationships by articulating how scientific reasoning leads to causal relationships. • Student assesses previous experimentation and published scientific results in order to determine current or past knowledge. • Student constructs scientific models or hypotheses, demonstrating a critical examination of existing scientific observation as well as a basic understanding of scientific hypothesis and model construction. • Student articulates some issues created by the complex interactions among science, technology, and society. • Student uses scientific perspectives to evaluate contemporary problems facing society, identifying and assessing the problems, considering potential solutions, and weighing their impacts.	• Student demonstrates some critical thinking about causal relationships and makes a connection to scientific reasoning. • Student assesses previous experimentation in order to determine the value of continued experimentation. • Student participates in constructing scientific models or hypotheses, demonstrating some examination of existing scientific observation. • Student identifies that there are issues created by interactions among science, technology, and society. • Student uses a scientific perspective to evaluate a contemporary problem facing society as well as potential solutions.	• Student attempts to think critically about causal relationships, but draws inappropriate or unsubstantiated conclusions. • Student relies on instruction to determine the possible value of experimentation in most contexts. • Student relies primarily on the instructor to construct scientific models and hypotheses and demonstrates little critical involvement. • Student demonstrates an awareness of issues created by interactions among science and society. • Student demonstrates an awareness of the relevance of a scientific perspective to contemporary problems, but fails to grasp how these perspectives can address them.
Tally			
Total			

<u>SUNY General Education Natural Science Outcome 2.</u> - Students will demonstrate application of scientific data, concepts, and models in one of the natural science disciplines.

4	3	2	1
• Student articulates the process of scientific reasoning and applies scientific principles inside and outside of the laboratory or field setting. • Student demonstrates this application by designing and constructing experiments to make observations and test hypotheses. • Student systematically evaluates evidence for accuracy, limitations, and relevance, and identifies alternative interpretations of evidence. • Student designs and conducts an experiment to make defined observations or test a clear hypothesis within a developed theoretical framework; and accurately analyzes and interprets data using the most appropriate available quantitative and technological tools.	• Student articulates the process of scientific reasoning and applies scientific principles in the laboratory or field setting. Student demonstrates this application by constructing experiments to make observations and test hypotheses. • Student systematically evaluates evidence for accuracy and relevance, and also acknowledges the possibility of alternative interpretations of evidence. • Student designs and conducts an experiment to make observations or test a hypothesis within a theoretical framework; and successfully analyzes and interprets data using quantitative and appropriate technological tools.	• Student identifies instances of scientific reasoning and applies scientific principles in the laboratory or field setting. Student demonstrates this application by aiding in the construction of experiments. • Student evaluates evidence for accuracy and relevance, and also acknowledges the possibility of alternative interpretations of evidence. • Student uses an experiment to make observations or test a hypothesis with some expectations or a theoretical framework; and analyzes and interprets data using some quantitative or appropriate technological tool.	• Student identifies scientific reasoning somewhat reliably and engages with scientific principles in the laboratory or field setting. • Student evaluates evidence for accuracy, often failing to recognize the possibility of alternative interpretations of evidence. • Student uses an experiment to make observations or test a hypothesis, but without clear expectations or a robust theoretical framework; and analyzes data using some quantitative or technological tool, with only slight misinterpretations.
Tally			
Total			

Dept: _____ Course:_____ Section: _____
Assignment (Circle): Paper/Essay/Presentation/Other_____ # of students in section:_____

SUNY General Education Assessment
Other World Civilizations Rubric and Data Collection Sheet

Please record the number of students who fall into each category on your chosen assignment for this section.

SUNY General Education: Other World Civilizations Outcome 1. – Students will demonstrate knowledge of a broad outline of world history.

4	3	2	1
Student demonstrates a **strong knowledge** of a broad outline of world history.	Student demonstrates **satisfactory knowledge** of a broad outline of world history.	Student demonstrates **limited knowledge** of a broad outline of world history.	Student demonstrates **little to no knowledge** of a broad outline of world history.
Tally			
Total			

<u>SUNY General Education: Other World Civilizations Outcome 2.</u> - Students will demonstrate knowledge of the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.

4	3	2	1
Student demonstrates **strong knowledge** of the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.	Student demonstrates **satisfactory knowledge** of the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.	Student demonstrates **limited knowledge** of the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.	Student demonstrates **little to no knowledge** of the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.
Tally			
Total			

Dept: _____ Course:_____ Section: _____
Assignment (Circle): Paper/Essay/Presentation/Other_____ # of students in section:_____

SUNY General Education Assessment
Social Science Rubric and Data Collection Sheet

Please record the number of students who fall into each category on your chosen assignment for this section. You may assess student performance on either or both of the following outcomes, using any or all of the relevant bulleted standards, depending on the assignment that is used. Please be sure to indicate which outcomes were assessed when reporting findings.

SUNY General Education Social Science Outcome 1. – Students will demonstrate an understanding of the methods social scientists use to explore social phenomena including: observation, hypothesis development, data collection and measurement, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.

4	3	2	1
• Recognizes and has a sophisticated understanding of the methods social scientists employ and is able to identify appropriate techniques related to a specific issue/topic or the field as a whole with an awareness of their limitations. • Demonstrates full comprehension of social science methods.	• Recognizes and understands the methods social scientists use, provides some explanation and is able to identify appropriate techniques related to a specific issue/topic or the field as a whole. • Demonstrates some comprehension of social science methods.	• States the methods social scientists use without explanation and demonstrates some understanding of the methods social scientists employ related to a specific issue/topic or the field as a whole. • Demonstrates limited comprehension of social science methods.	• No demonstrated recognition or understanding of the methods social scientists employ related to a specific issue/topic or the field as a whole. • Demonstrates minimal to no comprehension of social science methods.
Tally			
Total			

<u>SUNY General Education Social Science Outcome 2.</u> - Students will demonstrate awareness of major concepts, models and issues within this particular social science discipline.

4	3	2	1
• ***Restates*** major concept, major model or major issue in his/her own words, ***applies*** this information to the issue under study, **AND** provides some ***analysis and evaluation*** of the concept, model or issue.	• ***Restates*** major concept, major model or major issue in his/her own words, ***applies*** this information to the issue under study.	• ***States*** major concept, major model or major issue in its original wording, incomplete ***understanding*** of how it relates to the issues under study.	• No mention of major concepts, major models, or major issues in this field in relation to the issue under study.
Tally			
Total			

Dept: _____ Course:_____ Section: _____
Assignment (Circle): Paper/Essay/Presentation/Other_____ # of students in section:_____

SUNY General Education Assessment
Western Civilization Rubric and Data Collection Sheet

Please record the number of students who fall into each category on your chosen assignment for this section.

SUNY General Education: Western Civilization Outcome 1. – Students will demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization.

4	3	2	1
Student demonstrates **strong knowledge** of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization.	Student demonstrates **satisfactory knowledge** of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization.	Student demonstrates **limited knowledge** of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization.	Student demonstrates **little to no knowledge** of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization.
Tally			
Total			

<u>SUNY General Education: Western Civilization Outcome 2.</u> - Students will be able to relate the development of Western civilization to that of other regions of the world.

4	3	2	1
Student demonstrates a **strong ability** to relate the development of Western civilization to that of other regions of the world.	Student demonstrates a **satisfactory ability** to relate the development of Western civilization to that of other regions of the world.	Student demonstrates **limited ability** to relate the development of Western civilization to that of other regions of the world.	Student demonstrates **little to no ability** to relate the development of Western civilization to that of other regions of the world.
Tally			
Total			