GARDEN CITY COMMUNITY COLLEGE

Non-Academic & Co-Curricular Annual Assessment Manual

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Adapted from Council Oak Assessment Material with permission by Wanda K. Baker

Assessment Overview

Assessment is the on-going, cyclical process of goal-setting, data collection and analysis, implementation of change, and reevaluation. Assessment of Non-Academic departmental effectiveness provides evidence of value in departments and services offered and promotes the ongoing process of continuous improvement.

To aid in this process, the Office of Institutional Effectiveness, Planning, and Research (IEPR) is responsible for oversight of assessment policies, procedures, and expectations.

Assessment occurs in several areas:

- Academic
- Non-Academic
- Co-Curricular

Academic Assessment is used by faculty to study whether students who graduate have mastered the intended learning outcomes for a degree or certificate program.

Non-Academic Assessment is used by staff to study how effectively administrative departments perform their intended functions. Non-Academic departments are the various offices that perform administrative and student support functions. They include admissions, human resources, facilities, security, accounting, advising, tutoring and others. Non-Academic departments also include top-level administrative divisions such as student affairs or business affairs, within which multiple administrative or Co-Curricular departments are housed; academic administrative offices such as the dean's office and the chief academic officer's office; and even the president's office. The president and vice-presidents drive much of their subordinate departments' ability to meet objectives, so it is equally important for them to evaluate their effectiveness.

Co-Curricular Assessment is used by student support professionals and others to study students' learning that occurs as part of activities outside of the classroom. The lines between Non-Academic and Co-Curricular assessment may seem blurred for some departments. Many administrative departments, such as payroll, may not work with students; their assessment work will focus entirely on the effectiveness of their administrative functions. The library, for example, has both administrative and Co-Curricular functions. They manage physical and online collections and support student learning on research and use of information resources. Some administrative departments that do not directly support student learning may employ student workers whose jobs provide learning opportunities related to communication skills, information technology, etc. These departments might consider assessing student workers' on-the-job learning. Co-Curricular activities and programs may be led by faculty or staff, but many student-led activities and organizations provide learning activities for students and should have stated learning outcomes.

Program Review is related to assessment and involves comprehensive evaluation of an academic department, a set of related degrees, or an administrative department to measure overall quality and effectiveness and to decide whether a program or department should be retained, modified or eliminated. Program review includes assessment information but includes other information as well. Assessment should occur on an annual cycle; program review occurs on a five-year cycle.

Assessment and program review are important components of *institutional effectiveness*, a set of systematic processes by which an institution evaluates itself on how well it is achieving key performance indicators in support of the institutional mission and strategic goals. The following important points are shared by all institutional effectiveness processes.

1. They must be used to promote *continuous improvement* in student learning (academic programs), in effectiveness (Non-Academic and Co-Curricular departments), and in achievement of institutional and department-level objectives—all of which ultimately support student success.

2. The information derived from these processes must be used to drive *planning and decision-making* at the program, department, division, executive, and institutional levels.

3. Assessment is not a periodic activity with a beginning and end. It is continuous and ongoing; each cycle provides information from the previous cycle while informing decisions and activities in subsequent cycles.

4. Each year, Non-Academic and Co-Curricular departments identify two critical objectives for assessment, and for each, establish targets and measures (two direct and one indirect for each objective) which are submitted to the Coordinator of Assessment. (Additionally, departments with student support functions also select one learning objective with related targets and measures.) Throughout the year, personnel collect the identified data. At the end of the year, departments compile all the data in the Non-Academic Annual Assessment template. Departments use this template to document and analyze collected data and create action plans for improvement (as needed). Goals with action plans in progress are carried over from year to year.

5. In addition, Co-Curricular departments contribute to student acquisition of institution-level learning outcomes (the five Essential Skills: Written Communication, Oral Communication, Critical Thinking, Diversity, and Social Responsibility) and therefore may include these learning outcomes in their goals to be assessed.

Will we be penalized if we don't meet all our objectives?

No! Assessment offices do not tally the number of objectives met or report the numbers to administrators, governing bodies, or accreditors. We do, however, track the submission and quality of assessment documents. We provide feedback to departments on whether their assessment practices are likely to provide meaningful information about effectiveness or student learning that can be used to make improvements. This is so important that departments who identify simplistic objectives, weak measures, and unreasonably low targets receive lower ratings than departments that set reasonable expectations, acknowledge when objectives have not been met, and identify realistic changes to address any issues they identify. Administrators at many institutions rely on assessment information during the budget planning process to drive decisions about the allocation of funds. Departments whose budget requests clearly connect evidence about effectiveness or student learning to action plans aimed at improvement are more likely to receive requested funding than those who do not. Accreditors do not judge the number of objectives we meet but do expect evidence that we actively engage in honest assessment of department effectiveness and student learning and use the information to drive decision-making aimed at continuous improvement.

Continuous Improvement

What is continuous improvement?

Continuous improvement is a philosophy that drives successful organizations. It is the ongoing effort to improve through the implementation of small, incremental changes that are identified by employees rather than by management or the research team. Improvements may be related to the quality of products or services, efficiency in manufacturing or delivery of goods and services, customer satisfaction, or any area important to the organizational mission. It emphasizes ongoing reflection about what works well—and what does not—and uses that information to eliminate processes and practices that do not contribute to organizational quality. Improvement is continuous and ongoing with no end point in time or achievement of goals.

Continuous improvement focuses primarily on ideas for small changes that can be easily implemented, often at minimal cost. Most ideas will come from faculty or staff rather than administration and involve minor changes to improve instruction, efficiency, or customer service to faculty, staff, and students. Although large scale change that is implemented all at once can be desirable and yield valuable results, it can be counterproductive to focus improvement efforts solely on large improvements. The narrow focus on large scale change can pull individual and organizational attention away from the smaller, more immediate changes that can add up to significant improvement over time.

At about the same time that continuous improvement principles were introduced into higher education, increased accountability by institutions for students' learning was also gaining attention from the public, the federal government, and accreditors. The expectation that institutions will use data about student performance to make improvements was introduced and has since been at the core of how we are expected to demonstrate that students acquire the knowledge and skills associated with the programs from which they graduate.

How can you practice continuous improvement in your assessment activities? As you work through the exercises in this handbook, you will learn the series of small steps that will form the foundation for your assessment practice. At each step, begin to think about how your department supports the institutional mission; how your objectives, outcomes, and measures provide information about your department's effectiveness or student learning; and how to improve effectiveness or student learning.

Many small improvements by many people lead to substantial improvements over time.

The Assessment Process

The annual assessment cycle consists of five steps that provide answers to five questions about a department or program.

Five Questions

1. What is the purpose of the Non-Academic or Co-Curricular department?
2. What does the department do to provide value to the institution (1)? *and* What are the intended student learning outcomes (Co-Curricular)?
3. What levels of performance and student learning are satisfactory? Do the data indicate that the department has met its expectations? Why or why not? (1, 2, 3, 4)
4. How can the department or program increase effectiveness or improve student learning? (4, 5)
5. What resources are needed to increase effectiveness or improve student learning? (4, 5)

Step 1: Plan Assessment

During the assessment planning stage, departments

- review the department mission statement.
- identify department objectives and/or learning outcomes that directly support the department mission.
- identify ways to measure how well the department is performing.
- establish targets for performance on the objectives or learning outcomes.

Mission

What is the purpose of the Non-Academic or Co-Curricular departments?
We answer this question by first reviewing the mission statement for the Non-Academic or Co-Curricular department along with the mission statements of the office, division, or other administrative area that contains the department. There are several reasons to consider the institution, division, and department mission statements in the assessment planning process.

1. The institutional mission is the foundation for everything we do. The mission statements for an executive-level division should flow from and directly support the mission of the institution. The mission for each department within a division should then directly support the mission of the division, and the missions for each Non-Academic department should support that of the next higher area in the hierarchy. This lets us "connect the dots" and see that all departments in the hierarchy support the overall mission.

2. Accreditors will evaluate how well an institution executes its mission through its academic and Non-Academic programs and services.

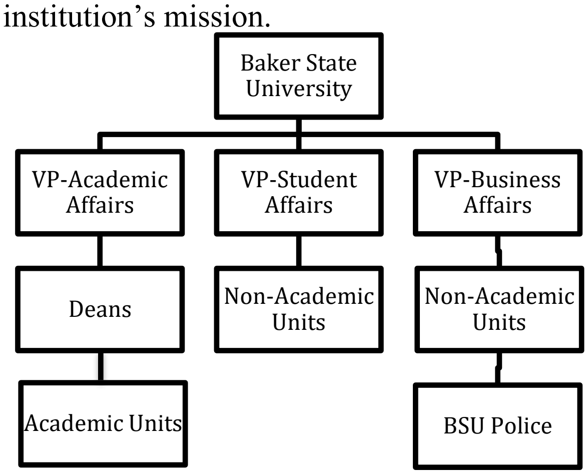
3. It can be easy to forget the importance of the various missions in all that we do, so assessment planning is a good time to review these statements of who we are and what we do. This may prompt some faculty or staff to review department mission statements and consider whether it is time to update them. That may, in turn, prompt fresh thinking about other planning. Although not the primary purpose of assessment planning, it is an example of an unexpected benefit that some report as a result of this process.

4. The department-level objectives and Co-Curricular learning outcomes for our assessment plans must be directly related to the department or program mission (and, by extension, those of the larger department, division, and institution). You will be asked to evaluate these relationships as we develop objectives and learning outcomes.

The first step in preparing an assessment plan is to determine whether the department or program mission supports the institutional mission. We do that by reviewing the mission statements for each area within the organizational hierarchy that houses the department. It is not necessary for the mission statement of each area, division, or department to exactly match the institutional mission. If we were to review the mission statements of every Academic and Non-Academic department within any institution, we would likely find that each area places particular emphasis on those parts that are related to its specific purpose and function, and that, across the board, the combination of the various departments supports the institutional mission.

The assessment office does not evaluate the quality of the mission statements, nor do we evaluate the strength of the relationships among them or the departments and programs being assessed. We collect this information only to help you focus on the issues outlined above.

In the Baker State University organizational chart below, you can see that the Police Department is one of the Non-Academic departments that reports to the Vice President for Business Affairs. In Exercise 1, we will review the mission statements for the University, the Business Affairs Division, and the Police Department. At each stage of our assessment planning work, we will check to be sure our work directly supports the previous stage. This helps keep our focus on the specific program we're working on and ensures that the final assessment plan is aligned with the purpose of the organizational hierarchy in which it serves. In other words, we should be able to review any part of the assessment plan and "connect the dots" all the way back up through the hierarchy to the institution's mission.



<u>Exercise 1—Example: Review your mission statements</u>

What is the name of your department? *Baker State University Police Department*

What kind of department is it? ______ Non-Academic (no student support)

__X__ Co-Curricular (student support)

Baker State University Mission Statement: The mission of Baker State University is to provide a high quality education, with a strong emphasis on teaching excellence, research, and service to our local, regional, national, and international communities.

Business Affairs Division Mission Statement: The Business Affairs Division of Baker State University promotes the University's commitment to excellence by creating an optimum environment for students, faculty, staff, and visitors. It does so by providing excellent administrative services, maintaining facilities, and enhancing campus security.

Baker State University Police Department Mission Statement: The Baker State University Police Department promotes a safe campus environment for students, faculty, staff, and visitors by providing professional law enforcement services through the application of community oriented policing principles.

Does the School of Business Affairs Division Mission Statement support the BSU Mission?

We believe the Business Affairs mission statement supports the BSU mission. The BSU mission is focused primarily on teaching and research but also talks about service to various communities. The mission of the Business Affairs Division is to provide the services and campus environment necessary for teaching and research to occur. The facilities maintenance, security, and other administrative services will support the institution's service to communities by making the campus a place that people will want to visit.

Does the Police Department mission statement support the Business Affairs Division mission?

We believe that the Police Department mission supports the Business Affairs mission very well. In order for the Business Affairs Division to support the environment necessary for the institution to achieve its mission of teaching excellence and community service, the campus must be a safe and welcoming place with community-minded law enforcement professionals.

Take a minute to review the mission statements for your institution and divisions within the hierarchy that contain your department (see Appendix 2: GCCC Division-Department Chart and Appendix 3: Mission Statements). Underline or mark up those parts of the institutional mission statement that you believe are supported by the division or department mission statement. Then do the same for any other areas between your department and the executive-level department that contains your department. Do you believe that each of those mission statements supports the one at the next higher level? Very well? Somewhat? Not very well?

Use the space below to record your thoughts about the relationship between the institutional mission statement and the divisions or departments within the hierarchy that contain your department. If you are unsatisfied with the degree to which any of your mission statements support those above them, you may want to initiate a later conversation with your colleagues.

Does the division mission statement and those for the divisions or departments within the hierarchy that contain your department support the institutional mission statement?

Return to the mission statement for the department just above yours, and underline or mark up those parts that are supported by your department's mission statement. Do you believe that your department's mission statement supports that mission statement? Very well? Somewhat? Not very well? Use the space below to record your thoughts about the relationship between your department's mission statement and your program mission statement.

Does your department mission statement support the mission statement for the division?

Performance Objectives and Learning Outcomes

What does the department do to provide value to the institution?
What are the intended student learning outcomes? (Co-Curricular departments)

Review the mission statement for your department and start to think about its core responsibilities that come from the mission and therefore support the institutional mission. These *performance objectives* are broad statements that describe the primary functions of the department. They are not an exhaustive list of all the tasks and activities performed by the department but statements of the core areas that tasks and activities fit into. For example, one of the BSUPD performance objectives is "The Baker State University Police Department will communicate and enforce applicable laws and university regulations." Several tasks and activities, such as traffic enforcement or publication of institutional regulations, clearly fit under that objective. Each department should develop a total of 3 to 5 performance objectives. Each should be written like this: "The *name of department* will…" These objectives will be evaluated on a rotation.

Non-Academic departments that primarily provide student support services (e.g., academic coaching or residential life) will develop both performance objectives and student learning outcomes. Departments with student support services should also develop 1-2 student learning outcomes. They should be written like this: "Students will be able to…" The word(s) that follows should be specific and measurable. Appendix 4: Bloom's Taxonomy contains a list of appropriate words. These will also be evaluated on a rotation.

Where feasible, learning outcomes for student support Co-Curricular areas should reflect either GCCC's general education outcomes (Appendix 5: Essential Skills) or nationally recognized outcomes such as the LEAP Essential Learning Outcomes, the Degree Qualifications Profile, or the Council for the Advancement of Standards in Higher Education (CAS) Student Learning and development Domains and Dimensions. (Links to these and other resources are provided at the end of this manual.) The CAS document also contains a grid mapping each of these outcome sets to academic disciplines. For assessment of student learning on these outcomes, the AAC&U Value Rubrics (also linked) can be useful tools for evaluating student work. For some departments, the institution's general education outcomes may not be related to important student learning that should results from services offered by the department. That is the case for the BSU PD's learning outcomes shown later in this section. If the institutional general education outcomes and the sources listed above will not meet the needs of the department, you may develop learning outcomes or rubrics specific to the department. When you do so, be sure to follow good practice.

As you begin to think about performance objectives for your department, start by brainstorming with notes or phrases about the core functions performed by the department. As those start to take shape, you can flesh them out into full statements that follow the format in the examples provided. If you need help thinking about performance objectives, try an internet search for the objectives in similar departments at other colleges or universities. Another good resource available through CAS is a set of 45 standards for Non-Academic programs and student support services (listed below). Those standards and comprehensive self-assessment (program review) guides are available individually or as a full set from CAS.

Academic Advising
Adult Learner
Alcohol & Other Drug Services
Assessment Services
Auxiliary Services Functional Areas
Campus Activities
Campus Info/Visitor Services
Campus Police & Security
Career Services
Civic Engagement/Service-Learning
Clinical Health
College Honor Society
College Unions
Collegiate Recreation
Commuter & Off-Campus Living
Conference & Event Services
Counseling Services
Dining Service
Disability Resources & Services
Education Abroad & Services
Financial Aide
Fraternity & Sorority Advising
Graduate & Professional Student
Health Promotion Services
Housing & Residential Life
International Student Services
Internship
Learning Assistance
LGBT Services
Master's Level Professional
Multicultural Student Services
Orientation
Parent & Family Services
Registrar
Sexual Violence Services
Student Conduct
Student Leadership
Student Media
Transfer Student Services
TRIO & Educ Opportunity
Undergraduate Admissions
Undergraduate Research
Veterans & Military Services
Women's & Gender Services

The table below contains sample objectives (OBJ) and learning outcomes (LO) for Non-Academic and student support departments.

Dept. Type	Dept. Name	OBJ/LO	Statement
Non-Academic	Admissions	OBJ	The Baker State University Office of Recruiting and Admissions will promote institutional student success efforts by recruiting students who are an institutional fit.
Non-Academic	Facilities	OBJ	The Baker State University Facilities Management Department will be effective stewards of the University's facilities.
Non-Academic & Student Support	Residential Life	OBJ	The Baker State University Office of Residential Life will provide living and learning opportunities within the student residential environment.
Non-Academic & Student Support	Residential Life	LO	Residents of the Baker State University residence halls will be able to resolve issues through effective use of verbal and non-verbal communication. *(Based on BSU general education communications outcomes but specific to campus housing.)*

Non-Academic & Student Support	Orientation	OBJ	The Baker State University New Student Orientation program will provide new students with the necessary foundation for academic, professional, and personal success.
Non-Academic & Student Support	Orientation	LO	Students will be able to identify a career area, find degrees and courses to prepare someone for that career, and discuss their own strengths and challenges in relation to that degree. *(Based on the BSU general education communications outcome but specific to orientation.)*

All Non-Academic departments should identify <u>three to five</u> (total) performance objectives. Those with student support function should also develop <u>one or two</u> (total) learning outcomes. These learning outcomes may align with GCCC's Essential Skills.

<u>Exercise 2 – Example: Performance objectives and learning outcomes</u>

Performance Objectives

1. The Baker State University Police Department will communicate and enforce applicable laws and university regulations.
2. The Baker State University Police Department will educate the campus community about personal safety and crime prevention.
3. The Baker State University Police Department will collaborate with partners inside and outside BSU to foster a safe campus environment.
4. The Baker State University Police Department will interact with the campus community in a fair and equitable manner.

Learning Outcomes (Non-Academic departments with student support functions)

1. Baker State University students will be able to identify ways to reduce the risk of sexual assault.
2. Baker State University students will be able to identify ways to prevent property theft.

<u>Exercise 2 – Your Turn: Performance Objectives & Learning Outcomes</u>

Performance Objectives

1.

2.

3.

4.

5.

Learning Outcomes (Non-Academic departments *with student support functions only*)

1.

2.

Do your performance objectives and learning outcomes support the program mission? If not, make any necessary revisions. How effective is the department? For Co-Curricular programs, have students mastered outcomes?

Measures

How effective is the department or program? Does it meet expectations? (1, 2, 3)
How well do students perform? Have they mastered outcomes? (Co-Curricular)

You have now identified your department's functions that support its mission and at least one learning outcome (for Co-Curricular). The next step is to identify ways to measure how well the department is performing those functions (or how well students have demonstrated learning) and whether the level of performance or learning meets your expectations. Let's first take a minute to remember that the purpose of assessment is *not* to "grade" the department or its staff. The purpose is to provide you with tools to study department performance and think about how to do what you already do even better and help you provide justification for the resources needed to help with any improvements you identify.

We are not "graded" on the number of objectives we meet but on our efforts to collect meaningful information about effectiveness and student learning and then use that information to drive improvements.

Measures for Non-Academic performance objectives
To answer the question of how well a Non-Academic department performs a core function, we usually think about *effectiveness*, *efficiency,* and *satisfaction*.

- *Effectiveness* is whether the department performs the core functions stated in its performance objectives. *Are we getting the job done?*
- *Efficiency* is whether it performs those functions with minimum wasted effort and expense. *Are we getting the job done with minimal waste? (time, money, effort, personnel investment, etc.)*
- *Satisfaction* is how well the department meets the expectations of those it serves in relation to core functions. *How does our service population think we're doing?*

Consider the BSU PD objective to educate the campus community about personal safety and crime prevention. If the Police Department designed flyers with crime prevention tips and hotline number; held ten community forums to educate faculty, staff, and students; and broadcast public service announcements on the campus radio station, we would probably agree that those are *effective* ways to meet the crime and safety education objective.

What if the flyers were printed with the wrong hotline number and had to be re-printed at a cost of several thousand dollars, delaying distribution until several weeks after freshman orientation? What if a total of only 25 people came to the community forums because they were held on a weekday morning, after a spate of late night car burglaries outside one of the residence halls, and several attempted sexual assaults of evening commuter students? Or, what if the only affordable time slots for radio announcements was during the fall and winter breaks when the radio station has fewer listeners? We might think the forums were an *inefficient* waste of resources since they were not targeted at residence halls or evening commuter students, that the error on the flyers cost more than planned and prevented the information from being distributed to new students, and that the radio announcements weren't reaching their intended audience.

If responses to a BSU PD *satisfaction* survey indicated that faculty and staff had rated the department highly for its safety and crime education efforts, but commuter students and dorm residents had given the department low marks that would suggest that the efficiency problems described above had prevented BSU PD from meeting the expectations of certain segments of the campus community. The department might believe its employed effective means of educating the campus community about crime and safety, but their inefficient efforts and low satisfaction among important segments of the community suggest that they fell short in meeting this important performance objective.

There are many ways in which Non-Academic departments can measure their effectiveness and efficiency. Your department is probably already doing some of them. Paper or electronic logs of the number of requests for service or students who attended an event are useful information. Logs of time required to complete certain services (financial aid processing, IT or facilities support request, police calls for service) provide important information about timeliness (efficiency).

If your department isn't already collecting satisfaction information from the faculty, staff, or students it serves, your institutional research office may administer the Noel-Levitz Student Satisfaction Inventory or other surveys of faculty, staff, or students. That office may also be able to help your department with any customized survey needs you might have. It may also be easy to collect basic surveys as you deliver services to your clients or during events hosted by your department.

For each performance objective, identify <u>one</u> measure for effectiveness, <u>one</u> for efficiency, and <u>one</u> for satisfaction. Try to use *direct measures* of effectiveness and efficiency and *indirect measures* of satisfaction.

Direct Measures are used to measure effectiveness and efficiency. They provide for the direct examination or observation of department performance against measurable indicators. Examples of direct measures include reports, tracking and tallying specified events, etc.

Indirect Measures are used to measure satisfaction. They ascertain the opinions or self-reporting of experiences related to the department's services and performance. Example indirect measures include surveys and questionnaires, exit and other interviews, focus groups, etc. To be indirect, these measures often rely on self-reporting.

Measures for student learning outcomes (for Non-Academic departments that have a student support function) are used to measure student demonstration of knowledge or skills.

Review the learning outcomes you identified in the previous section and think about how students have opportunities to demonstrate that learning. An academic coaching center might measure improvement in math or writing scores for students who received coaching services. Campus life might see opportunities to measure students' leadership, teamwork, or presentation skills as part of events or projects that students lead. The VALUE rubrics can be used or easily adapted for this purpose, or you might decide to develop a rubric to fit your specific needs. If your department hosts cultural or informational events to which students are invited, you might measure learning through the use of a short pre-post quiz or an evaluation survey that asks students to list one new thing they learned. For Non-Academic student support departments, it isn't necessary to measure student learning through research papers, internships, or exams like faculty do for academic assessment. Simple methods such as those described here are sufficient to demonstrate that the department is providing value to students' education and to explore how to make improvements in that area. For each student learning outcome, identify one direct measure (don't worry about efficiency and effectiveness) and one indirect measure.

Exercise 3 –Example: Measures

Performance Objective –PLAN

Performance Objective	The Baker State University Police Department will educate the campus community about personal safety and crime prevention.
Direct Measure (Effectiveness)	Monthly personal safety and crime prevention forums for faculty, staff and students
Direct Measure (Efficiency)	Number of participants attending crime prevention forums
Indirect Measure (Satisfaction)	Forum evaluation survey (satisfaction)

Learning Outcome –PLAN

Learning Outcome	Baker State University students will be able to identify ways to reduce the risk of sexual assault. Baker State University students will be able to identify ways to prevent property theft.
Direct Measure	Forum evaluation survey item that asks participants to list any one personal safety or crime prevention strategy they learned during the forum
Indirect Measure	Form evaluation survey item that asks participants their level of agreement with the statement, "The crime prevention forum taught me how to stay safe on campus."

Exercise 3—Your Turn: Measures

Performance Objective –PLAN

Performance Objective	
Direct Measure (Effectiveness)	
Direct Measure (Efficiency)	
Indirect Measure (Satisfaction)	

Learning Outcome –PLAN (Co-Curricular departments)

Learning Outcome	
Direct Measure	
Indirect Measure	

Performance Targets

What levels of performance and student learning are satisfactory?

You have now identified performance objectives, student learning outcomes (if your department has a student support function), and measures for your objectives and outcomes. For each measure, you will also set a performance target to indicate the level of performance that will meet your expectations for effectiveness, efficiency, satisfaction, and student learning. After you collect the data indicated in your measures, you will be asked whether your expectations were met. Targets must be identified prior to the data collection and analysis. When setting targets, it can be tempting to set unreasonably high "nothing but the best" standards or unreasonably low "guaranteed to succeed" targets. Both of these practices can be defeating. It is far more beneficial to set reasonable expectations and work toward meeting them. Set targets that are ambitious and attainable; then work to hit your targets.

Consider the examples below:
Effectiveness: The Information Technology Office will respond to and resolve all help desk service requests.
Efficiency: The Information Technology Office will resolve at least 95% of requests without error and within the published time frame for level of priority.
Satisfaction: At least 85% of faculty, staff, and students will report that they were "Satisfied" or "Very Satisfied" with the quality of help desk service.

Effectiveness: The Financial Aid Office will process all financial aid applications.
Efficiency: The Financial Aid Office will process applications that are complete and do not require federal verification within two weeks of receipt.
Satisfaction: At least 90% of students who respond to the Noel-Levitz Student Satisfaction Inventory will report that they are "Satisfied" or "Very Satisfied" on the survey items related to Financial Aid.

Effectiveness: The Health Center will conduct five wellness seminars during the academic year.
Efficiency: The Health Center seminars will serve at least 10% more participants than in the previous year, at no additional cost.
Satisfaction: At least 75% of Health Center wellness seminar evaluation respondents will report that the information presented was "Helpful" or "Very Helpful."

Effectiveness: The Native Students Club will host three Native Culture events during the academic year.
Efficiency: The Native Students Club will increase event participation by at least 10% over the previous year.
Satisfaction: At least 70% of Native Students Club event participants who complete the event evaluation survey will report that they were "Satisfied" or "Very Satisfied" with the information presented during the event.
Learning Outcome: Native Student Club members who plan Native Culture events will prepare an event proposal that summarizes an aspect of Native tradition to be highlighted in each event and will earn an overall rating of at least 2.5 on the VALUE Civic Engagement rubric.

Effectiveness: The Office of Recruiting and Admissions will conduct at least two new Campus Ambassador training sessions.

Efficiency: At least 90% of students accepted into the Campus Ambassador training program will successfully complete the program.
Satisfaction: At least 80% of students and parents who take a campus tour led by a Campus Ambassador will report that the student Campus Ambassador leading the tour made them feel very welcome at the BSU campus.
Learning Outcome: At least 75% of Campus Ambassadors will earn a rating of "Meets Expectations" or "Exceeds Expectations" for Verbal Communication at the end of their first semester as a Campus Ambassador.

How many objectives and outcomes to assess each year
You may be worried at this point that you will be asked to assess all of your performance objectives on all of their measures every year. NO!

You should assess two performance objectives (plus one learning outcome for departments that have a student support function), remembering to include measures for effectiveness, efficiency, and satisfaction for the objective and at least one measure of student learning for the learning outcome. Don't forget the targets for each measure.

After the first year, you may find it necessary to assess one of the original objectives plus one other objective from your list. Or, you may have found that you fully met the original objective and are ready to move on to two others from your list. However you decide to rotate through the remaining objectives, you should make every effort to assess each of the objectives and learning outcomes at least once over a five-year period.

Exercise 4—Performance Targets

Performance Objective –PLAN

Performance Objective	The Baker State University Police Department will educate the campus community about personal safety and crime prevention.
Direct Measure (Effectiveness)	Monthly personal safety and crime prevention forums for faculty, staff and students
Target	BSU PD will conduct 10 monthly personal safety and crime prevention forums
Direct Measure (Efficiency)	Number of participants attending crime prevention forums
Target	At least 400 total participants will attend the forums, with at least 25 participants at each forum
Indirect Measure (Satisfaction)	Forum evaluation survey (satisfaction)
Target	At least 80% of participants who complete the forum evaluation survey will respond that they were "Satisfied" or "Very Satisfied" with the information presented during the forum

Learning Outcome –PLAN

Learning Outcome:	Baker State University students will be able to identify ways to reduce the risk of sexual assault. Baker State University students will be able to identify ways to prevent property theft.
Direct Measure:	Forum evaluation survey item that asks participants to list any one personal safety or crime prevention strategy they learned during the forum

Target	At least 75% of student participants who complete the forum evaluation survey will list at least one personal safety or crime prevention strategy they learned during the forum
Indirect Measure:	Forum evaluation survey item that asks participants their level of agreement with the statement, “The crime prevention forum taught me how to stay safe on campus.”
Target	At least 80% of students will report that they either “Agreed” or “Strongly Agreed” with the statement.

Exercise 3—Your Turn: Measures
Performance Objective –PLAN

Performance Objective	
Direct Measure (Effectiveness)	
Target	
Direct Measure (Efficiency)	
Target	
Indirect Measure (Satisfaction)	
Target	

Learning Outcome –PLAN (Co-Curricular departments)

Learning Outcome	
Direct Measure	
Target	
Indirect Measure	
Target	

Step Two: Collect Data

You have completed the process of planning your assessment activities. The objectives and learning outcomes, measures, and targets you identified were both the data collection plan for this step of your assessment work and the foundation for the interpretation and decision-making steps that follow.

You should decide, in advance, who will be responsible for data collection and storage. Will one person have responsibility for data collection and storage or will the work be shared by several staff members? How will data be stored? For Non-Academic departments, much of the data will consist of logs (event participation, service requests) that may be either paper or computer logs. It is a good idea to scan and store electronic copies of paper logs to avoid loss of data. Think about who will administer, collect, and analyze any surveys that are part of your assessment data. If the institutional research office will be assisting you with survey design or administration, be sure to contact them at this time to be sure everyone knows what needs to happen—and when it needs to happen. You may be relying on an annual survey administered by the IR office for the entire campus or a national survey like Noel-Levitz that is coordinated by the IR office. It is important that you know the timelines for survey administration and reporting so you can anticipate when data will be available for assessment reporting. If your institution has acquired a commercial assessment platform, they may be using that for Non-Academic assessment and reporting, as well. Talk to the IR or assessment staff for support in this area.

When does data collection occur?
Data collection occurs throughout the year. Logs of event participation or service requests will likely be ongoing and survey administration typically occurs either with events or at pre-specified points in the year. GCCC schedules the academic assessment cycle around the academic year and the Non-Academic assessment cycle around the fiscal year because of the strong connection to various business cycles.

The important thing to remember is to *collect the data and store it in a safe place*. It is easy to get busy and forget this important activity. It's impossible to catch up at the end of the cycle if no data were collected or if logs and paper surveys were misplaced. If this happens, you will have lost a year's opportunity to study your department's performance.

Step Three: Analyze & Interpret Results

Do the data indicate that the department has met its expectations? Why or why not?

In the data analysis and interpretation step, you will use the assessment data collected during the year to determine whether your department met its targets for effectiveness, efficiency, satisfaction, and student learning (Co-Curricular). This step and the action step that follow are the most important areas of assessment because this is the point where you determine what the assessment data mean—and begin to make decisions about how to use that information to improve department performance and student learning. Some data should be analyzed and interpreted as soon as possible after collection. Paper surveys, for example, may be misplaced, so it is best to enter the data and run summary reports as soon as possible after surveys are collected. This is also important because memories of presentations at events may fade, making it difficult to understand participant ratings and comments.

When does data analysis and interpretation occur?
As soon as possible after data collection, you should begin to analyze and interpret the information collected. This information will be summarized in the assessment report you will submit each year.

This process is usually simple and straightforward. Review the measures and targets from your assessment plan. Working with one measure and one target at a time, determine whether the department met the targets for effectiveness, efficiency, satisfaction, and student learning. This will usually involve counting things and establishing a percentage.

As you begin to identify whether each of your targets were (or were not) met, you should also be thinking about why they were (or were not) met and any actions you can take to improve performance or student learning in subsequent cycles. The steps below may be used to guide your approach to interpret your results.

1. *Targets were met*. What does this tell you about your department's effectiveness, efficiency, satisfaction, or student learning in relation to the objectives and outcomes? Think about any factors that may have contributed to this finding. Maybe you can identify components of how your department performs the core functions related to the performance objective or learning outcome that you believe contributed to this result. You might also think about your assessment processes. Maybe your survey did a very good job of providing information you needed to answer your assessment question.

   Even though the target was met, you might be less than satisfied with the level of department performance, client satisfaction, or student learning. You might conclude that one or more of your measures or targets prevented you from identifying that. Maybe the measure used was not the best possible indicator in relation to the outcome. Or maybe you set the target too low and want to revise it in your next assessment plan to "raise the bar" for your department. Start thinking ahead to Step Five: Act on Results, where you will identify strategies to improve department performance or student learning in the next cycle. That may include changes to assessment measures or targets.

   Remember: no matter what we do or how well we do it, there's always a way to do it better!

2. *Targets were not met*. What does this tell you about department performance or student learning in relation to the outcome? Think about any factors that may have contributed to this finding. Maybe you can identify components of how your department performs the core function related to the performance objective or learning outcome that you believe contributed to this result. You might also think about your assessment processes. Maybe your survey did not do a very good job of providing information you needed to answer your assessment questions. Even though the target was not met, you might actually be pleased with your department's performance or student learning on the measures used, and now realize that your target was set an unrealistically high level. You will be able to revise your targets for the next cycle.

3. *Mixed Results*. If your data indicated that one target was met and the other was not, what is that telling you? Did you meet your target for effectiveness but not for efficiency? In this case, you will need to interpret the information available in order to find an explanation. Recall the previous example for the BSU PD where they offered community forums, but the scheduling events made it impossible for dorm residents and commuter students to attend. They delivered the expected number of forums, but it was in an inefficient use of resources since the events did not attract the intended participants.

The interpretation of assessment results requires your professional judgment. There is no "right" answer. The important thing is to interpret the data about department performance or student learning and reach reasonable conclusions about the level of performance and whether improvements are warranted. Many people find this aspect of assessment reporting to be unsettling. Please be assured that the purpose is not to tally the number of departments that met (or did not meet) one or more of their objectives. Assessment offices do not compile such data, nor do they report them to anyone. The purpose of assessment is not to penalize departments that may not have met all their outcomes or to reward those who did. The purpose is to provide an honest and accurate look at whether we believe our departments are achieving our objectives and supporting the department's mission and the institutional mission, whether we've identified room for improvement and the strategies we've identified to improve performance in subsequent cycles.

Step Four: Report

Do the data indicate that the department has met its expectations? Why or why not?

It is important that all departments file an assessment report each year. If no data were collected, provide a reason and document plans for the coming year to ensure that data collection will occur. Most institutions collect assessment reports at the end of the academic or fiscal year or just prior to the beginning of the new academic year. A partial assessment report for the BSU Police Department is provided below.

For each measure, please provide the following information:

1. A short description of the kind of assessment data used and how the data were collected
2. A short summary of the results
3. Whether the target was met
4. A short discussion of factors you believe contribute to whether the target was met
5. Action plan (required if the target was not met; optional if the target was met)

Exercise 5 –Example: Report

Phase 1: Planning	**Performance Objective**	The Baker State University Police Department will educate the campus community about personal safety and crime prevention.
	Direct Measure #1: (Effectiveness)	Monthly personal safety and crime prevention forums for faculty, staff, and students.
	Target:	BSU PD will conduct 10 monthly personal safety and crime prevention forums.
Phase 2: Reporting	**Data Collected:**	The Crime Prevention Officer maintained paper and electronic records documenting the number of forums held during the year, as well as the date, time, and location for each forum. Sign-up sheets collected at each forum captured whether each participant was a faculty member, staff person, or student. For students, the sign-in sheet also captured if they were residential or commuter students.
	Summary of Results:	The Police Department conducted nine of the ten scheduled forums. Two forums (one in fall, one in spring) were held during the daytime, primarily to accommodate faculty and staff, but students were also welcome to attend. Four forums were held in the late afternoon after most daytime classes had ended to accommodate daytime students and arriving commuters. Four more forums were scheduled during evening hours to accommodate evening commuter students and residence hall students. One of the evening forums was cancelled at the last minute due to a weather-related emergency.

	Target Met/Not Met & Discussion of Factors	Not met. The last forum was cancelled only hours before the scheduled event because of a severe thunderstorm in the area that created unsafe conditions.
Phrase 1: Planning	**Direct Measure #2: (Efficiency)**	Number of participants attending crime prevention forums
	Target:	At least 400 total participants will attend the forums, with at least 25 participants at each forum
Phase 2: Reporting	**Data Collected:**	Advance registration for forums was available on the Police Department website, but on-site registration was available for walk-in participants. This allowed the department to advertise the forums in advance, invite participants to register, and send them e-mail reminders before the event. The advance registration lists were used for sign-in sheets at the events, with room to add walk-ins.
	Summary of Results:	Although one forum was cancelled due to bad weather, there were 437 participants in the nine forums (47 faculty, 175 staff, and 215 students). The average number of participants was 49 but the numbers varied from as few as 10 to a high of 100. At the event with 100 participants, approximately 30 more were turned away after the room was filled to capacity.
	Target Met/Not Met & Discussion of Factors	Target met. With a total of 437 participants, the overall target was met, but low attendance at some forums suggest that those events were not a good use of resources. Forums were held in various locations in order to be convenient to the target audience for a specific forum. For example, daytime forums that targeted faculty and staff were in an auditorium centrally located near academic and administrative buildings. Late afternoon and evening sessions were in the student union, dining hall, and commons area between the residence halls. Some combinations of time and location attracted much larger numbers than did others. Two events where free pizza was provided had high attendance. Comments by several commuter students indicated that none of the forums were scheduled at times convenient to students who have difficulty attending classes after work or while juggling family obligations. Those students wished that the presentation would be available as a web-based series for students who can't always attend on-campus events. Residence hall staff told the Campus Security Officer that one of the evening residence hall events was scheduled on the same evening as an athletic event that most students wanted to attend. Although we were pleased that so many faculty and staff attended, we were disappointed that we did not reach more students. We learned that we need to look at better ways to schedule the forums and take advantage of opportunities to bring in larger numbers of students.
Phase 1: Planning	**Indirect Measure: (Satisfaction)**	Forum evaluation survey item that asks participants their level of agreement with the statement, "The crime prevention forum taught me how to stay safe on campus."
	Target:	At least 80% of students will report that they either "Agreed" or "Strongly Agreed" with the statement.
Phase 2: Reporting	**Data Collected:**	A short survey was e-mailed to pre-registered people who checked in at the forum. Surveys were not e-mailed to those who did not attend.
	Summary of Results:	Although more than 300 people pre-registered for the forums, only 175 attended. Survey responses were received from 56 of the 175 people who attended. Most of those were from faculty and staff. 147 (84%) of the people who returned surveys indicated that they were either "Satisfied" or "Very Satisfied" with the information presented during the forum.
	Target Met/Not Met & Discussion of Factors	Target Met. Although the target was technically met, we are concerned that we did not get an accurate picture of participant satisfaction. Because the surveys were e-mailed, we did not ask walk-in participants about their satisfaction. Since most of the people who returned surveys were faculty and staff, we did not

		get information about whether students were satisfied. This tells us we need to think about a better way to survey participants for next year's forums.

Phase 1: Planning	**Learning Outcome**	Baker State University students will be able to identify ways to reduce risk of sexual assault. Baker State University students will be able to identify ways to prevent property theft.
	Essential Skills Aligned (if applicable)	Social Responsibility
	Direct Measure:	Forum evaluation survey item that asks participants to list any one personal safety or crime prevention strategy that they learned during the forum.
	Target:	At least 75% of student participants who complete the forum evaluation survey will list at least one personal safety or crime prevention strategy they learned during the forum
Phase 2: Reporting	**Data Collected:**	The previous section described how we collected surveys from participants.
	Summary of Results:	Only 20 of the returned surveys were from students. Eighteen (90%) of those students listed one or more personal safety or crime prevention strategy they learned. The most common strategy listed was to avoid propping doors to the residence halls open so friends or pizza drivers can get in.
	Target Met/Not Met & Discussion of Factors	Target met. We disagree that the 90% value above shows that we met our target. This is based on only 20 students out of the more than 200 who attended the forums. This reinforces the need to find a better way to collect evaluation surveys after the forums. It is a positive sign, however, that so many of the students who did return surveys learned the importance of keeping locked doors closed to prevent unauthorized persons from entering the residence halls.
Phase 1: Planning	**Indirect Measure:**	Forum evaluation survey item that asks participants their level of agreement with the statement, "The crime prevention forum taught me how to stay safe on campus."
	Target:	At least 80% of students will report that they either "Agreed" or "Strongly Agreed" with the statement
Phase 2: Reporting	**Data Collected:**	The previous section describes how we collected surveys from participants.
	Summary of Results:	Only 20 of the returned surveys were from students. Twenty (100%) of those students responded that they either "Agreed" or "Strongly Agreed" that the crime prevention forum had taught them how to stay safe on campus.
	Target Met/Not Met & Discussion of Factors	Target Met. As stated in the previous section, we are unsatisfied with the response rate from students. Although these data are mildly encouraging, we plan to seek a better way to collect this information from our students.

Step Five: Act on Results

How can the department increase effectiveness or improve student learning?
What resources are needed to increase effectiveness or improve student learning?

What is Action Planning?

Action planning is the point in the assessment process where we use assessment results to identify steps we can take to improve department performance or student learning. This is where continuous improvement or "closing the loop" is achieved. Now that you have collected and analyzed assessment data from your department's performance objectives and student learning outcomes and determined whether the targets were met, it is time to identify actions intended to improve department performance and student learning in subsequent assessment cycles. For each action you identify, you will specify a plan for implementation and identify any resources that will be needed.

Are action plans required?

Target was Not Met or Partially Met. Action plans are required.

- Review your assessment results and the factors you believe contributed to those results. What can be done to overcome those factors and improve department performance or student learning in the next cycle?

Target was Met. Action plans are encouraged but not required. Consider the following scenarios:

- If the level of performance is consistent with what has been observed in previous years and no significant changes have occurred, you may conclude that no changes are necessary. It may be time to consider whether to include this objective or learning outcome in next year's assessment activities. It is acceptable to include an important objective or outcome every year, but you might also decide to replace one that has been consistently met with another you want to study. You may also decide to raise the bar by setting next year's target at a higher level and striving to improve department or student performance in that area. In this case, you will also identify one or more actions to help produce the desired improvement.

- If the level of performance has improved since last year and you believe that is the result of recent improvement efforts, you may decide to continue the recent changes with no modification. You may also decide to expand the changes, if previous implementation was limited to pilot testing. We recommend that you include this objective or outcome on next year's assessment plan and you continue to monitor performance over the next few assessment cycles, reporting each year on your efforts and any observed changes in student performance.

- In each of these cases, it is important to consider how to sustain what has been working and how to improve upon it.

There are several important guidelines to consider when writing action plans.

1. **Action plans flow directly from the data and our analysis of that data.** When developing an action plan, ask yourself what the data suggest you should do next. The connection between the assessment data and the resulting actions must be obvious. Recall that in the assessment planning step, you worked to identify learning outcomes that are connected to long term department goals, department mission, and institutional mission. Anyone reading your assessment plan should be able to "connect the dots" and see how the learning outcomes support the activities from which they flowed. That same reader should be able to read your assessment report and see an obvious connection between your assessment results and action plan(s) you develop.

2. **Action plans ignore pre-conceived wishes, needs, or priorities.** If your department or program has needs that are not DIRECTLY supported by the analysis of assessment data, those needs will have to be requested through another process, such as the annual program-based budget or program review. Resources for long-term sustainability of programs, such as additional staffing or major equipment, are typically sought through the program review or strategic planning process.

3. **Some actions plans will immediately solve a problem in the next cycle, but others are long term and will put you on the path to improvement.** As you considered the factors that contributed to the assessment results you observed, you likely identified factors that took years to develop and may take years to correct. Well-defined action plans will provide the short- and long-term strategies you will use to make needed corrections. There is no deadline for achieving expected results as long as you demonstrate good faith efforts toward continuous improvement.

4. **Action plans are specific.** A common problem with action plans is that they are often mistaken for general recommendations. Your department may have resource needs, such as personnel or new technology you want. "Updating technological resources" is not an action plan; it is a general recommendation. An action plan takes this recommendation and breaks it down into measurable milestones, each with targeted deadlines. What are the needed resources? Why are they needed? How will you identify them? How will you identify/select the best product? How much will it cost? Who will do this work? When will they get each step done?

5. **Action plans may or may not require additional resources.** For example, you may have concluded that department performance did not meet a target may have been avoided by making a small change to an existing recordkeeping process. Or, you may have concluded that you cannot perform a core function because outdated technology or a staff position that has been vacant for some time. In this case, your action plan will likely indicate that additional equipment, software, or personnel are needed.

6. **Action plans must be tracked over one or more subsequent cycles.** Next year, you will report on the results of any action plans that were implemented as a result of the current assessment process.

Based on the assessment results for the BSU PD Measure 1 (Effectiveness), several follow-up actions might occur. The cancellation of the last forum due to weather was through no fault of the Police Department. It is clear from the Factors discussion for this outcome that the timing and location of the forums resulted in low participants for some forums while they were forced to turn people away at others. Feedback from students and housing staff point out two obvious issues that might be easily overcome. The Campus Safety Officer has decided to consult with the staff at the Office of Campus Life before scheduling next year's forums to avoid conflicts with other students' activities. She wants to address the concerns raised by commuter students whose schedules prevent them from attending forums, so she plans to offer web-based "virtual forums" in the next cycle. She believes that by coordinating event schedules with Campus Life, she will be able to offer fewer forums next year, but expect a larger student turnout to the ones she does schedule. The savings in time and other resources can go toward the development and deployment of the web-based forums.

Two examples of completed action plans are shown below. Note that because I want to list two action plans for Measure 1, I'll copy/paste the blank "Action Plan" section on the template and complete both.

Phrase 1: Planning	**Performance Objective**	The Baker State University Police Department will educate the campus community about personal safety and crime prevention.
	Direct Measure #2: (Efficiency)	Number of participants attending crime prevention forums
	Target:	At least 400 total participants will attend the forums, with at least 25 participants at each forum
Phase 2: Reporting	**Data Collected:**	Advance registration for forums was available on the Police Department website, but on-site registration was available for walk-in participants. This allowed the department to advertise the forums in advance, invite participants to register, and send them e-mail reminders before the event. The advance registration lists were used for sign-in sheets at the events, with room to add walk-in participants.
	Summary of Results:	Although one forum was cancelled due to bad weather, there were 437 participants in the nine forums (47 faculty, 175 staff, and 215 students). The average number of participants was 49 but the numbers varied from as few as 10 to a high of 100. At the event with 100 participants, approximately 30 more were turned away after the room was filled to capacity.
	Target Met/Not Met & Discussion of Factors	Target met. With a total of 437 participants, the overall target was met, but low attendance at some forums suggest that those events were not a good use of resources. Forums were held in various locations in order to be convenient to the target audience for a specific forum. For example, daytime forums that targeted faculty and staff were in an auditorium centrally located near academic and administrative buildings. Late afternoon and evening sessions were in the student union, dining hall, and commons area between the residence halls. Some combinations of time and location attracted much larger numbers than did others. Two events where free pizza was provided had high attendance. Comments by several commuter students indicated that none of the forums were scheduled at times convenient to students who have difficulty attending classes after work or while juggling family obligations. Those students wished that the presentation would be available as a web-based series for students who can't always attend on-campus events. Residence hall staff told the Campus Security Officer that one of the evening residence hall events was scheduled on the same evening as an athletic event that most students wanted to attend. Although we were pleased that so many faculty and staff attended, we were disappointed that we did not reach more students. We learned that we need to look at better ways to schedule the forums and take advantage of opportunities to bring in larger numbers of students.
	Action Plan Title & Explanation (if needed):	Coordinate forum scheduling with Office of Campus Life The Campus Security Officer will meet with Campus Life staff to review the events calendar for the next academic year. This will support the scheduling of safety and crime prevention forums as part of some larger events (e.g., freshman orientation) and avoid conflicting with others. Campus Life has also agreed to communicate with representatives of students organizations about the forums and ask their help to get the word out to their student members. With the anticipation of higher attendance at each event, the number of events for next academic year will be reduced from 10 to 6 and each event will be scheduled in a larger space than before.
	Expected Result:	The Campus Security Officer expects to see increased student participation next year.
	Action Steps & Responsible Party:	1. Meeting with Campus Security Officer and Director of Campus Life (Responsible: Campus Security Officer & Director of Campus Life) 2. Schedule six forums for next academic year based on input from Campus Life (Responsible: Campus Security Officer)

		3. Communicate with student organizations to promote forums (Responsible: Director of Campus Life)
	Completion Date:	Two weeks before start of new academic year
	Resources Needed:	None
	Action Plan 2 Title & Explanation (if needed):	Provide web-based safety and crime prevention training The Police Department will offer the Campus Security Officer's presentation in a web-based format. This effort is in response to comments from commuter students that they were unable to attend forums due to their schedules. Because the Police Department plans to continue tracking participation and to gather feedback from participants, the web-based forums will be accessible only as a registration option during the forum registration period. This will permit the department to study the number of registrations by status as faculty, staff, or student and to determine whether student registrations are for residential or commuter students. A link to the evaluation survey will be at the end of the presentations.
	Expected Result:	The Campus Security Officer expects to see increased participation of commuter students in the next year. Since the web-based forums are open to anyone who prefers that interface to the on-campus events, an increase in faculty and staff participation is also anticipated.
	Action Steps & Responsible Party:	1. Meet with e-Learning video production staff to discuss presentation design process (Responsible: Campus Security Officer, e-Learning studio staff) 2. Design, produce, edit videos with integration to forum registration and post-forum evaluation (Responsible: Campus Security Officer, e-Learning staff) 3. Launch web-based modules when forum registration opens for fall semester (Responsible: Campus Security Officer)
	Completion Date:	One month before the start of a new academic year
	Resources Needed:	Use of BSU e-Learning video production studio (6 hrs. @ $200/hr = $1200) BSU e-Learning staff consultants for presentation design and editing (8 hrs @ $200/hr = $1600) Total: $2,800 The initial plan was to purchase video equipment and software and hire a student worker with experience in producing videos for web distribution. The cost for that plan was approximately $5,000. Use of the BSU e-Learning studio and professional support reduced the anticipated cost by $2,200 and let the Department avoid the potentially time-consuming process of purchasing video equipment and software. The expenses associated with this project will be partially offset by the reduced number of on-site forums in the coming year. The expenses are also justified because of the anticipated increase in awareness about personal safety and crime prevention. We expect to use the video modules for at least three years, so the one-time cost associated with their production will not be an annual expense. The Campus Safety Officer recently received a $10,000 grant from the federal Safe Campus program. Those funds can be used for the video production, so no funds are requested from the Department's general budget.

One of my action plans did not require any additional resources, but the second one required video production service. Be sure to include detailed action plans for all planned follow-up, regardless of whether you are requesting additional resources. Identifying, implementing, and tracking follow-up actions are at the heart of continuous improvement. This process will provide you with important information about how well your department is performing its core functions and whether efforts to improve are successful.

The second action plan that includes a resource request has detailed information about the specific resources needed, the cost of those resources, a justification for the expenditure, and even identifies a grant account that could be used. ***This level of detail is very important.*** Action plans from Academic and Non-Academic assessment, program review, and other processes should drive planning and budget decisions within your department, your division, and the overall institution. Detailed rationale and justification form the persuasive argument necessary to demonstrate that your request should receive approval. Action plans that contain resource requests for "Some more computers and software, plus another full-time person. Total cost: around $10,000 plus whatever staff salaries are" are not specific enough. Name the specific hardware model and software titles you're requesting with cost estimates (not "guesstimates") as close as you can get them. Precise information with justification that includes benefit to the department or institution and any expected savings in time or resources increase the likelihood that your request will be approved. It also gives management a dollar value to include in their budget calculations. If you know a funding source that would cover the expense, it's helpful to include that information.

Action Plan Tracking

Action plans must be tracked over at least one subsequent assessment cycle. The first section of the Non-Academic Annual Assessment reporting template provides space for you to list each action plan created in the previous cycle and any still open from earlier cycles.

For each action plan, you will indicate whether it's *In Progress, Complete, On Hold,* or *Cancelled*. Any that are *In Progress* or *On Hold* will be carried over to the next cycle and beyond until they are complete. Using this process will let you track your implementation of action plans and any improvement that resulted. If a plan did not produce the intended improvement, you will want to consider whether the activity should be continued. A blank action plan tracking template is provided below.

<table>
<tr><td>Action Plan Title:</td><td></td></tr>
<tr><td>Status:</td><td></td></tr>
<tr><td colspan="2">If action plan is In Progress or Complete, provide a brief summary of what was done and how you have studied the impact on department performance or student learning to date. What are your ongoing plans to study the impact of this action? If action plan is On Hold or Cancelled, provide a rationale for this decision. Discuss future plans, if any.</td></tr>
<tr><td>Summary:</td><td></td></tr>
</table>

Glossary

For the purpose of understanding the terms and acronyms used in this document, please refer to this section.

Academic Assessment: used by faculty to study whether students who graduate have mastered the intended learning outcomes for a degree or certificate program

Assessment: the systematic, cyclical process of continuous improvement: includes identifying goals and outcomes, planning and executing measurements of those outcomes, analyzing the resulting data, using that data to make decisions, implementing those changes, and repeating the process

Annual Program Assessment: annual assessment of academic program learner outcomes (see the cycle outlined in Assessment)

Benchmark: a point of comparison against which to judge one's performance; past-performance data can be used as a baseline benchmark as can data from another (comparable, exemplary) program.

Co-Curricular Assessment: used by student support personnel to study students' learning that occurs as part of activities outside of the classroom.

Coordinator of Assessment: position held by a full-time faculty member who assists in the coordination, planning, execution, and revision of academic assessment processes and policies; facilitates communication between faculty and the Office of Institutional Effectiveness, Planning, and Research.

Course Grades: while valuable, provide little reliable data for assessment as they are the accumulation of a student's sum performance in a course (including multiple learning outcomes as well as other factors (like attendance and participation)

Course Assessment: a semester report that assesses student learning at the course level each semester; considers Student Learner Outcomes for each course and seeks to reveal areas of strength and improvement in teaching each course (for example, a course assessment would consider ENGL 101)

Curriculum Mapping: a strategy for aligning course objectives and program objectives; provides a method of checking and revising course sequencing as well as determining alignment of courses with program and institutional objectives

Degrees: GCCC has four degrees: Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies

Department: group of activities, tasks, staff, etc. in a common area; may oversee one or multiple units (Payroll, Student Activities, Human Resources etc.)

Direct Measurement: Measures that require students to demonstrate their knowledge and skills in response to the measurement tool. Examples include achievement tests (objective tests), student work (essays, presentations, portfolios, course assignments), observations or case studies, and performances. For non-academic assessment, direct measures provide for direct examination or observation of objectives or outcomes against measurable indicators.

Division: a collection of programs or departments from related areas; administrative, co-curricular, etc.

Effectiveness: whether a department performs the core functions stated in its performance objectives.

Efficiency: whether a department performs the core functions with minimum wasted effort and expense.

Essential Skills: also called Gen Ed Outcomes; the five institution-level learning objectives of GCCC: Written Communication, Oral Communication, Critical Thinking, Social Responsibility, and Diversity

5-Year Comprehensive Program Review: in-depth analysis of a program conducted on a 5-year rotation; divided into academic and Non-Academic program reviews; Non-Academic departments include Counseling and Advising, Library, etc.; utilizes data and analysis from the Annual Program Assessments

General Education (Gen Ed): program of study which all degree-seeking students partake in at GCCC; NOT the set of core courses required of most graduates; designed to provide students a strong basis for learning and multiple opportunities to develop the Essential Skills

Gen Ed Outcomes: program learning outcomes for the general education program; also referred to as Essential Skills

Indirect Measurement: measures that ask students (or others such as employers) to reflect on students learning rather than demonstrate it. Examples include self-report methods such as surveys, interviews, and focus groups. For non-academic assessment, indirect measures rely on the opinion or self-reporting of experiences related to objectives and outcomes.

Institutional Effectiveness: the extent to which an institution achieves its mission and goals; monitored through ongoing, integrated, institution-wide, research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement of institutional quality; and (3) demonstrate how well the institution is accomplishing its mission.

KBOR: Kansas Board of Regents

Non-Academic Assessment: used by staff to study how effectively administrative departments perform their intended functions. Non-Academic departments are the various offices that perform administrative and student support functions. They include admissions, human resources, facilities, security, etc. as well as top-level administrative divisions.

Office of Institutional Effectiveness & Accountability: the responsibilities are accreditation, compliance with state and federal mandates, strategic planning, planning, assessment (of programs and comprehensive program review), and institutional research

Programs: a program of study in a particular area; may include degrees (A.A. in English) as well as certificates; a single department may oversee multiple programs (Agriculture: AS, AGS & AAS in Agriculture plus various certificates).

Program Learner Outcomes (PLO): learning objectives for a program; skills and knowledge program graduates should acquire

Satisfaction: how well a department meets the expectations of those it serves in relation to core functions

SLAT: Student Learning and Assessment Team; faculty-driven committee tasked with creating, implementing, and revising the overall academic assessment policies, procedures, and tools at GCCC.

Student Learner Outcomes (SLO): learning objectives for a particular course or co-curricular activity; skills and knowledge students should acquire; may be set by an outside institution (KBOR or an accrediting body) or may be created internally

Target: point of reference for measurement: a standard of achievement against which to evaluate or judge one's performance.

Vice President of Institutional Effectiveness & Accountability: employee responsible for overseeing the assessment processes of campus including institutional planning and evaluation of processes based upon research and data

Appendix 2: Division-Department Chart

Chart is available as separate document.

Appendix 3: Mission Statements

GCCC Institutional Mission: Garden City Community College exists to produce positive contributors to the economic and social well-being of society.

Administrative Division Mission: The Administrative Services Division of Garden City Community College promotes the college's mission of producing positive contributors to the economic and social well-being of society. It does so by providing excellent administrative services, campus safety, maintaining facilities, providing technology services, promoting and marketing of the college, providing a bookstore for students to access materials and ensuring business office and payroll functions are met.

Athletics Division Mission: The mission of the GCCC Athletic Department is to be recognized as one of the premier NJCAA athletic programs in the nation, exemplifying the principles and values of excellence, both on the court/field/arena and in the classroom. We intend to achieve an elite state in athletics through unwavering commitment to integrity, hard work, loyalty, and discipline from the student athletes as well as the athletic staff.

Business Affairs Division Mission: The mission of the Business Affairs Division is to provide essential services supporting Garden City Community College in its pursuit of excellence. The Division is dedicated to maintaining a learning environment that encourages and enhances the complete educational experience for all members of the campus community. This will be accomplished through the safe, effective and efficient operation and stewardship of college resources, buildings, and facilities. The Division emphasizes a service-oriented, team approach to provide financial information, systems, and policies that address the operational needs of the college and to serve the needs of our students, families, alumni, and community partners.

Student Services Division Mission: Student Services facilitates and supports the learning process by helping students access college; achieve their educational, career, and personal goals; and make gains in personal development. This is accomplished, in partnership with all divisions of the college, by providing co-curricular programs, experiences and essential support services that fulfill the mission of the institution.

Appendix 4: Action words for levels of Bloom's Taxonomy

Lower Order Thinking Skills			Higher Order Thinking Skills		
Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
define	ask	act	advertise	appraise	adapt
describe	associate	administer	analyze	argue	anticipate
discover	cite	apply	appraise	assess	arrange
duplicate	classify	articulate	break	choose	assemble
enumerate	compare	calculate	calculate	compare	choose
examine	contrast	change	categorize	conclude	collaborate
identify	convert	chart	classify	consider	collect
label	demonstrate	choose	compare	convince	combine
list	describe	collect	conclude	criticize	compile
listen	differentiate	complete	connect	critique	compose
locate	discuss	compute	contrast	debate	construct
match	distinguish	construct	correlate	decide	create
memorize	estimate	demonstrate	criticize	defend	design
name	examples	determine	deduce	discriminate	develop
observe	explain	develop	devise	distinguish	devise
omit	express	dramatize	diagram	editorialize	express
quote	extend	employ	differentiate	errors	facilitate
read	generalize	establish	discriminate	estimate	formulate
recall	give	experiment	dissect	evaluate	generalize
recite	group	explain	distinguish	find	hypothesize
recognize	identify	illustrate	divide	grade	imagine
record	illustrate	interpret	down	judge	infer
repeat	indicate	interview	estimate	justify	integrate
reproduce	infer	judge	evaluate	measure	intervene
retell	interpret	list	experiment	order	invent
select	judge	manipulate	explain	persuade	justify
state	order	modify	focus	predict	make
tabulate	paraphrase	operate	illustrate	rank	manage
tell	predict	paint	infer	rate	modify
visualize	relate	practice	order	recommend	negotiate
	report	predict	organize	reframe	organize
	represent	prepare	out	score	originate
	research	produce	outline	select	plan
	restate	record	plan	summarize	prepare
	review	relate	point	support	produce
	rewrite	report	prioritize	test	propose
	select	schedule	question	weigh	rearrange
	show	show	select		reorganize
	summarize	simulate	separate		report
	trace	sketch	subdivide		revise
	transform	solve	survey		rewrite
	translate	teach	test		role-play
		transfer			schematize
		use			simulate
		write			solve
					speculate
					structure
					substitute
					support
					test
					validate
					write

Appendix 5: Essential Skills (General Education Outcomes)

GCCC has five Essential Skills which are the Program Learning Outcomes of the General Education program: Critical Thinking, Diversity, Oral Communication, Social Responsibility, and Written Communication.

Definitions and rubrics follow.

CRITICAL THINKING VALUE EXPLANATION

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments, and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, “she was green with envy" is intended to convey an intensity of emotion, not a skin color.

Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Critical Thinking:

	Capstone 4	Milestones 3	2	Benchmark 1	Score
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Student's position *(perspective, thesis/hypothesis)*	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Conclusions and related outcomes *(implications and consequences)*	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0

INTERCULTURAL KNOWLEDGE AND COMPETENCE (DIVERSITY) VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage).

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethno relativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed.R. M. Paige,22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person’s experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person’s position)" (Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press).
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from oneself. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

Definition: Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones 3**	**2**	**Benchmark 1**	**Score**
Knowledge *Cultural self-awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others).	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0

ORAL COMMUNICATION VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities, and other kinds of information or analysis that supports the principle ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1	Score
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0

CIVIC ENGAGEMENT (SOCIAL RESPONSIBILITY) VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.

Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.

Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.

Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.

Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Website, May 5, 2009.)

Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

Definition: Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi). In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone 4	**Milestones 3**	**2**	**Benchmark 1**	**Score**
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and *team leadership* of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Civic Contexts/Structures	Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim*.	Demonstrates ability and commitment to work actively *within* community contexts and structures *to achieve a civic aim*.	Demonstrates experience identifying intentional ways to *participate in* civic contexts and structures.	Experiments with civic contexts and structures, *tries out a few to see what fits*.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0

 GCCC is uses the Civic Engagement VALUE rubric to assess our Social Responsibility Essential Skill.
If you have questions about using the VALUE rubrics for educational purposes please email value@aacu.org).

WRITTEN COMMUNICATION VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing --in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes --to extend, argue with, develop, define, or shape their ideas, for example.

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1	Score
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0

Appendix 6: Additional Resources

Council for the Advancement of Standards in Higher Education (CAS)
https://www.cas.edu/

Council for the Advancement of Standards in Higher Education (CAS) Student Learning and Development Domains and Dimensions
http://standards.cas.edu/getpdf.cfm?PDF=D87A29DC-D1D6-D014-83AA8667902C480B

DQP: Degree Qualification Profile. Lumina Foundation project that defines what students should know and be able to do at the associate, bachelor's and master's levels. Information, free PDF downloads and other publications available on their website.
http://degreeprofile.org/

Excellence in Assessment (EIA) Designation. A NILOA initiative to recognize institutions with outstanding assessment practices.
http://www.learningoutcomesassessment.org/

LEAP Essential Learning Outcomes
https://www.aacu.org/leap/essential-learning-outcomes

National Community College Benchmark Project (NCCBP). More than 150 benchmarks for >400 community colleges nationwide.
https://www.nccbp.org/

National Institute for Learning Outcomes Assessment (NILOA). An initiative led by key assessment scholars to disseminate information about good assessment practice. They maintain a web site that contains a variety of good information and have a monthly e-mail newsletter with current issues in assessment.
http://www.learningoutcomesassessment.org/index.html

Noel-Levitz. Student Satisfaction Inventory (SSI), Non-cognitive assessment, Student Retention, and others.
https://www.ruffalonl.com/

NSSE, CCSSE FSSE. National Survey of Student Engagement, Community College Survey of Student Engagement, Faculty Survey of Student Engagement, Nationally normed, measure student engagement from student and faculty perspectives.
http://nsse.indiana.edu/
http://www.ccsse.org/
http://fsse.indiana.edu/

Rubrics 101: Five Steps to Effective Rubric Design and Use (Baker, W.) Workbook for writing and using rubrics to evaluate performance. Available from http://www.counciloakassessment.com/

Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics. Set of 16 rubrics from AAC&U for evaluating student work. Can be modified to fit individual need. Free PDF download.
https://www.aacu.org/value-rubrics