SAGINAW CHIPPEWA TRIBAL COLLEGE

CURRICULUM & ASSESSMENT HANDBOOK and
FIVE-YEAR ACADEMIC ASSESSMENT PLAN
2019-2020

Vision Statement
Saginaw Chippewa Tribal College is committed to maintaining a nurturing environment which inspires all people to attain higher levels of personal and academic success.

Mission Statement
Saginaw Chippewa Tribal College is a public community college that provides educational opportunities reflecting Anishinaabe values.

Values
In keeping with Anishinaabe culture and values, SCTC strives to embody the Seven Grandfather teachings of: Truth, Wisdom, Bravery, Humility, Respect, Love, and Honesty.

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Introduction and Purpose

Development of Saginaw Chippewa Tribal College (SCTC) assessment practices began in 2002 in response to an audit by our accreditors – the Higher Learning Commission (HLC). In 2007, initial accreditation was granted by the commission with a full reaffirmation in 2013. In 2014, the College joined HLC's Assessment Academy who assisted us in taking ownership of assessment, refining our methods, and embracing the importance of assessment in becoming a stronger learning-centered college.   Over the last several years, the College has made great strides in continuous improvement and development regarding student learning, retention, and graduation by implementing several initiatives including the launch of a Learning Management System (Schoology), participating in the non-governmental reform movement for student success – *Achieving the Dream*,   completing academic reviews on three of our degree programs (Liberal Arts, Business, and Native American Studies); developing learning outcomes at all levels, reinforcing our major institutional assessment tool (the e-Portfolio), and implementing strategies in the collection and management of data to further inform decision-making.

Additionally in 2019, the College fulfilled a major goal by offering our students a new degree – Associates of General Science. Though we know assessment and improvement is an endless undertaking, we are pleased with the accomplishments we have made thus far in creating an integrated campus environment focused on assessment processes that align with our Mission, Vision, and Strategic Plan.

The purpose of this Curriculum & Assessment Handbook is to provide structure to the program by clarifying the functions of curriculum/assessment activities and their relationship to institutional, program, and course level outcomes – and to facilitate assessment of institutional effectiveness as it relates to student success. It also creates structure to the collection and analysis of assessment information which we hope strengthens SCTC's approach to continuous improvement. In addition, the document articulates priorities which will continue to be the foundation of this ongoing program.

You will find this handbook as well as other important assessment information in our LMS *Schoology* in the *Assessment of Student Learning Group.*

Assessment Historical Timeline

Year	Objective	Status
2014	SCTC joins HLC Assessment Academy	Complete
	Developmental Program Review started	Complete
	Oral, written, reading, numerical rubrics created	Complete
2015	Gen Ed and Institutional Learning Outcomes created	Complete
	Update Curriculum Maps	Complete
	Business Program Review started	Complete
	SDV 099 (Student Development) course implemented with portfolio component to begin measurement of ILOs	Complete
	Developmental Program Review completed	Complete
2016	HLC Standard Pathway Mid-Cycle Comprehensive Evaluation	Complete
	Creation of Graduate Capstone course (CS 299) to measure total learning experience using portfolio component	Complete
	Curriculum Committee and Assessment Committee form one committee	Complete
	Assessment Workshop *(SCTC Self Analysis)*	Complete
	Revised ILOs and formulated Program Learning Outcomes	Complete
	Business Program Review	Complete
2017	PSY 100 (Psychology of Learning) replaces SDV 099 with electronic portfolio component implemented	Complete

	Native American Studies Program Review started	Complete
	Liberal Arts Program Review started	Complete
	Business Program Review revised from 2015 PR	Complete
	Student Learning Outcomes formulated for Master syllabi	Complete
	Curriculum mapping revisions	Complete
	e-Portfolio process further defined based on new Learning Outcomes	Complete
	SCTC graduates from HLC Assessment Academy	Complete
	Assessment Workshop *(Building an Assessment Friendly Culture)*	Complete
2018	e-Portfolio assessment process further defined	Complete
	LA, BUS, & NAS Program Reviews need additional time to complete/process further defined	Complete
	Curriculum & Assessment Committee review mission, PLOs, and course requirements for proposed A.A. General Science Degree	Complete
	Academic Specialists become voting members of Curriculum & Assessment Committee	Complete
	Introduction to Computers (CPT 112) becomes a required course to assist in student e-Portfolio development	Complete
	Assessment Workshop *(Linda Suskie Assessment Consultant)*	Complete
2019	LA, BUS, & NAS Program Reviews submitted	Complete
	BUS PLOs revised	Complete

	NAS PLOs revised	Complete
	Discussion of changing major institutional assessment	In-Progress
	Assign Assessment Team to implement AMP (Assessment Management Platform) in Schoology	In-Progress
	Add Professional Development days for faculty and staff that focus on the *Seven Grandfather Teachings*	In-Progress
	Establish more defined faculty mentor program	In-Progress
	Create specific process for data sharing between Faculty and staff	Not Started
	Re-apply to HLC Assessment Academy	Accepted
	Establish Student Writing Center	In-Progress
2020	Establish Center for Teaching Excellence	Not Started

Overview of Curriculum and Assessment Development

The curriculum and assessment process is guided by the "Continuous Improvement Model", as shown below. Formulated learning outcomes guide the process. These outcomes may be at the institutional level, academic program level, or course level. Within the cycle, appropriate strategies are identified and are to be used as indicators to assess attainment of learning outcomes and thresholds for success are branded to determine whether the outcomes have been achieved or not. The appropriate data is then gathered for each assessment strategy and analyzed. Based on the results, recommendations are made regarding programmatic improvements, curriculum changes, polices, funding, and planning that support student learning, and faculty development – all of which close the loop of the evaluation process. As the cycle begins again, outcomes are re-evaluated and updated as needed.


Three types of data are used in the assessment of student learning at SCTC – *institutional data* (i.e. enrollment, retention and graduation, etc.), *direct indicator data* (measurements of student performance – i.e. tests, papers, projects, etc.), and *indirect indicator data* (student perceptions of their learning – i.e. student surveys, focus groups, conversations, etc.).

Communication of results should inform all constituents of recommendations and actions to be implemented for the improvement of the student learning environment.

Assessment Process and Approach

Assessment is the process by which we measure the level of learning and achievement at SCTC. Assessment allows us to articulate student learning outcomes, program learning outcomes and institutional outcomes, collect data using varied assessment methods, and use the findings to improve student learning and all administrative, academic and student support services. It is an important driver of continuous improvement and data-based decision-making for the institution. In using the systematic process outlined below, the College can gauge the holistic view of learning and achievement here.

Assessment Process

Institutional Learning Outcomes (ILOs)

Program Learning Outcomes (PLOs)

Course/Student Learning Outcomes (SLOs)

Curriculum Design

Institutional Learning Outcomes

Program Learning Outcomes

Course/Student Learning Outcomes

Unit Learning Outcomes

Lesson Learning Outcomes
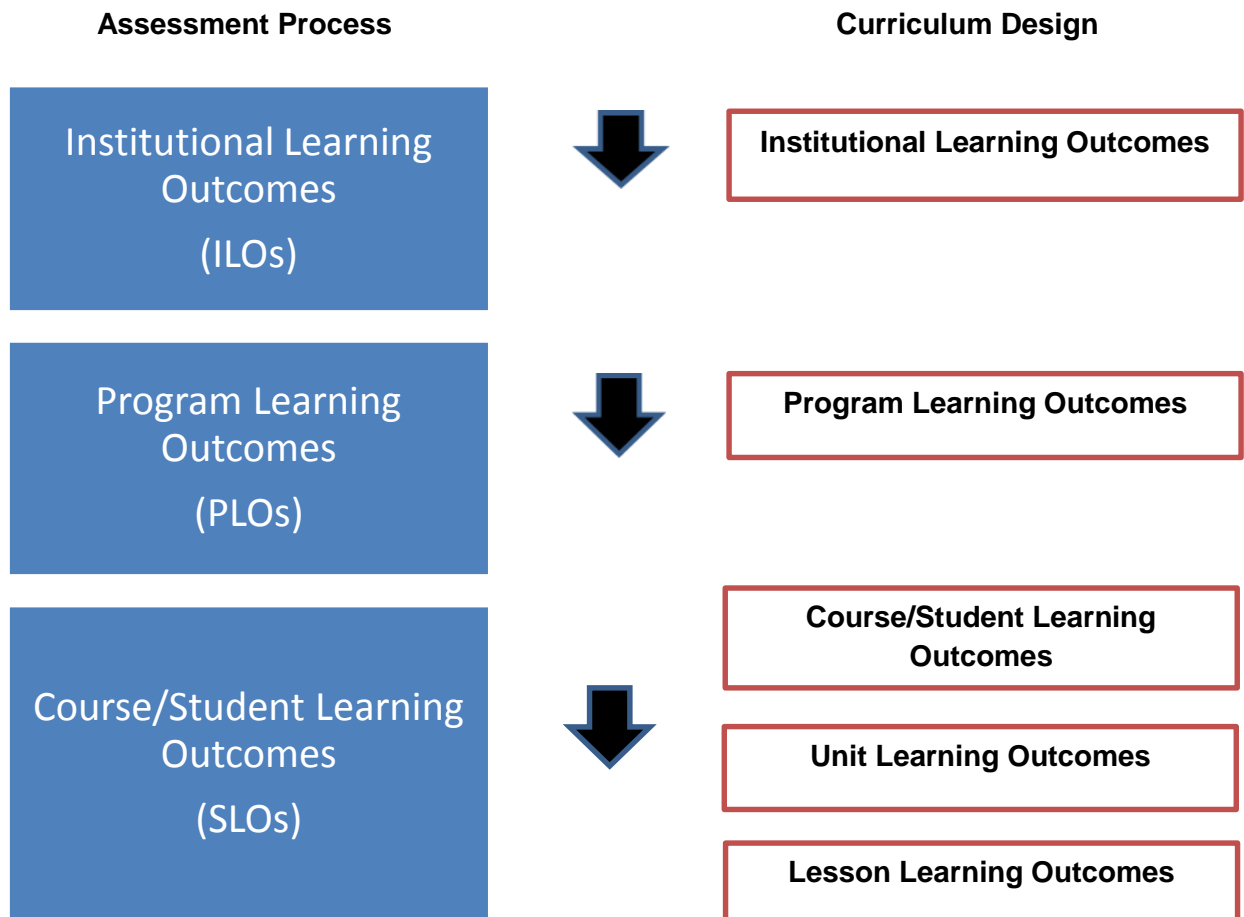
Tying Curriculum and Assessment to Our Strategic Plan

SCTC's Strategic Plan provides the foundational goals of the College and will provide focus to all curriculum and assessment development and action. Within the Strategic Plan, various higher-level strategic elements were grouped together to create the four main focus areas:

- Build the Student
- Academic Excellence
- Operational Excellence
- Environmental Stewardship

Within these four focus areas, the following objectives are further defined. SCTC will:

- Promote student success through both admission policies and student resources that encourage enrollment of those who can benefit from the instruction and offered.

- Enhance the academic and personal development of all students through a range of support services.

- Provide a broad general education curriculum for students in all programs as a basis for further study and specialization.

- Offer the requirements and prerequisites in preparation for successful transfer to local colleges and universities.

- Provide programs in preparation for successful employment.

- Provide developmental and foundational level studies to prepare students for college readiness.

- Offer additional education opportunities for students interested in meeting personal goals or updating employment skills and pursuing cultural and leisure interests (e.g., Extension activities, etc.).

- Cooperate with other educational, business, and governmental entities to address educational needs related to the economic health of the residents of the tribal and local community.

- Provide special tribal cultural, recreational, and general interest events which enrich the life of the community.

The present model tied to the strategic plan for assessment at SCTC emphasizes that:

- Assessment should occur throughout students' academic progress while at SCTC;
- Assessment should occur in all divisions of the institution – academic, co-curricular, and non-instructional areas;
- Assessment should occur through both direct and indirect methods;
- The primary goals of assessment are improving student learning and documenting that learning thru stated Institutional Learning Outcomes (ILOs), located in *Schoology > Groups > Assessment of Student Learning > Resources > Learning Outcomes* folder.

Assessment Feedback Loop

Plan & Implement Improvements → Determine Goals & Objectives → Develop Assessment Instruments → Collect & Evaluate Data → Share Results

Academic Assessment

Two key parts of academic assessment at SCTC are our General Education (Gen Ed) curriculum and our Institutional Learning Outcomes (ILOs). The Gen Ed requirements represent our philosophy of education to provide an adequate body of common knowledge necessary to assure a broadly based liberal education. Gen Ed courses provide proficiency in writing, reading, speaking, and listening: they assist students in building **communication** and **critical thinking** skills along with developing **awareness and appreciation** for our culture and others. These three tenets are the foundation of our learning outcomes.

All SCTC learning outcomes are inter-related. Each program may not fulfill every Institutional Learning Outcome. However, each program must contribute toward at least one ILO. Likewise, each course within a program need not fulfill every Program-level Learning Outcome (PLOs). However, each course must meet at least one of its program's established Student Learning Outcomes (SLOs). By contrast, a course should meet every one of its stated SLOs.

Institutional (Level) Learning Outcomes (ILOs)

Our ILOs express a shared concept of expectations for all SCTC degree recipients and were written at the faculty and administrative level. They articulate the knowledge, skills and competencies embedded within every aspect of the College to inspire and enhance each student's transferable learning skills. These ILOs represent the broad categories of competency that enable students to be successful in further education, careers, as citizens and in their personal lives.

SCTC's over-arching goal is to create confident and productive community members through a nurturing environment that reflects Anishanaabe values and the 7 Grandfather Teachings philosophy and to prepare them for life-long learning with knowledge and pride. SCTC's General Education curriculum learning outcomes are the same as the ILOs and are assessed within the Gen Ed curriculum. All syllabi must state our ILOs and Student Learning Outcomes *(Schoology > Groups > Resources > Master Syllabi folder).*

All other learning outcomes (program and course) are mapped to one or more of the following ILOs:

Upon graduating from SCTC, our students will:

- o Communication
    - ▪ **Communicate clearly and effectively through listening, speaking, writing, reading, and/or other modes of communication;**

- o Critical Thinking
    - ▪ **Gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions;**

- o Cultural Awareness & Appreciation
    - ▪ **Demonstrate awareness and appreciation for diverse perspectives through inquiry of cultural, political, social, and environmental issues comparing and contrasting global views with the Anishinaabe culture**.

General Education Requirements

General Education is required curriculum that makes up the foundation of an undergraduate degree. At SCTC, at least 31 credits must be Gen Ed courses and students must earn a "C" or better in each. The Gen Ed curriculum provides students an adequate body of common knowledge necessary to assure a broadly based liberal education. Gen Ed courses offer proficiency in writing, reading, speaking, and listening and acquaint students with mathematical structures to enhance critical thinking skills. They also provide a basis for science and inquiry and familiarize students with various aspects of human identification and understanding. Each degree program at SCTC contains a core of Gen Ed requirements. This emphasis assists students in understanding that they are not only receiving an education, but they are also members of the greater society. It is the belief of SCTC that these requirements can enrich the lives of students, broaden their perspectives, and make lifelong learning an endeavor.

For courses to be considered a General Education course, it must be:

- College-level, not developmental
- General in nature and not specialized for a select audience
- Foundational with fundamental concepts, methods, problems, and theories of a discipline or disciplines in the case of an interdisciplinary course

- Not designed for a specific career program
- Representative of the SCTC institution-wide Learning Outcomes
- Appropriate for the general education and degree(s) indicated

The mission of SCTC's General Education platform is to prepare students for a lifetime of important choices that lead to creative and productive lives and to responsible citizenship in society.

Program (Level) Learning Outcomes (PLOs)

Program Learning Outcomes (PLOs) articulate proficiencies delivered through the sequence of courses within a degree program. At this level, assessment is focused on the core competencies integral to the program, and the abilities of students at program completion –whether their goals are employment, transfer, or both. For each of our programs, we use the method of "Program Review" as a part of the regular strategic planning process where administration and faculty together assess the extent to which students achieve those learning outcomes, review the results of that assessment, and then plan for continuous improvement initiatives tied to the strategic plan. This process typically occurs on a five-year basis.

The following PLOs have been established for our four Associate Degree Programs:

Liberal Arts

The mission of the Liberal Arts Program is to prepare students in demonstrating competency in course work across disciplines and ready them to transfer to a four-year degree program, acquire the necessary skills to enter the 21st-century workforce, and/or assist him or her in becoming a socially responsible citizen.

Upon graduating from the Liberal Arts Program, our students will be able to:

- Communication
  - **Identify, evaluate, and effectively communicate various ideas across the liberal arts disciplines**

- Critical Thinking
  - **Demonstrate critical thinking and analysis skills within subjects in the liberal arts disciplines**

- Cultural Awareness & Appreciation
  - **Recognize and acknowledge their civic responsibility within the community and larger society**

Native American Studies

The mission of the Native American Studies Program is to assist students in obtaining the NAS degree through an intensive study of the Anishinaabek and other Indigenous Peoples from historical and contemporary perspectives.

Upon graduating from the NAS Program, our students will be able to:

- Communication
  - **Express and exchange ideas through written and oral communication**

- Critical Thinking
  - **Analyze and evaluate contemporary and cultural issues, particularly in relation to Indigenous Peoples**

- Cultural Awareness & Appreciation
  - **Demonstrate awareness of diverse cultural perspectives, particularly in relation to the Anishinaabek and other Indigenous Peoples**

<u>Business</u>

The mission of the Business Program is to prepare our students for successful business-related careers in all sectors and/or ready them to transfer to a four-year degree program.

Upon graduating from the BUS Program, our students will be able to:

- Communication
    - **Exhibit professional skills in communication**

- Critical Thinking
    - **Identify practical application of business principles to guide managerial decision-making**

- Cultural Awareness & Appreciation
    - **Display knowledge of Anishinaabe values within business settings**

<u>General Science</u>

The mission of the General Science Program is to prepare students with a strong foundation in science and mathematics, thereby allowing the student the opportunity to transfer to a four-year university in pursuit of a bachelor's degree, enter into another college program, or obtain employment in a science related career.

Upon graduating from the General Science Program, our students will be able to:

- Communication
    - **Present scientific methods, data, and conclusions across multiple disciplines**

- Critical Thinking
  - **Analyze data using the scientific method and statistical analysis techniques to develop informed opinions about societal issues with a scientific component**

- Cultural Awareness & Appreciation
  - **Compare and contrast western and indigenous scientific perspectives to relate their scientific knowledge to the natural and technological worlds around them**

Student (Course Level) Learning Outcomes

Student Learning Outcomes (SLOs) are measurable expectations that are formed from our Institutional and Program Learning Outcomes which are tied to our strategic plan. Outcomes-based assessments allow SCTC to measure the impact of our educational environment and are measured at various points during the educational experience.

Writing Student Learning Outcomes

SLOs are statements developed by instructors that answer these questions:

1. What do you want the student to be able to do?
2. What knowledge, skill or abilities should the ideal student participant demonstrate?
3. How will students be able to demonstrate what they learned?
4. How does this program and outcome fit within the Program Learning Outcomes?

The focus should be on what a student will be able to do with the information or experience. The following statement may assist an instructor in writing SLOs:

As a result of participating in (program or experience), students should be able to (action verb) + (defined by explicit and observable terms).

General Writing Guidelines

1. When writing any kind of learning outcomes, instructors should try not to assess *everything* a student might learn while here at SCTC.
2. Best practices suggest that programs/courses should have 3-6 outcomes.
3. Student learning outcomes begin with an action verb that is measurable and indicates a level of learning (see *Blooms Taxonomy of Cognitive Skills* on the following page).
4. When writing outcomes, consider how each outcome will be assessed. Measures of learning outcomes must include direct measures (as opposed to indirect measures) of student learning.

Structuring a Student Learning Outcome Statement

Once an instructor has identified the intended outcomes, he/she will want to write a formal learning outcome statement. The key is to make sure the statement is S.M.A.R.T (as in the SMART goal concept).

Specific – Outcome is focused on a specific category of student learning. If it is too broad it will be difficult to measure.

Measureable – Data can be collected to measure student learning.

Attainable – The outcome is attainable given the educational experience.

Relevant – The Student Learning Outcome is aligned with Program Learning Outcomes and Institutional Learning Outcomes.

Timely – Completion of outcome is time-bound.

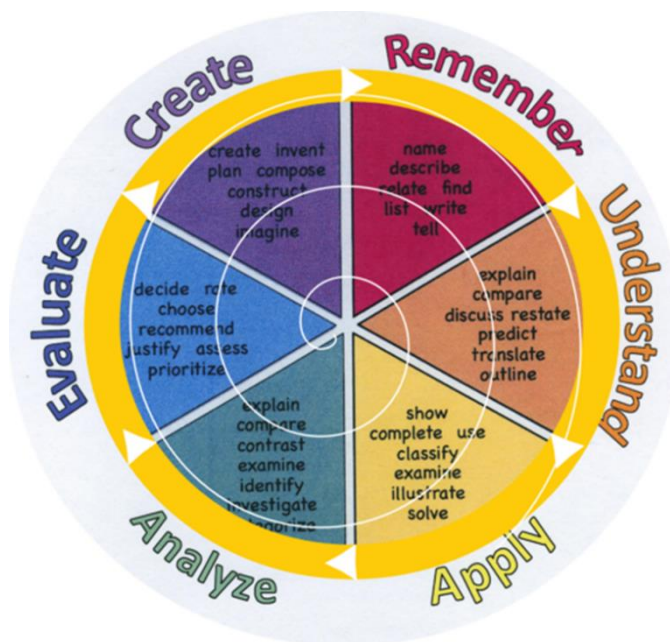| S	SPECIFIC
M	MEASURABLE
A	ATTAINABLE
R	RELEVANT
T	TIME BOUND

Using Learning Taxonomies to Write SLOs

Learning taxonomies are commonly utilized as a way of describing different kinds of learning behaviors. Curriculum designers and educators use learning taxonomies to define and distinguish different levels of cognition such as: remembering, thinking, learning, and understanding. The word taxonomy means classifications or structures.

SCTC normally uses *Bloom's Taxonomy of Cognitive Skills* (http://www.bloomstaxonomy.org). when developing and mapping learning outcomes; however, because of our uniqueness as a tribal college, other taxonomies may be considered when writing SLOs. Taxonomies are typically arranged so that they proceed from the simplest to more complex learning levels.

The chart on the following page, which illustrates the multiple levels of student learning, may assist you in writing SLOs. Additional information is available on the web or contact the Dean of Academics for assistance.

Category	Definition	Action Verb	What the Instructor Does	Learning Activities
Remember Information Gathering	Recalling or remembering something without necessarily understanding, using, or changing it	Tell, list, describe, name, repeat, remember, recall, identify, state, select, match, know, locate, report, recognize, observe, choose, who, what, where, when, cite, define, indicate, label, memorize, outline, record, relate, reproduce, underline	Directs Tells Shows Examines	Lecture, reading, audio/visual, demonstration, question and answer period, memorize and recite
Understand Deeper Understanding of Knowledge	Understanding something that has been communicated without necessarily relating it to anything else	Explain, restate, find, describe, review, relate, define, clarify, illustrate, diagram, outline, summarize, interpret, paraphrase, transform, compare similarities and differences, derive main idea, arrange, convert, defend, discuss, discuss, estimate, extend, generalize, give examples, locate, report, translate	Demonstrates Listens Questions Compares Examines	Discussions, reflection, illustrate main idea,
Apply Use of Knowledge	Using a general concept to solve problems in a particular situation; using learned material in new and concrete situations	Apply, practice, employ, solve, use, demonstrate, illustrate, show, report, paint, draw, collect, dramatize, classify, put in order, change, compute, construct, interpret, investigate, manipulate, modify, operate, organize, predict, prepare, produce, schedule, sketch, translate	Shows Facilitates Observes Criticizes	Role plays, case studies, fishbowl activities, construct a model, collection of photographs
Analyze Compare and Contrast	Breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles	Analyze, dissect, detect, test, deconstruct, discriminate, distinguish, examine, focus, find coherence, survey, compare, contrast, classify, investigate, outline, separate, structure, categorize, solve, diagram, determine evidence and conclusions, appraise, break down, calculate, criticize, debate, experiment, identify, illustrate, infer, inspect, inventory, question, relate, select	Probes Guides Observes Acts as a resource	Practice by doing, simulated job settings, write a commercial to sell a product, make a flow chart, put on a play or skit, write a biography, plan an event
Evaluate Judging the Outcome	Judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria	Coordinate, judge, select/choose, decide, debate, evaluate, justify, recommend, verify, monitor, measure, the best way, what worked, what could have been different, what is your opinion, test, appraise, assess, compare, conclude, contrast, criticize, discriminate, estimate, explain, grade, interpret, rate, relate, revise, score, summarize, support, value	Accepts Lays bare the criteria Complements	Use in real situations, on the job training, create a new product, write a new language code and write in it, persuasively present an idea, devise a way to solve a problem, compose a rhythm or put new words to a song
Create Original or new creation	Creating something new by putting parts of different ideas together to make a whole	Create, hypothesize, design, construct, invent, imagine, discover, present, deduce, induce, bring together, compose, pretend, predict, organize, plan, modify, improve, suppose, produce, set up, what if, propose, formulate, solve (more than one answer), arrange, assemble, categorize, collect, combine, devise, explain, generate, manage, perform, prepare, rearrange, reconstruct, relate, reorganize, revise, argue for	Reflects Extends Analyzes Evaluates	Self -study, learning through mistakes, create criteria to judge material, conduct a debate, write a half yearly report

Adapted from: http://sa-assessment.uoregon.edu/Resources-and-Training/Writing-Student-Learning-Outcomes

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Assessment Tools and Methods

How to Assess Students' Learning and Performance

Learning takes place in students' heads where it is invisible to others. This means that learning must be assessed through performance: what students can *do* with their learning. Assessing students' performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective.

The following are suggestions and strategies for assessing student learning and performance as well as ways to clarify instructor expectations and performance criteria to students.

Designing Assignments/Assessments

When creating an assignment and/or assessment, instructors should:

- Provide a written description of the assignment/assessment (in the syllabus or in a separate document, e.g., rubric, etc.)?

- Specify the purpose of the assignment/assessment?

- Indicate the intended audience?

- Articulate the instructions in precise and unambiguous language?

- Provide a rubric or information about the appropriate format and presentation (e.g., page length, typed, cover sheet, bibliography)?

- Indicate special instructions, such as a particular citation style or headings?

- Specify the due date and the consequences for missing it?

- Articulate performance criteria clearly?

- Indicate the assignment/assessment point value or percentage of the course grade?

- Provide students (where appropriate) with models or samples?

Creating Tests/Exams to Assess Student Learning

How can you design fair, yet challenging exams that accurately gauge student learning? Here are some general guidelines. There are also many resources in print and on the web that offer strategies for designing particular kinds of exams such as multiple choice. Adapted from: www.cmu.edu/teaching/assessment/assesslearning/creatingexams.html

➢ **Choose appropriate item types for your objectives/outcomes.**

Should you assign essay questions to your exams? Problem sets? Multiple-choice questions? It depends on your learning objectives. For example, if you want students to articulate or justify an economic argument, then multiple-choice questions may be a poor choice – because they do not require students to articulate anything. However, multiple-choice questions (if well-constructed) might effectively assess students' ability to recognize a logical economic argument or to distinguish it from an illogical one. If your goal is for students to match technical terms to their definitions, essay questions may not be as efficient a means of assessment as a simple matching task. There is no single best type of exam question: the important thing is that the questions reflect your learning objectives/outcomes.

➢ **Highlight how the exam aligns with Student Learning Outcomes (SLOs).**

Identify which SLOs the exam addresses (e.g., "This exam assesses your ability to use sociological terminology appropriately, and to apply the principles we have learned in the course to date.") This helps students see how the components of the course align and reassures them about their ability to perform well (assuming they have done the required work) and activates relevant experiences and knowledge from earlier in the course.

➢ **Write instructions that are clear, explicit, and unambiguous.**

Make sure students know exactly what you want them to do. Be more explicit about your expectations than you may think is necessary. Otherwise, students may make assumptions that run them into trouble. For example, they may assume – perhaps based on experiences in another course – that an in-class exam is open book or that they can collaborate with classmates on a take-home exam – which you may not allow. Preferably, you should articulate these expectations to students before they take the exam as well as

in the exam instructions. You might also want to explain in your instructions how fully you want students to answer questions – for example to specify if you want answers to be written in paragraphs or bullet points or if you want students to show all steps in problem-solving.

➢ **Write instructions that preview the exam.**

Students' test taking skills may not be very effective leading them to use their time poorly during an exam. Instructions can prepare students for what they are about to be asked by previewing the format of the exam, including question type and point value (e.g., there will be 10 multiple-choice questions, each worth two points, and two essay questions, each worth 15 points, etc.). This technique helps students use their time more effectively during the exam.

➢ **Word questions clearly and simply.**

Avoid complex and convoluted sentence constructions, double negatives, and idiomatic language that may be difficult for students to understand. Also in multiple-choice questions, avoid using absolutes such as "never" or "always", which can lead to confusion.

➢ **Enlist a colleague to read through your exam.**

Sometimes instructions or questions that seem perfectly well-defined to you are not as clear as you believe. Thus, it can be a good idea to ask a colleague to read through (or even take) your exam to make sure everything is clear and unambiguous.

➢ **Think about how long it will take students to complete the exam.**

When students are under time pressure, they may make mistakes that have nothing to do with the extent of their learning. Thus, your goal is to assess how students perform under time pressure, it is important to design exams that can be reasonably completed in the time allotted. One way to determine how long an exam will take students to complete is to take it yourself and allow students to triple the time it took you – or reduce the length or difficulty of the exam.

➤ **Consider the point value of different question types.**

The point value you assign to different questions should be in line with their difficulty, as well as the length of time they are likely to take and the importance of the skills they assess. It is not always easy when you are an expert in the field to determine how difficult a questions will be for students, so ask yourself: How many sub-skills are involved? Have students answered questions like this before or will it be new to them? Are there common traps or misconceptions that students may fall into when answering this question? Needless to say, difficult and complex question types should be assigned higher point values than easier, simpler question types. Likewise, questions that assess pivotal knowledge and skills should be given higher point values than questions that assess less critical knowledge.

➤ **Think ahead to how you will score students' work.**

When assigning point values, it is useful to think ahead as to how you will score students' answers. Will you give partial credit if a student gets some elements of an answer correct? If so, you might want to break the desired answer into components and decide how many points you would give a student for correctly answering each. Thinking this through in advance can make it considerably easier to assign partial credit to assign partial credit when you do the actual grading. For example, if a short answer question involves four discrete components, assigning a point value that is divisible by four makes grading easier.

➤ **Use and provide students with a rubric that outlines your expectations.**

Rubrics are located *Schoology > Groups > Faculty > Resources > Rubrics folder.* Faculty may either use the created rubrics or design rubrics using the same learning outcome criteria to fit a unique assignment, etc. See pages 32-3 of this handbook for more information on using rubrics to assess learning.

Using Classroom Assessment Techniques

Classroom Assessment Techniques (CATs) (Angelo & Cross, 1993) are a set of specific activities that instructors can use to quickly gauge students' comprehension. They are generally used to assess students' understanding of material in the current course, but with minor modifications they can also be used to gauge students' knowledge coming into a course or program.

CATs are meant to provide immediate feedback about the entire class's level of understanding, not individual students'. The instructor can use this feedback to inform instruction, such as speeding up or slowing the pace of a lecture or explicitly addressing areas of confusion.

Examples of appropriate questions in the CAT format:

- How familiar are students with important names, events, and places in history that they will need to know as background in order to understand the lectures and readings (e.g. in anthropology, literature, political science)?

- How are students applying knowledge and skills learned in this class to their own lives (e.g. psychology, sociology)?

- To what extent are students aware of the steps they go through in solving problems and how well can they explain their problem-solving steps (e.g. mathematics, physics, chemistry, engineering, etc.)?

- How and how well are students using a learning approach that is new to them (e.g., cooperative groups) to master the concepts and principles in this course?

Using Specific Types of CATs

Minute Paper

Pose one to two questions in which students identify the most significant things they have learned from a given lecture, discussion, or assignment. Give students one to two minutes to write a response on an index card or paper. Collect their responses and look them over quickly. Their answers can help you to determine if they are successfully identifying what you view as most important.

Muddiest Point

This is similar to the Minute Paper but focuses on areas of confusion. Ask your students, "What was the muddiest point in… (today's lecture, the reading, the homework)?" Give them one to two minutes to write and collect their responses.

Problem Recognition Tasks

Identify a set of problems that can be solved most effectively by only one of a few methods that you are teaching in the class. Ask students to identify by name which methods best fit which problems without actually solving the problems. This task works best when only one method can be used for each problem.

Documented Problem Solutions

Choose one to three problems and ask students to write down all of the steps they would take in solving them with an explanation of each step. Consider using this method as an assessment of problem-solving skills at the beginning of the course or as a regular part of the assigned homework.

Directed Paraphrasing

Select an important theory, concept, or argument that students have studied in some depth and identify a real audience to whom your students should be able to explain this material in their own words (e.g., a grants review board, a city council member, a vice president making a related decision). Provide guidelines about the length and purpose of the paraphrased explanation.

Applications Cards

Identify a concept or principle your students are studying and ask students to come up with one to three applications of the principle from everyday experience, current news events, or their knowledge of particular organizations or systems discussed in the course.

Student-Generated Test Questions

A week or two prior to an exam, begin to write general guidelines about the kinds of questions you plan to ask on the exam. Share those guidelines with your students and ask them to write and answer one to two questions like those they expect to see on the exam.

Classroom Opinion Polls

When you believe that your students may have pre-existing opinions about course-related issues, construct a very short two- to four-item questionnaire to help uncover students' opinions.

Creating and Implementing CATs

Instructors can create CATs to meet the specific needs of the course and students. Strategies may include:

- Identifying a specific "assessable" question where the students' responses will influence your teaching and provide feedback to aid their learning.

- Completing the assessment task yourself (or ask a colleague to do it) to be sure that it is doable in the time you will allot for it.

- Planning how you will analyze students' responses, such as grouping them into the categories "good understanding," "some misunderstanding," or "significant misunderstanding."

- After using a CAT, communicating the results to the students so that they know you learned from the assessment and so that they can identify specific difficulties of their own.

Assessing Group Work

All of the basic principles of assessment that apply to individual students' work apply to group work as well. Assessing group work has additional aspects to consider, however. First, depending on the objectives of the assignment, both process- and product-related skills must be assessed. Second, group performance must be translated into individual grades, which raises issues of fairness and equity. Complicating both these issues is the fact that neither group processes nor individual contributions are necessarily apparent in the final product. Thus, instructors need to find ways of obtaining this information.

The general principles described in the next few sections can be adapted to the context of specific courses.

Assess process, not just product.

If both product and process are important to you, both should be reflected in students' grades – although the weight you accord each will depend on your learning objectives for the course and for the assignment. Ideally, your grading criteria should be communicated to students in a rubric. This is especially important if you are emphasizing skills that students are not used to being evaluated on, such as the ability to cooperate or meet deadlines.

Ask students to assess their own contribution to the team.

Have students evaluate their own teamwork skills and their contributions to the group's process using a self-assessment of the process skills you are emphasizing. These process skills may include, among others, respectfully listening to and considering opposing views or a minority opinion, effectively managing conflict around differences in ideas or approaches, keeping the group on track both during and between meetings, promptness in meeting deadlines, and appropriate distribution of research, analysis, and writing.

Hold individuals accountable.

To motivate individual students and discourage the free-rider phenomenon, it is important to assess individual contributions and understanding as well as group products and processes. In addition to evaluating the work of the group as a whole, ask individual students to demonstrate their learning. This can be accomplished through independent write-ups, weekly journal entries, content quizzes, or other types of individual assignments.

Ask students to evaluate their group's dynamics and the contributions of their teammates.

Gauge what various group members have contributed to the group (e.g., effort, participation, cooperativeness, accessibility, communication skills) by asking team members to complete an evaluation form for group processes. This is not a foolproof strategy (students may feel social pressure to cover for one another). However, when combined with other factors promoting individual accountability, it can provide you with important information about the dynamics within groups and the contributions of individual members. If you are gathering feedback from external clients – for example, in the context of public reviews of students' performances or creations – this feedback can also be incorporated into your assessment of group work. Feedback from external clients can address product (e.g., "Does it work?", "Is it an effective design?") or process

(e.g., the group's ability to communicate effectively, respond appropriately, or meet deadlines) and can be incorporated formally or informally into the group grade.

Other Assessment Methods

Many assessment instruments can be used to evaluate student progress and course/program improvement. The key to effective assessment is to ensure that assessment methods are aligned with course and program objectives.

Instructors can utilize evaluation tools like those listed in this handbook and others on the web that assess student learning; however, it is important not to confuse evaluation with assessment. Assessment focuses on learning, teaching, and outcomes through its process-oriented approach while evaluation focuses on grades (product-oriented). Using Blooms' Taxonomy can greatly assist instructors in creating a range of learning measurements that progress into higher learning.

By using this tool and other proven methods, student/course learning outcomes and competencies can be introduced, reinforced, and mastered. Furthermore, the CATS outlined in this handbook can provide quick and simple ways to assess the learning taking place.

Differentiating Assessment and Evaluation

Term	Assessment	Evaluation
Defined	Systematic collection, examination, and interpretation of data	Description and rating of performance
Purpose	Primarily formative	Primarily summative
Focus	Process	Product
Goal	Plan for improvement	Grades/pass
Performance Measurement	Group and Instructor	Individual
Results	Ongoing quality control	Perspective of past activity

Evaluation helps instructors:

- Determine if learning outcomes were achieved
- Determine level of knowledge, behaviors, skills, values, interests, attitudes
- Form a basis for customizing assistance (remediation)
- Determine level of mastery
- Foster student comfort and confidence
- Communicate what's important
- Motivate students to study
- Determine grades and provide feedback

What should be evaluated?

- Important educational objectives/outcomes
- Content
- Understanding and ability to apply principles
- Critical thinking (higher order skills)
- Relevant fact/principles and how they integrate to solve complex problems

Ways to evaluate:

- True/False
- Short Answer
- Problem-solving
- Multiple choice
- Essay questions
- Matching/recall
- Simulations
- Performance/oral presentations
- Case Studies
- Portfolios

Creating and Using Rubrics

A rubric is a scoring tool that explicitly describes the instructor's performance expectations for an assignment or piece of work. Specific assessment rubrics have been designed and are continuously reviewed to assist with consistency of measuring each of our *ILOs (Schoology > Groups > Faculty > Resources > Rubrics folder).* A rubric identifies:

- Criteria: the aspects of performance (e.g., argument, evidence, clarity) that will be assessed

- Descriptors: the characteristics associated with each dimension (e.g., argument is demonstrable and original, evidence is diverse and compelling)

- Performance levels: a rating scale that identifies students' level of mastery within each criterion

Rubrics can be used to provide feedback to students on diverse types of assignments, from papers, projects, and oral presentations to artistic performances and group projects. A carefully designed rubric can offer a number of benefits to instructors. Rubrics help instructors to:

- Reduce the time spent grading by allowing instructors to refer to a substantive description without writing long comments

- Help instructors more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately

- Help to ensure consistency across time and across graders

- Reduce the uncertainty which can accompany grading

- Discourage complaints about grades

An effective rubric can also offer several important benefits to students. Rubrics help students to:

- Understand instructors' expectations and standards

- Use instructor feedback to improve their performance

- Monitor and assess their progress as they work towards clearly indicated goals

- Recognize their strengths and weaknesses and direct their efforts accordingly

Sample rubrics that can be used to assist instructors in creating their own rubrics are located in *Schoology > Groups > Faculty > Resources > Rubrics.*

Curriculum Management

Curriculum Management is a central role of the Curriculum & Assessment Committee. Along with the Dean of Academics, the Committee will ensure compliance with criteria for curriculum management and will evaluate its structure and procedures at least annually.

Program/Course Revisions

To ensure quality of program and course offerings, it is the responsibility of the Assessment & Curriculum Committee to systematically review programs/courses, promote the development of new programs/courses, and evaluate to determine programs/courses that should be revised and/or removed.

New Program Proposal

Community colleges like SCTC provide accessible and affordable education offering students new ways to achieve personal and economic goals and are gateways to postsecondary educational institutions. Future SCTC programs will be designed to fit the College's mission, specifically in regards to meeting the needs of the Tribal and local communities. All new programs must be approved by the Curriculum & Assessment Committee, HLC, and the U.S. Department of Education. The Committee will establish requirements for Associate Degree programs compatible with generally accepted standards in higher education.

New Course Proposal

New courses should be distinctive and should not duplicate offerings that exist in other disciplines unless there is a valid rationale such as a difference in focus, purpose, or usage. For inclusion in the catalog, the course must have completed the entire Curriculum & Assessment Committee approval process prior to publication of a new catalog. In developing a new course, the originator must present his or her information on the new course including justification of how the course meets student learning needs, how it fits into the program, and the mission of the College.

Credit Hours: The Carnegie Unit

In reviewing and approving courses, the Curriculum & Assessment Committee will assure that units offered are commensurate with the hours necessary for the course, both in and out of the classroom. The Committee will assign credit units accurately and appropriately. This is known as the Carnegie Unit relationship. As a general policy for course credits, SCTC will assign a similar number of credit hours as students have in weekly classroom contact. For example: a course that meets three times per week for 50 minutes a session, twice a week for 80 minutes a session, or once a week for 170 minutes would be assigned 3 credits. This policy may be over-ruled by the Curriculum & Assessment Committee in response to specific needs and policy changes. All deviations from this general policy will be noted in the committee's minutes and the catalog, and archived by the Dean of Academics.

Course Revision

Course revisions can be anything from minor editorial changes to course description changes. Such revisions include changes in terminology, credit hours, prerequisites, co-requisites, and description. Proposals for course revisions require completion of the Curriculum Change Form *(located in Schoology > Groups > Faculty > Resources > Forms)* which must be submitted for approval to the Curriculum & Assessment Committee. If approved, the Registrar will be responsible for the catalog changes. If denied, the Dean of Academics will return the form to the originator with an explanation and suggested modifications, if any. The course must have completed the entire approval process prior to publication of a new catalog. The effective catalog date will be determined by the Registrar.

Special Topics Courses

Special topics courses should only be proposed as short-term offerings. A special topics course may not be offered more than twice (whether it runs or not). In the event that a course is intended to be a regular offering, it should be proposed as a new course under the new course proposal process.

Course Retirement

The criteria for retiring a course will be based primarily on the course's congruence with the College's mission and strategic plan. Other factors to be considered will be student need and current relevance of the course content, the impact on the program/option, and whether the course is a prerequisite or co-requisite for another course(s). As new courses are developed resulting from theoretical, technical, or other developments, other courses may become obsolete – and in turn, retired. Each situation will be reviewed on its own merits. Proposals for course retirement require the completion of the Curriculum Change Form which is ultimately reviewed by the Curriculum & Assessment Committee.

Curriculum & Assessment Committee Function

The purpose of the Curriculum & Assessment Committee is the:

- Support of SCTC's continuous improvement of the learning environment;

- Support of SCTC's mission, vision and strategic plan;

- Coordination of the assessment process (i.e. data collection, analyses, reporting, etc.) to ascertain whether efforts are useful, relevant, and meaningful;

- Support of improvements to programs and services through education and training.

The goals of the Committee are to:

- Research best practices of institutional curriculum and assessment processes;

- Provide insight and guidance in these processes – ensuring compliance with various regulatory entities;

- Make recommendations to various committees/groups about needed changes based on curriculum and assessment data;

- Assess training and educational needs regarding assessment processes and measures of continuous improvement.

The role of the Curriculum & Assessment Committee is to support SCTC's assessment process and serve as a "review board" for the annual assessment reports in an effort to help make further meaning of data analysis and give guidance on plans for improvement.

The Curriculum & Assessment Committee will collectively have an institutional perspective by drawing members from across campus departments. Because curriculum is the primary responsibility of the faculty, the voting members of the committee are only faculty; this is to ensure faculty leadership in the development of the SCTC curriculum. As part of their duties, full-time faculty members and learning specialists are required to serve on the committee for the length of their employment with SCTC. Due to the nature of adjunct employment, part-time faculty members may serve on a semester-by-semester basis. Administrators who serve on the Curriculum & Assessment Committee include the Deans, Registrar, Financial Aid Officer, Curriculum & Design Specialist, and community education staff. Non-faculty members do not have voting privileges.

Faculty has ultimate responsibility for assessment, and all departments/programs are accountable for developing/selecting and implementing assessment tools in their area. Since all full-time faculty are members of the Curriculum and Assessment Committee, it is also their duty to communicate with and assist adjunct faculty members in the assessment process and reporting procedures which may include choosing assessment tools, analyzing data, and providing feedback in an effort to improve the learning environment.

Additionally, the Curriculum & Assessment Committee is led by a full-time faculty member who is elected by members in the fall semester of even years. The faculty member first serves as Chair-Elect for a two-year term, then as Committee Chair for another two-year term. The Chair-Elect is expected to assist in developing the strategic direction of the committee and prepare for their term as Committee Chair under the training of the current Committee Chair.

The Committee Chair assumes the following duties:

- Schedules and presides over committee meetings
- Prepares meeting agendas
- Writes and/or edits meeting minutes (typically taken by an assigned secretary)
- Remains current on curriculum and assessment standards
- Conducts and/or supervises the orientation of new committee members
- Conducts and/or supervises training of committee members
- Assists faculty in the curriculum and assessment processes
- Ensures committee functions follow proper protocol

- Approves final versions of committee recommendations concerning curriculum and assessment
- Reviews catalog and other publications concerning curriculum and assessment
- Ascertains that adequate resources for Committee operations are included in the annual budget
- Presides over the choosing of the committee secretary and other special appointments as needed
- Reports committee actions through meeting minutes to the Dean of Academics, Dean of Research, Dean of Students, Registrar, President, and/or Board of Regents (BOR) if applicable
- Where appropriate, make policy recommendations to the President for transmission to the BOR

Duties and responsibilities of the entire Committee include (but are not limited to):

- Approval of new and revised courses
- Approval of credit hours
- Approval of pre-requisites, co-requisites, and advisories for recommended preparation
- Approval of Associate Degree requirements
- Approval of new degree programs
- Review of catalog and class schedules
- Initiation, evaluation, and approval of Program Reviews
- Selection and/or development of measurement tools, analysis of assessment data, and provide feedback to the DOR/DOA for possible revisions
- Record keeping, dissemination, and approval (when needed) of committee documents (i.e. agendas, minutes, forms, etc.)
- Review and approval of articulation agreements with other colleges/universities

Meeting Dates:

The Curriculum & Assessment Committee will meet during the 3rd, 7th, 11th, and 15th weeks of the Fall and Spring semesters - and typically does not meet during the summer hiatus.

Special meetings may be called by the DOA/DOI or Committee Chair as needed.

Other Responsibilities

The ultimate goal of the assessment process is to obtain results that enable faculty to reflect on current practices and modify them so as to improve the education obtained by students. The Curriculum & Assessment Committee comprised of all full-time faculty assumes the overarching responsibility of assessment and is supported by various members of the administrative team.

The Dean of Academics is accountable for developing the institutional assessment plan and implementing modifications based on results and recommendations from the Curriculum & Assessment Committee.

The Dean of Research collects, aggregates and disseminates data results.

The Dean of Students is responsible for assessment of student and academic support services.

Program Reviews are completed by each program's lead faculty member with the process facilitated by the Curriculum & Design Specialist and other full-time faculty and adjunct faculty as appropriate.

Institutional Assessment

SCTC has in place both direct and indirect internal and external assessment instruments to assess the entire institution. These assessment tools are utilized throughout a student's time with the college.

Direct Evidence: Students have completed some work or product that demonstrates they have achieved the learning outcome. Examples: project, paper, performance

Indirect Evidence: A proxy measure was used, such as participation in a learning activity, students' opinions about what was learned, student satisfaction, etc. Examples: teaching evaluations, surveys asking students how much they think they learned, course grades

Direct Assessment Instruments

e-Portfolio Assessment

The e-Portfolio assessment is the key institutional measurement tool that SCTC uses to gauge whether our Institutional and Program Learning Outcomes are being met.   All prospective graduates must complete and be evaluated on this comprehensive measurement during their final semester.   Not only does it assist the College in knowing whether we are meeting our strategic goals but also allows students to reflect on the progress they have made during their education with SCTC.   The following explains why we have chosen to use this process as the major assessment tool:

- *Electronic portfolios promote the consistency of our Gen Ed curriculum and our other programs.*   By creating and maintaining an e-Portfolio, students will have multiple opportunities to see how their courses reinforce each other.

- *This process allows students to reflect on the work they do in our courses.* This is more than just a place to archive their work. Students are required to place their work in broader personal or intellectual contexts. Reflective pedagogy cements learning more deeply and helps students see why they are doing what we require of them.

- *Helps students make connections.* Learning involves making connections between new concepts/ideas/facts/perspectives and what one already knows. The e-Portfolio process

of collecting artifacts and reflecting upon them forces students to build a network of connections between the different academic disciplines and programs.

- *Allows students to express their unique creativity.* By having an e-Portfolio system, we allow our students the freedom to creatively document their learning. In turn, this process helps students take ownership of their education.

- *Engages students in their learning.* Students can showcase the knowledge they have created or the skills they have acquired.

- *Assists faculty and administration in assessing the learning environment.* Our accrediting body (HLC) expects us to assess all of our programs to maintain accreditation. Using e-Portfolios is one way of doing this.

- *Provides important feedback to faculty.* By providing effective reflection opportunities and reading student responses, faculty can gain insight into how students experience their courses – and what kind of impact those assignments are having on student learning.

- *Reinforces digital and computer literacy.* We want our students to have the kind of computer literacy that can exploit Web technology for personal and public gain.

- *Helps to advance a "culture of evidence" at SCTC.* Advancing a culture of evidence is one of SCTC's strategic objectives. The e-Portfolio is a way for students to demonstrate their learning with actual evidence rather than simply their GPA. It allows programs – including Gen Ed to document how the curriculum is experienced by students and how well they are meeting our learning outcomes.

- *Promotes student intentionality with respect to our learning outcomes.* It's not enough for us to simply identify institutional, program, and student learning outcomes – we want our students to work intentionally toward achieving those outcomes. Students complete signature assignments that tap in to one or more learning outcomes. When faculty use the e-Portfolio in this way, students will come to see that we are all working on a common

goal – which is helping achieve essential learning outcomes in discipline-specific ways. (Adapted from: https://facultyeportfolioresource.weebly.com/why-eportfolio.html)

e-Portfolio Process

As one of the program requirements, each graduating student is required to develop an e-Portfolio according to the stated guidelines. An orientation to the e-Portfolio process will be presented in the PSY 100 - "Psychology of Learning" course which is required for all students. Additional guidance is available from the Dean of Academics and from defined program faculty.

ARTIFACTS:

Each student will select samples of his/her accomplishments (hereafter called "artifacts") as a SCTC student to demonstrate his/her personal and academic growth during that time. Artifacts must include coursework, but may also include co-curricular and/or extracurricular activities. The following is a non-exhaustive list of examples of artifacts that may be included in the portfolio: papers, projects, presentations, exams, lab reports, pieces of art, awards, and instances of community service, club/organization activities, and conferences.

The portfolio must demonstrate evolution in the learning goals of the student's program of study. Included artifacts demonstrating acquisition of marketable skills and/or character growth should be included as well. The student will identify their personal goals, what he/she wants to accomplish with their college degree, etc. Students are also required (as part of their graduation capstone course – CS 299) to write reflective essay(s) on their learning experience at SCTC that will draw from their portfolio, including descriptions explaining what each artifact is and how it demonstrates their growth and progress.

COMPONENTS:

Each student will create a "Capstone e-Portfolio" folder in Schoology (LMS) to include the following (but not limited to):

- Bio (Created in PSY 100)

- Personal mission statement (Created in PSY 100)

- Personal goals (Created in PSY 100)

- Artifacts for declared program goals (various courses) – 2 per PLO category (6 total)

- Volunteer, personal, or professional examples of growth and learning (outside the class)

- Reflective essay(s) (Created in CS 299)

GRADING:

The e-Portfolio will be graded by faculty during the student's final semester before graduation as part of CS 299 Graduate Seminar. At the beginning of that semester, each student will be randomly assigned two faculty members. Faculty members will vary from student to student. Each student's e-Portfolio will be reviewed and graded by his/her two assigned faculty members. Each faculty grader will grade the e-Portfolio according to the current version of the e-Portfolio Grading Rubric. The faculty graders may meet to discuss their scores. The graders' scores will be averaged to calculate the student's final score. If there is serious disagreement between the two graders (i.e. one assigns an advanced grade and the other assigns an introductory grade), then a third randomly selected faculty member will also grade the student's e-Portfolio, and all three scores will be averaged to calculate the student's final score.

For more information and the grading rubric, go to *Schoology > Groups > Faculty > Resources > e-Portfolio* folder.

Course Outcomes Reporting

With student/course outcomes being mapped to the ILOs, the Learning Outcomes Report is also utilized for institutional assessment. Assessment results are compiled by the DOI to illustrate the percentage of those deemed as achieving each ILO.

Upon completion of the assessment instrument used to assess SLOs, SCTC faculty report the number enrolled at the time the assessment was given, the number of completers, the number of achievers, and future action plan items or notes regarding the assessment. "Completers" are defined as those who completed the assessment instrument, and "achievers" are defined as those who *successfully* completed the instrument. This information is collected and used in a variety of ways to improve the learning environment by both instructors and administrators. Instructors can easily compare semester to semester in terms of progress made with increasing student learning and make improvements to their pedagogy based upon this data. Following is an example of a completed learning outcomes report. The template is located in *Schoology > Groups > Faculty > Resources > Assessment folder.* Reports are due 2 weeks at the end of each semester.

Example: Student Learning Outcomes Report

STUDENT LEARNING OUTCOMES	Enrolled	Participants	Completers	Achievers	%	Measurement Tool	I, D, A	PLOs Met	Notes/Action Steps
1. Communication: Explain the scientific principles underlying basic phenomena of environmental change	8	5	5	4	80	Exam Questions	I	L - C	SLO needs revision, too specific. Discussed climate change, plan to build assessments that do a better job a gauging understanding .
2. Communication: Summarize the importance of maintaining a sustaining atmosphere	8	5	5	3	60	Case Study	I	L - C	The SLO is too specific for a course outcome. The London issue was discussed with air pollution.
3. Critical Thinking: Compare and contrast how various technologies and world views can impact the environment	8	5	5	3	60	Case Study	A	L - T	Think about changing this SLO. Addressed the loss of biodiversity with mono-crop agriculture.
4. Critical Thinking: Demonstrate basic environmental science knowledge in both field and laboratory settings by collecting, organizing, analyzing, and interpreting both quantitative and qualitative data.	8	5	5	4	80	Lab Assignment	D	L - T	No changes.
5. Culture: Value knowledge in relation to personal, local, and global environmental issues	8	5	5	3	60	Lab report	D	L - A	This was a first time attempt. Future action steps will be to make the tasks more structured.

KEY

Course Completion			**Degree Programs**			**Learning Outcomes Met**		
I	=	Introductory	L	=	Liberal Art	C	=	Communication
D	=	Developing	B	=	Business	T	=	Critical Thinking
A	=	Applied	N	=	Native American Studies	A	=	Awareness

Placement Assessment

All new, first-time college students enrolling in Math and/or English at SCTC must take a placement test. This basic skills assessment places student on a numerical score list, which determines placement in English and Mathematics courses.

Academic Program Review

Academic program reviews will be coordinated through the Curriculum Design Specialist. The cycle that assesses each of the degree programs offered along with the general education programming, and developmental curriculum is one program per year. In the fall semester, program review committees are formed and the review process commences at the end of spring semester with an Action Plan submitted to the Curriculum and Assessment Committee for approval before summer break. In addition to the General Education and Developmental components, all other programs are reviewed every five years.

Program	Year of Review
Developmental Education Requirements	2019 - 2020
General Education Requirements	2019 - 2020
Associates of Arts: Business	2020 - 2021
Associates of Arts: Native American Studies	2021 - 2022
Associates of Arts: Liberal Arts	2022 - 2023
Associates of Arts: General Science	2023 - 2024
Non-Academic Program(s)	2024 - 2025

Program Review Committee

Composition of the program review committee(s) should include all faculty in the particular discipline under review, as well as faculty from other departments who may teach courses that contribute to the program. The DOA is an ex-officio member. Adjunct faculty are encouraged to participate (if they are not available, a useful resource is their completed Student Learning

Outcomes worksheet accessible in Schoology or the Dean of Academics office). Once the committee is formed, a committee lead is selected to ensure the process is completed in a timely manner. He or she will be responsible for developing a specific timeline for assigning tasks to responsible parties. Recognizing that the program review committee will have responsibilities in addition to its regular faculty workloads, release time may be authorized by the DOA.

The purpose of a program review is to provide SCTC an opportunity to think critically and reflect about what has occurred in the academic area in the past, and to think ahead to what the program would like to achieve in the next 3 to 5 years. Reviews are intended to be evidence-based, with data informing the conversations and decisions – and helping to validate achievements and identify areas for improvement.

During the review process, the committee chair may request data from the Dean of Research (DOR).

For more specific information, please refer to the Academic Program Review Guide located in *Schoology > SCTC Academic Program Review Group > Resources > SCTC Academic Program Review Guide approved May 8, 2019.*

Indirect Assessment Instruments

- *Community College Survey of Student Engagement (CCSSE)*

  In 2015, we switched from using the Noel Levitz Student Satisfaction Survey to the CCSSE which is an external indirect assessment that targets mainly returning students to assess institutional practices and student behaviors that have been found to be correlated with student learning and retention.

- *SENSE (*Survey *of Entering Student Engagement)*
- *First Semester Student Engagement Survey*
- *SCTC Graduate Survey*

  This survey collects information about the experiences of our students while attending SCTC. Questions are multiple choice and open-ended and include assessing the

admission and academic advising processes, financial aid, curriculum and instruction, campus resources, and cultural and social activities.

- *End of Course Student Evaluations*

  Students are provided an "End of Course Evaluation" which assists in soliciting informative feedback that can be used for teaching improvement and evaluation. Students may also be asked to complete a mid-term evaluation as determined by individual instructors.

- *Faculty Surveys*

  Faculty are periodically surveyed during the year regarding initiatives the college is undertaking to increase student success.

Information Collected for Assessment

Going forward, we are investigating additional methods in which learning outcomes can be directly tied to course outcomes and measured.   One such means is through Schoology's AMP (Assessment Management Platform) which allows faculty members and administrators an opportunity to collaborate on managing assessment. In the latter part of 2019, an "Assessment Team" will be established to move this process forward.
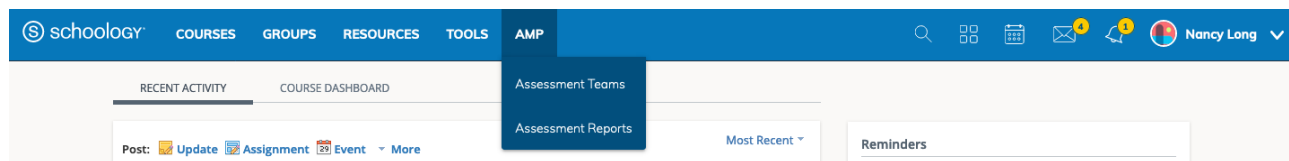
SCTC Five-Year Assessment Plan

2017-2021

Purpose

This Assessment Plan is included within the Saginaw Chippewa Tribal College Curriculum & Assessment Handbook and articulates how assessment activities flow from the mission, goals, and strategic plan of the college; explains how the activities interrelate; and serves as the foundation for more proactive self-assessment and rational decision-making and resource allocation at the college.

The aim of this plan is to ensure that decision-making at SCTC is proactive, rational, inclusive, systematic, and evidence-based. The activities it describes are designed to contribute to improved student learning and development, and to a more effective institution that continually examines its processes and outcomes, and seeks to improve them as well.

Goals

Outlined here by year are brief descriptions of the goals and objectives we intend to meet and provides a road map for future assessment activities. For all of the areas noted, we will formulate and outline all objectives, develop measurements, collect assessment data, consider results, and make modifications of practices as appropriate.

Goals are based on the following key areas:

- ➢ Raise academic quality
    - o Promote our four main academic programs while ensuring that the college offers a sound general education program
    - o Use program reviews and outcome assessment efforts to enhance and update programs, pedagogy, and use of technology to improve instruction
- ➢ Improve student success
    - o Increase retention and graduation rates
    - o Improve post-graduate outcomes
    - o Improve college readiness
    - o Improve quality of student support services

> ➢ Enhance management effectiveness
>> o Meet enrollment goals
>> o Make administrative function more efficient and increase efforts in overall institutional improvements

Continuous Improvement Objective

The Saginaw Chippewa Tribal College Assessment Plan will be continually reviewed and updated to reflect new assessments and models as they are developed, document the results obtained, and show how these results have been used to reflect upon and improve educational practices.

2017

- Promote broad campus participation in assessment by holding at least one major assessment/professional development event per academic year
- Review learning outcomes at all levels, tying them to our mission/vision statements and strategic plan
- Implement ALP (Accelerated Learning Program) to several Gen Ed courses; track results; modify
- Make it a priority to involve adjunct faculty in the assessment process

2018

- Begin conducting a second cycle (from 2012-16) of program reviews on all academic programs (3 year timetable)
- Conduct curriculum mapping;
- Enhance developmental Math and English strategies to improve success in college level courses
- Implement several new assessments over this five-year time frame including the CCSSE, First Year Experience, Graduate, and Faculty Assessment Surveys
- Further refine our major institutional assessment tool (e-Portfolio) process
- Enhance assessment processes in Graduate Seminar course (CS 299)
- Establish an online mechanism through which faculty and staff can share the models and measures they have developed, and results they have obtained

2019

- Begin implementation of assessment management program (AMP) on our LMS "Schoology"
- Create a page dedicated to our assessment efforts on the SCTC website
- Update Curriculum & Assessment Handbook to reflect changes in assessment processes
- Enhance basic skills assessments; implement GED Testing Center; designate writing intensive courses
- Strengthen connections between assessment, strategic and annual planning, and the resource allocation process through more transparent communication
- Implement Student Writing Center
- Administer First Semester Student Engagement Survey

2020

- Survey Tribal entities as employers of students to ascertain educational needs; begin developing new degree/certificate programs that meet those needs
- Further develop AMP on Schoology
- Establish Center for Teaching Excellence

ACADEMIC ASSESSMENT FOLLOW-UP ACTION PLAN

	WHAT	WHO'S RESPONSIBLE	INDIVIDUAL PROVIDING DATA	WHEN	HOW	WHY	TIMELINE
Program Assessment							
Program Review							
Course Evaluations							
Learning Outcome Reporting							
Gen Ed Assessment							
Program Review							
Course Evaluations							
Learning Outcome Reporting							
Institution-Wide Assessment							

Summary

This Assessment and Curriculum Handbook has been designed as a college-wide assessment resource for faculty, non-academic staff, and administration to be used to facilitate assessment of institutional effectiveness as it relates to student success. It is SCTC's duty to impart knowledge, skills, and abilities upon successful students who can use these to strengthen their personal, Tribal, and public identity. Upon attainment of their educational goals, it is our hope that effective students will lead healthy and productive lives both on the Reservation and elsewhere.

The assessment plan that we have outlined within is an on-going process based upon cycles of continuous improvement and will be the product of progress and revision by the Curriculum & Assessment Committee who will monitor the implementation and utility of this assessment plan and make ongoing adjustments, as needed, on a continuous basis. Modifications based on gathered information and data will be approved, disseminated, and discussed in collaboration with faculty, administration, and other stakeholders. With a systemic and systematic approach to measuring and tracking performance, SCTC is on course toward a purposeful alignment and management of a student learning performance system.

The Curriculum & Assessment Committee unequivocally supports all initiatives directed at improving the learning environment at Saginaw Chippewa Tribal College.

Academic Glossary of Saginaw Chippewa Tribal College (SCTC)

Academic Program Review

Helps determine whether students can integrate learning from individual courses into a coherent whole. It is interested in the cumulative effects of the education process (Palomba & Banta, 1999). Whereas classroom assessment focuses on gauging learning for individual students, academic program review gauges the learning of a group of students. The outcome information in academic program review is used to improve courses, programs, and services.

Accountability

Measurable proof, usually in the form of student success rates on various assessment measures that teachers, schools, divisions, and states are teaching students efficiently and well.

Accreditation

A process used by various accreditation agencies to evaluate the performance of educational institutions in accordance with regulations.

Achievement Gap

The difference between the performance of student subgroups, especially those defined by gender, race/ethnicity, disability, and socioeconomic status.

Aggregate Scoring

An assessment of learning achievement from a score(s) representing overall student performance or a representative sample of student work rather than individual performance. Example- Determination of ENG 101 student learning outcome achievement based on the final written essay scores from a 5% sample of all students who were enrolled in ENG 101 for the semester.

Alignment

On a course-level, a methodology where learning outcomes, instructional strategies, and assessment measures are coordinated to optimally facilitate learning. On an institutional level, a methodology where achievement of support service outcomes, course outcomes, program outcomes, and institutional outcomes demonstrate institutional effectiveness in attainment of the mission, vision, and values.

Alternative Assessment

A method to measure student educational attainment other than the typical assessment methods, which may include portfolios, constructed response items, and other performance measurement tools.

Articulation

The deliberate connection between units in a course, courses in a program, or programs in different educational institutions.

Artifact

Any paper, project, document, etc., that represents student knowledge, ability, and/or competence in achievement of one or more identified learning outcomes.

Assessment

An ongoing process of:

- Establishing clear, measurable objectives (expected outcomes) of student learning

- Ensuring that students have sufficient opportunities to achieve outcomes

- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations

- Using the resulting information to understand and to improve student learning (Suskie, 2004)

Assessment takes place at the course, program, and institutional levels.

At-Risk Students

Students who have a higher-than-average probability of dropping out or failing.

Benchmark

A detailed description of a specific level of student performance expected of students at a particular period of time or developmental level.

Bloom's Taxonomy

A classification of intellectual behavior levels important in learning. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts (lowest level) through increasingly more complex and abstract mental levels, to the highest order, which is classified as creation.

Breadth and Depth of Learning

- **Breadth** of learning refers to the full span of subject knowledge.

- **Depth** of learning refers to the extent to which specific topics are focused, amplified, and explored.

Within any area of study, there will be both breadth and depth of learning, which increase as students advance their knowledge. A college degree represents a focused collection of topics that are interrelated and have breadth and depth within and across those disciplines (SUNY, 2017).

Capstone Course

A course that allows the opportunity for students to demonstrate that they have achieved the goals for learning established by their educational institution and major department/program. The course is designed to assess cognitive, affective, and psychomotor learning and to do so in a student-centered and student-directed manner that requires the command, analysis, and synthesis of knowledge and skills. The capstone course integrates learning from the courses in the degree program with the courses from the rest of the academic experience. Note: SCTC has discontinued the use of capstone courses, effective May 2014, when they were replaced by the portfolio requirement for all programs.

Capstone Project

A culminating learning experience that provides an opportunity for the student to integrate and apply competencies acquired through coursework, knowledge, skills, and experiential learning and to demonstrate a broad mastery of learning across the curriculum (see also: Capstone Course).

Classroom Assessment Techniques (CATS)

An approach designed to help teachers find out what students are learning in the classroom and how well they are learning it (Angelo & Cross, 1993).

Cohort

A particular group of people with something in common.

Course

A single instructional subject consisting of a series of lessons that lead to specified knowledge, skill, or attitudinal outcomes for students. A course is commonly described by title, number, credits, and expected learning outcomes in the college catalog or on our website.

Course Curriculum Map

A matrix that connects learning outcomes for a particular course to the activities within the course that allow for the achievement of the outcomes; it is an auditing tool that helps identify potential disconnects between course activities and the learning objectives established for the course.

Curriculum

A plan or document that an educational institution uses to define what will be taught and the methods that will be used to educate and assess students.

Curriculum Map

A matrix that connects goals or objectives to any courses within a particular discipline that allow for achievement of the goals/objectives; it is an auditing tool that helps identify potential gaps in the curriculum.

Data-based Decision Making

Organizing, analyzing, and interpreting existing sources of information and other data to make decisions.

Degree

The award given to graduates based on educational level. The basic levels include associate degree (two-year) and bachelor's degree (four-year).

- **Associate of Arts (AA)** - A two-year, lower division undergraduate program (approximately 60 semester credits) of college study or its equivalent in depth and quality of learning experience. Designed for transfer and completion of a Bachelor of Arts (BA) degree at a four-year institution.

- **Associate of Science (AS)** - A two-year, lower division undergraduate program (approximately 60 semester credits) of college study or its equivalent in depth and quality of learning experience. Designed for transfer and completion of a Bachelor of Science (BS) degree at a four-year institution.

Degree Plan

An arranged schedule for a program of study that describes the semester-by-semester sequence recommended by Student Services and/or faculty.

Developmental Program

A program designed to remedy, strengthen, and improve the academic achievement of students who demonstrate substandard performance.

Direct Assessment

Gathers evidence about student learning based on student performance that demonstrates the learning itself. Examples are: written assignments, classroom assignments, presentations, test results, projects, logs, portfolios, and direct observations (Leskes, 2002).

Disaggregated Data

Presentation of data broken into subgroups of students instead of the entire student body, which allows instructors and others to measure how each student group is performing; typical subgroups include students who are economically disadvantaged, come from different racial or ethnic groups, have disabilities, or have limited English fluency.

Discipline

A distinct area of study, branch of instruction, or academic field within an academic program.

Distance Learning

Method of instruction in locations other than the classroom or places where teachers present the lessons, which uses various forms of technology to provide educational materials and experiences to students.

Dual Enrollment

Concurrent enrollment of a student in two academic institutions simultaneously. Usually, this involves a high school and a college. The credits apply both to high school diploma requirements and college degree requirements.

e-Portfolio

An electronic collection of artifacts that demonstrates a student's academic and personal growth during their education at SCTC. Every SCTC student is required to create an e-Portfolio during their first two semesters and then develop and maintain it until it is assessed in the Graduate Seminar course during the semester in which they graduate. This project will also enable the student to track their progress in meeting goals and reflect on accomplishments in a manner that will support synthesis of knowledge, values, and skills essential for an SCTC graduate (see also: Portfolio, Portfolio Assessment).

Embedded Assessment

A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often used for assessment purposes and/or classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or

aggregate the data to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style but is also assessed for advanced ability to locate and evaluate web-based information (as part of a college-wide outcome to demonstrate information literacy) (Leskes, 2002).

Emphasis

A specific area or branch of study within a discipline.

Enrollment

The act of complying with state and local requirements for registration or admission of a student for attendance in an academic institution.

Evaluation

The process of measuring student performance and progress according to specified learning outcomes, which results in a course grade.

Focus Group

Consists of participants who might contribute useful information related to student learning, either through surveys or interviews. Examples of possible focus groups include: 1) current students; 2) graduating students; 3) alumni; 4) current and prospective employers; 5) supervisors of students in field experiences (Suskie).

Formative Assessment

The gathering of information about student learning during the progression of a course or program and usually repeatedly to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative (Leskes).

Foundational Knowledge

Essential knowledge in mathematics, literature, natural science, humanities, fine arts, social science, U.S. and State constitutions, values, and diversity.

General Education (Gen Ed)

An essential component of academic degrees designed to foster effective independent lifelong learning by introducing students to the content and methodology of foundational knowledge.

General Education Development (GED)

A set of four subject tests (mathematics, science, social studies, and reasoning through language arts) that, when passed, certify the test-taker (American or Canadian) has met high-school level academic skills. It is designed for those who never earned a high school diploma.

Graduate

A student who has earned a recognized diploma.

Higher Learning Commission (HLC)

One of six regional institutional accreditors in the United States. It accredits degree-granting post-secondary educational institutions in the North Central region of the United States.

Indirect Assessment

Acquiring evidence about how students feel regarding learning and their learning environment rather than actual demonstrations of outcome achievement. Examples include: surveys, questionnaires, interviews, focus groups, and reflective essays.

Individualized Education Program (IEP)

A written plan created at the primary or secondary level for a student with disabilities by the student's teachers, parents/guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities and outlines attainable goals. Note: SCTC considers IEPs when determining appropriate student accommodations, but SCTC, as a college, is not required by law to follow an IEP.

Individuals with Disabilities Education Act (IDEA)

Federal law guiding the delivery of special education services for students with disabilities, which includes the guarantee of "free and appropriate public education" for every school-age child with a disability, allows parental involvement in the educational planning process, encourages access to the general curriculum, and delineates how school disciplinary rules and the obligation to provide a free appropriate public education for disabled children interconnect.

Institutional Assessment

The on-going process of systematically measuring achievement of the Institutional Learning Outcomes (ILOs) established by the college. Results are utilized in the annual planning and resource allocation cycle to improve institutional effectiveness.

Instruction

External actions taken by an instructor to support students' internal cognitive development toward specific goals.

Objectives (Course)

Measurable statements of essential learning concepts (knowledge and skills) that are taught by the instructor and must be learned by the students to successfully accomplish the course outcomes. Course objectives can be specific to the individual learning session or may be inclusive of multiple learning sessions categorized by learning modules.

Outcomes

Observable, measurable, and assessable statements of student learning, including: knowledge, skills, competencies, and attitudes. There are three types of outcomes: Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs).

Pedagogy

The art and study of teaching.

Performance Criteria/Standards

Explicit definitions of what students must do to demonstrate proficiency at a specific level on the content standards. For example, the performance level "exceptional achievement" on a dimension "communication of ideas" is reached when the student examines the problem from several different positions and provides adequate evidence to support each position (CRESST).

Performance Indicator

A specific description of a benchmark of ability (percentage, score, or descriptor of ability) indicating successful achievement of a learning outcome. Examples:

- Student achievement of an 80% or higher on the comparison and contrast historical essay.

- 80% of students in the xyz course will achieve a minimum score of 75 on the final exam.

- Student demonstration of essential tasks at a level of minimum competence.

- Minimum score of 4 out of 5 in each rubric criteria.

Portfolio

A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. It should include representative work, providing a documentation of the learner's performance and a basis for evaluation of the student's progress. Portfolios may include a variety of demonstrations of learning and have been gathered in the form of a physical collection of materials (either hard copy or via LMS), videos, CD-ROMs, reflective journals, etc. (see also: e-Portfolio, Portfolio Assessment).

Portfolio Assessment

A portfolio becomes an assessment when: 1) the assessment purpose is clearly defined; 2) there are specific criteria for determining what is put in the portfolio by whom and when; 3) there are defined criteria for assessing either the collection or individual pieces. These criteria are then used to make judgments about performance (CRESST) (see also: e-Portfolio, Portfolio).

Professional/Staff Development

Training for instructors, administration, and others who work for the college or university.

Proficient

Test results indicating that the student demonstrated the skills and knowledge on which they were instructed.

Program (Academic)

A systematic, usually sequential, grouping of courses leading toward a degree or resulting in credits that can count toward obtaining a degree.

Quantitative & Scientific Reasoning

Apply appropriate mathematical and/or scientific concepts and theories in order to interpret data and solve problems based on verifiable evidence.

Reliability

The degree to which the results of an assessment are dependable and consistently measure particular student knowledge and/or skills (CRESST).

Response to Intervention (RTI)

A method designed to identify and provide early, effective assistance to students who are having difficulty learning.

Rubrics

Specific sets of criteria that clearly define for both student and teacher what a range of acceptable and unacceptable performance looks like. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels that describe a continuum from excellent to unacceptable product (General Education Assessment Resource Center Glossary, Borough of Manhattan Community College).

Sampling

A way of estimating how a whole group would perform on a test by testing representative members of the group or giving different portions of the test to various subgroups.

Standardization

A consistent set of procedures for designing, administering, and scoring an assessment. The purpose is to assure that all students are assessed under the same conditions so that their scores have the same meaning and are not influenced by differing conditions (CRESST).

Standards

Criteria established by professional or accreditation bodies against which institution, programs, and courses are evaluated.

Student Learning Outcomes (SLOs)

Described as the knowledge and skills "necessary for success in college and for preparation for life," which students are expected to meet based on course learning objectives.

Student Self-Reflection

Student ratings of their knowledge, skills, and attitudes; this can provide useful indirect evidence of student learning and also helps students develop metacognitive skills (Suskie).

Summative Assessment

Evaluation at the conclusion of a unit or units of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity. The gathering of information at the conclusion of a course, when used for improvement, impacts the next cohort of students taking the course or program. Example: examining student final exams in a course to see if specific areas of the curriculum were understood worse than others (Leskes).

Syllabus

A document prepared by an instructor containing important information for students regarding the course, such as: college policies, specific dates and assignments, and any other information unique to that course.

Tuition Incentive Program (TIP)

A government program encouraging eligible Medicaid recipients to complete high school by providing tuition assistance for participating Michigan colleges.

Validity

The extent to which an assessment measures what it is supposed to measure and the extent to which inferences and actions made on the basis of test scores are appropriate and accurate (CRESST).

Value-Added

The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison (Leskes).

Adapted from: http://www.nmu.edu/registrar/glossary

Sources

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