

Colby Community College
Assessment of Student Learning

Introduction

This guide provides information on the application of Outcomes Assessment for instruction at CCC. Included is a definition of assessment of student learning, why assessment outcomes are required, a brief listing of methods of assessment, and a comprehensive look at the online reporting system. This guide is not meant to give you a full understanding of assessment, but rather to serve as a quick reference for the CCC system.

What is Assessment of Student Learning?

Assessment is the systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and development (Palomba and Banta, 1999).

Assessment therefore comprises two very different activities: the gathering of information (measurement) and the utilization of information for institutional and individual improvement (evaluation) (Astin, 1991).

Colby Community College assesses student learning at three different levels:

1. **General Education** – What should every college graduate know?
2. **Program Education** – What should every student in that major/emphasis know?
3. **Course Education** – What should everyone who passes my course know?

Why Assess Student Learning?

The purpose of assessing student learning at Colby Community College is to ensure the educational purposes of the institution are met and appropriate changes are made in program development, classroom instruction, and ultimately student success.

More importantly, assessment of student learning assists in ensuring that students are prepared to meet transfer institution expectations (students are prepared for junior- and senior-level coursework), discipline expectations (students understand fundamental concepts in their chosen academic discipline), course sequence expectations (do students have adequate knowledge to succeed in higher level courses in the same discipline), and employer expectations (students have the skills to succeed in the occupation of their choice).

How do I Assess Student Learning?

The specific method of assessing student learning is left up to individual instructors; however a few rules *must* be followed to guarantee consistent and accurate results that can be used to ensure student success.

There are a some different ways to assess course outcomes/competencies.

- **Outcomes Referenced Pre/Post Test**
 - Link each question (or sets of questions) to an Outcome. Keep track of how the class scores on each outcome. An example would be for an instructor to use five questions for each outcome. The first five questions assess Outcome 1, the second 5 questions assess Outcome 2, etc.

- **Outcomes Referenced Comprehensive Final Exam**
 - Link each question (or sets of questions) to an Outcome. Keep track of how the class scores on each outcome. This method is more comprehensive than the pre/post test and gives better information about semester long learning.

- **Integrated**
 - Every assignment, grading rubric and assessment is outcome referenced
 - Constantly checking on learning progress
 - By keeping up-to-date on assessment throughout the course, instructors can minimize work at the end of the semester by assessing the final assignment/exam/etc. and compiling information previously assessed throughout the semester.

- **Other Methods**
 - Other methods of course and program assessment are possible and can be developed by instructors; however they must be measurable so that outcomes can be adequately quantified. See the Dean of Academic Affairs or Chriss Ellison for input prior to implementing other methods of assessment.

Remember: Each set of test questions and/or assignment **MUST** be referenced to a program outcome!

Completing the Outcomes Assessment Reporting Form

The Outcomes Assessment Reporting Form has been significantly enhanced to assist instructors to report on student progress without the necessity of reporting information that is already stored in CCC databases. Reporting should be much less time consuming. The following instructions are simple to follow. To ensure data is collected in useable form, please follow these directions.

The Outcomes Assessment Reporting Form can be found online at the following web address:

assessments.colbycc.edu

This website will take you to a logon page which looks like this:

Please log in to edit and submit your outcomes assessments



Log In

User Name: *

Password: *

Remember me next time.

Log In

NOTE: This site is best viewed using Internet Explorer 7. [Get IE7 here](#)

The user code is **cccfaculty**. The password is **cccfaculty#1**.

This will take you to the following web page that requests you enter your employee number
(*without any zeros (that precede your id #) and do not include any dashes*).

Please enter your employee ID to retrieve your current semester assessments.

If you are looking for assessments from another year and/or term please use the [Archive Search](#) page.

- ❖ If you don't remember your employee number you can access this information on Trojan Web by clicking the "My Profile" tab. Then click on "Account Information." You will see your "system ID." Remove the zeros and dashes. This is your employee number.



Find My Assessments

NOTE: If you experience technical problems submitting this form, please screen print the error, paste it into a word document, and email it to support@colbycc.edu. Your assessments will be shown in a page view format once you click the "Find My Assessments" button. Please select the assessment you would like to work on by clicking the number below. Click the "Edit" button to open the assessment for Editing. When you are finished, click the "Save" button to save your work.

Select your Assessment by clicking on each number below. If you have more than one, you will see numbers one through the total number you have to fill out. If you have 3 assessments, it will show as 1 2 3.

These numbers list your courses as listed on Trojan Web. (ie. Number one indicates the course listed at the top of your course list, number two indicates the second course in your list, etc.)

Almost immediately after clicking on the number, a form directing you to each of your classes will appear on the screen. It accounts for up to 20 course outcomes. Click on the word **Edit** at the top of the form to begin completing your assessment results. At that time, the fields needing to be completed will be light blue.

The following is a screenshot of the top of the form for Section 12 of Introduction to Sociology. Note that all information identifying the instructor, course information, and course outcomes already appears on the form.

The next section of the form pertains to Assessment of Overall Course Content. Considering the course overall, it asks four specific questions:

Edit	
AssessmentID (For Internal Use Only)	980
Academic Year	2010
Term	Fall
Lead Instructor ID	32165
Lead Instructor Last Name	LastName
Lead Instructor First Name	FirstName
Lead Instructor Email Address	instructor@colbycc.edu
Course Code	SO100
Course Component 1	SO
Course Component 2	100
Course Component 3	12
Course Component 4	
Course Title Fall 2011	Int To Sociolog
Course Begin Date	8/24/2010 12:00:00
Course End Date	12/17/2010 12:00:00

Pre Test Percent (If Applicable)

Post Test Percent (If Applicable)

Number of Students Reporting

Indicate specific changes, recommendations, and/or enhancements in pedagogy, advising, scheduling, and/or course content that were undertaken in the previous semester effected student learning in this semester.

What additional resources are needed to further improve student learning for this course?

Please explain any significant circumstances that may have impacted the mean score in an unexpected manner. (Example: Several students did not complete this individual outcome which means several scores of 0 were averaged into the mean.)

The only information that instructors need to complete is information related to general course information: Pre-and Post-Percents (if applicable), number of students instructor is reporting on (this number should be course completers), previous recommendations/ changes to pedagogy implemented, additional resources needed, and significant circumstances impacting mean scores. **For all percentage listings, please round to the nearest whole percent (i.e. 95.3 would be entered as 95).** Not all instructors use pre-test/post-test scores as a means of assessment. If this is the case for your course, *skip this section.*

(Answering the question regarding additional resources fully and accurately is the FAST TRACK for getting money budgeted and spent to improve your classroom, get ancillary resources, or get other classroom materials to make you a more effective instructor!)

The next sections of the form are similar to the previous section. The primary difference is that these sections require that you assess each individual course outcome. (Remember that there are typically 3 to 6 outcomes for each course but there can be up to 20 outcomes per course.)

Outcome 1	The student will become acquainted with the broad patterns of social life that influence individual attitudes and behavior
What are the major methods of assessment for Outcome 1? (example: rubric, exams, portfolio):	
Outcome 1 Target Mean Score	
Outcome 1 Actual Mean Score	
Indicate specific changes, recommendations, and/or enhancements in pedagogy, course content, assessment measures, advising, scheduling, or course outcomes that you anticipate making in this class as a result of these data.	

For each course outcome the following information is required: methods of assessment for the course and each outcome, target and actual class scores for each outcome and changes and recommendations for further improvement

First, enter the major method of assessment for each course outcome. Next, enter the overall expectation as a mean score.

In the example below (with 20 embedded test questions) the expected mean score is 75%. On average, students are expected to answer 15 of the 20 questions correctly. Some students may answer all 20 questions correctly and others may answer fewer than 15 questions correctly – the mean is the average number of questions answered correctly by all students.

The actual mean score of students for questions related to Outcome 1 is 60%
- the average score of 35 students was 12 correct out of 20 questions.

As in the case of overall course assessment, instructors should outline those steps they are taking to improve student performance for each outcome. **As indicated above, be sure to complete these sections of the form.** DO NOT leave the sections blank nor type “N/A” or “No Changes Needed,” etc. Even if your students have met your initial expectations, there is ALWAYS room for improvement. Unless 100% of students retain 100% of outcomes, there is still room for improvement!

After completing the numerical information, add information related to making necessary improvements to course instruction, classroom, etc. In the example below, two (2) assignments are to be added to coursework as a means for assisting students to better learn the material covered in Outcome 1.

There is space for 20 outcomes, although most courses have between six and 10 outcomes with some having as few as two or three.

At anytime throughout the semester, instructors may complete a portion of their assessment as soon as they have data for specific outcomes, without completing the total assessment in one setting. For instance if your first test measures Outcome 1, you can submit information regarding results at that time. Simply click “Save” at the top or bottom of the page. Upon completion of assessment for Outcome 2, simply return to the page and enter the results and again click “Save.”

The bottom of the on-line page looks like this:

Type ‘yes’ in this box if you have completed entering all information and are ready to submit your form	<input type="text"/>
<input type="button" value="Save"/>	
1 2 3 4 5 6	

When your assessment is complete, type yes in the box indicating it is certified. DO NOT type yes in this space if you have not completely finished your assessment. If you are completing only a portion of your total assessment information as described above, only click on the “Save” button.

Statements on assessment for Colby Community College

Syllabus Statement- This is the standard statement about assessment for all courses.

Colby Community College assesses student learning at several levels: general education, program, and course. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

Catalog Statement- This statement is in the CCC Catalog.

The CCC assessment program was established to enhance the quality and effectiveness of the curriculum, programs, and services of the institution. The institution-wide assessment activities focus on analytical, quantitative, communicative, and aesthetic skills. Each department conducts assessment activities that address discipline-specific learning goals.

Core Competency Statement- If a course has completed the Kansas Core Outcomes Project, that course syllabus should contain the following statement.

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course.

General Education Student Outcomes:

The college has identified the following expectations for all students who complete a degree at Colby Community College. They are expected to:

- Deliver effective oral presentations.
- Utilize grammatically correct and logically written English.
- Exhibit a higher level of critical thinking processes.
- Solve quantitative problems utilizing a variety of techniques and methods.
- Utilize technology relevant to disciplines of study.
- Evaluate their own intercultural sensitivity and global awareness.

