

Edison State Community College

ASSESSMENT

HANDBOOK

For

The Assessment of
Student Learning

Developed by

The Assessment Committee

Revision: 2015/2016

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Board Approved Policy Statements

3358-4-18. Assessment for Student Learning. Approved June 24, 2015

- (A) Edison State Community College is committed to ongoing outcomes assessment for continuous improvement of student learning and teaching strategies. The assessment process allows for faculty to explore ways to continually improve student learning, course design, the effectiveness of programs, and overall teaching and learning. Unlike evaluation, which looks at mastery of content, assessment looks at the process of learning. Assessment should enhance learning and should reflect the outcomes, purpose, and direction of learning design. Assessment also provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.
- (B) Definition of Outcomes Assessment for Student Learning Outcomes assessment is the process for ongoing measurement and continuous improvement of student learning at Edison State Community College and has specific and interrelated purposes:
- To improve student academic achievement;
 - To improve teaching strategies;
 - To document best practices;
 - To identify opportunities for systemic improvements; and
 - To provide evidence for institutional effectiveness.
- (C) Outcomes Assessment Process: Edison's assessment process is ongoing and mission driven. This process includes the assessment of student learning outcomes, course learning outcomes, program outcomes, and general education goals. In addition, the process validates program outcomes.
- (D) The Senior Vice President for Academic Affairs shall establish procedures to administer this program.

3358-8-08. Approved May 27, 2015

- (A) Assessment at Edison State Community College is a core institutional and academic activity and an essential component of achieving quality improvement. The Office of Institutional Planning and Effectiveness serves as the Assessment Office for both institutional assessment and the assessment of student learning.
- (C) The Assessment of Student Learning is managed through the Academic Senate-sponsored Assessment Committee. This committee is faculty-led and is charged with the annual assessment of general education outcomes, the annual assessment of career program outcomes, and Program Review. The Office of Institutional Planning and Effectiveness assists with the surveys, data collection and analysis.

Introduction

Edison State Community College is committed to providing quality education and services to students. To promote quality, Edison has implemented assessment procedures to support the ongoing and ever evolving assessment of general education and career programs.

Assessment activities for general education and career programs are under the direction and review of the Assessment Committee. The Assessment committee is under the auspices of the Senior Vice President for Academics and is led by six full-time faculty. Committee membership is made up of both general education (3) and career/technical (3) faculty along with the Dean of Arts and Sciences, and the Dean of Institutional Planning and Effectiveness.

The function of the Assessment Committee is

- A. To coordinate and guide the institutional assessment of student learning.
- B. To coordinate the assessment of general education.
- C. To assist faculty in the development of program assessment plans.
- D. To provide feedback to those submitting assessment reports.
- E. To prepare annual summaries of assessment activities.
- F. To maintain records of assessment and program review activities, including an assessment web site.
- G. Work with the Curriculum Committee Faculty and other stakeholders to continually review and improve the process

Introduction to General Education Outcomes

General Education is a group of courses that provide a broad educational foundation and promote lifelong learning and personal, professional, and social growth. The overall goals of General Education at Edison are characterized using six learning outcomes. These outcomes are:

1. Demonstrate critical thinking skills in order to understand complex relationships; to evaluate claims of truth, aesthetic value, ethics, and morality; and to make appropriate choices and draw defensible conclusions;
2. Use written and spoken English effectively in a free exchange of ideas;
3. Appreciate the process and structure of mathematics and apply math to the analysis of the physical world;
4. Develop a mental habit which is open-minded, tolerant, appreciative of diversity and aware of global cultures;
5. Develop effective interpersonal skills;
6. Use information resources and apply basic methods of inquiry from many fields, including scientific method, social and scientific observation, cause-effect analysis, and artistic criticism.

Annually, through various methods, the General Education outcomes are assessed throughout the courses that are offered. The results of the assessments are then evaluated and alterations to the assessments themselves are made to increase their effectiveness. Also, if results indicate, changes may be made to General Education in order to enhance the focus relating to specific outcomes.

Therefore, this assessment procedure allows Edison to verify that students receiving a General Education have increased their competency regarding the General Education outcomes.

The Process of Identifying and Assessing General Education Outcomes in Courses

Identification of General Education Outcomes begins with syllabus development and review by the Curriculum Committee.

- 1) Course goals identify which general education outcome the goal meets. For courses in career and technical programs, the course goals are aligned with program outcomes.
- 2) Course Goals are written using verbs from Bloom's Taxonomy, which indicate the type of learning that is taking place.

By aligning course goals to the general education outcomes and Bloom's Taxonomy, the course syllabus provides a blueprint of what outcomes can be assessed and how they can be assessed. The assessment process starts before the course is even taught, as instructors need to identify how the outcomes will be met, AND how instructors will know students have met that outcome.

Once approved by the Curriculum Committee, the course goals and general education outcomes are entered into the Outcomes Matrix, which uses a scale of 0-2 to identify whether the outcome is met by the course and the activities used to meet the outcome can be assessed using the provided assessment rubrics. **This process is vital** because it provides the first check on the accessibility of the outcomes that are claimed to be met in the course goals. It is important for departments to review their syllabi and matrix for the following:

- 1) If a course indicates that a general education outcome is not addressed in the course, but the syllabus indicates it is, the syllabus needs to be revised to remove the outcome from the course goals, or the department needs to revise the course to include that outcome in the goal.
- 2) If a course has identified an outcome as met but not assessable, departments should evaluate the assignments or tasks connected to the course goal and outcome to ensure students are meeting both the goal and outcome. The Bloom's Taxonomy connected to the course goal should also be considered as an indicator of how the students are meeting the course goal and outcomes associated with that goal.
- 3) If a sufficient number of courses identify outcomes as met but not assessable, it may indicate that the rubric is insufficient and needs to be revised. It may also indicate that the outcome indicators are no longer sufficient and need to be revised.
- 4) If a course identifies an outcome as met and assessable, sections of that course may be asked to assess the outcome. It is important to assess only that outcome in relation to the assignment or tasks connected to the course goal.

Current assessment is college-wide, as all departments and faculty are responsible for delivering general education outcomes. College-wide assessment provides a better indication of student learning and patterns of student behavior than assessing a single discipline. The process for selecting which courses are chosen to assess the general education outcomes is as follows:

- 1) Using the Outcomes Matrix to identify which courses can assess the chosen outcome.
- 2) Selecting which sections of those identified courses will provide assessments
- 3) Selecting students from each section whose work or activity will be applied to the rubric, and removing duplication of that student from other sections.
- 4) Alerting faculty at the beginning of the semester which sections and students have been selected to participate in assessment.
- 5) Allowing faculty time to prepare and complete the assessment.

Faculty are in the best position to perform these assessments.

- 1) Faculty are best able to decide which activity should be assessed for the outcome.
- 2) Faculty are the best judge of their student's learning.
- 3) Faculty are able to see the direct results of their assessments once they fill out the rubric.

Once assessments are complete, they will be submitted to the Offices of Institutional Planning and Effectiveness. Once recorded, the Assessment Committee will review the results as part of the cycle of assessment:

- 1) Assess the selected general education outcome
- 2) Review the results and present to Academic Senate (semester following initial assessment)
- 3) Make recommendations on necessary interventions to improve student achievement of outcomes (two semesters after assessment)
- 4) Implement improvements and interventions (three semesters after initial assessment)
- 5) Allow time for improvements (four semesters after initial assessment)
- 6) Assess again (five semesters after initial assessment).

This cycle is intended to allow time for improvements and to provide the much needed balance between assessing and instruction.

How is Institutional Assessment Different than Grading

Because Course Goals are aligned with General Education Outcomes, it is easy to assume that a student's grade on an assignment reflects how the student met the outcome. However, this is not always the case. Course or assignment grades can be a misleading measurement of general education outcomes because grades often measure multiple areas of student performance. These can include content knowledge, assignment delivery, and format. Furthermore, instructional differences and class assignments differ from course to course and even section to section. Grades are good for measuring student performance. Assessment attempts to measure student learning. Assessment is not an evaluation of a specific course or instructor, but of the college-wide pattern of student learning. By isolating the outcomes in a separate, individual measurement, we are able to capture a direct measurement of student learning based on the description of each outcome.

Sample: Outcomes Matrix for HST 121S, History of the United States

Course Outcome Matrix

Inactive

Course Number	HST 121S	Credit Hours	3
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Course Name	HISTORY OF THE UNITED STATES
-------------	------------------------------

Prerequisites	
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NONE

Course Description	
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Survey of the development of the United States, emphasizing the political, social, and economic institutions that distinguish American culture. The course examines America's colonial origins and the development of the United States through the era of Reconstruction.
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Outcome Matrix

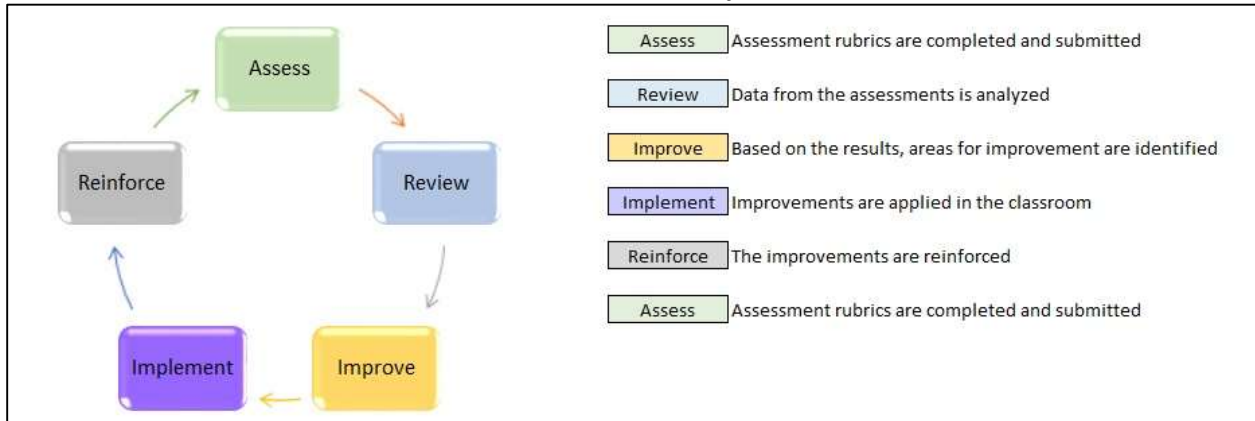
2 = Included and Assessable

1 = Included but not Assessable

0 = Not included

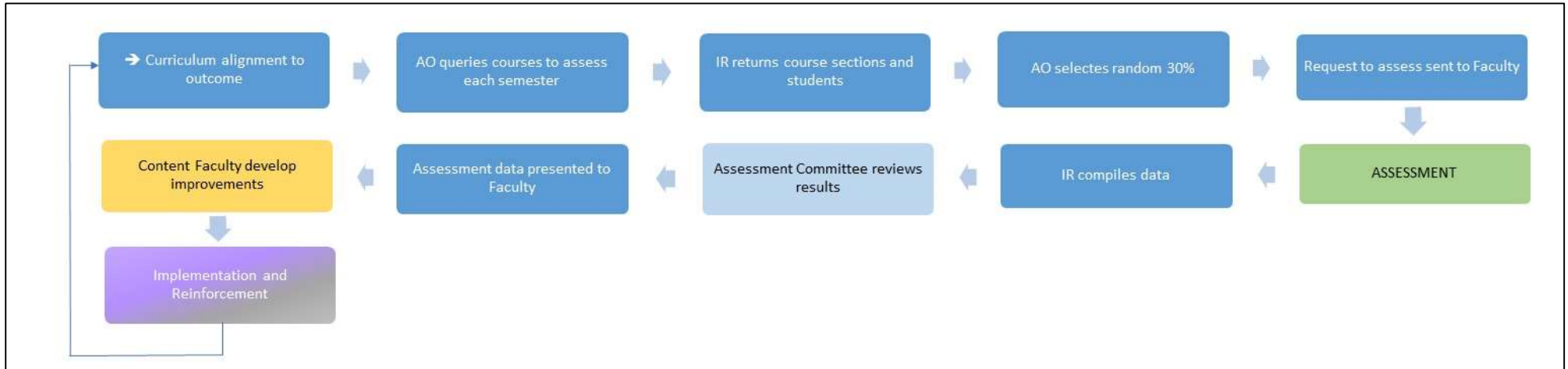
Goals	Program Outcome	Oral	Written	Ethics	Critical Thinking	Diversity	Inquiry	Interpers Skills	Bloom's Domain Cognitive/Affective/	Bloom's Level #
1 Identify key vocabulary of American history from the colonial era to 1877 of important persons, developments, events, ideas, institutions, issues, and concepts.	1, 2, 6	0	2	0	1	1	0	1	Knowledge	1
2 Analyze primary and secondary sources (i.e. historical analysis of text) using critical thinking.	1, 2, 4, 6	1	2	0	2	1	2	0	Analysis	4
3 Explain the cause, effect and relevance of specific historical events and/or periods within the broader historical context.	1, 2, 6	1	2	0	1	1	1	1	Comprehension	2
4 Articulate diverse historical interpretations.	1, 2, 6	2	2	0	2	1	0	1	Application	3
5 Demonstrate the ability to understand and apply basic historical concepts, methodologies, and approaches.	1, 2, 6	1	1	0	1	1	1	1	Application	3
6 Create historical arguments in a variety of forms of communication.	1, 2, 6	2	2	0	1	1	2	0	Evaluation	5

The Assessment Cycle



General Education Outcome	2015FS	2015SS	2016FS	2016SS	2017FS	2017SS	2018FS	2018SS
Oral Communication	Review	Improve	Implement	Reinforce	Assess	Review	Improve	Implement
Interpersonal Skills and Team	Improve	Implement	Reinforce	Assess	Review	Improve	Implement	Reinforce
Critical Thinking	Reinforce	Assess	Review	Improve	Implement	Reinforce	Assess	Review
Written Communication	Assess	Review	Improve	Implement	Reinforce	Assess	Review	Improve
Inquiry	Assess	Assess	Assess	Review	Improve	Implement	Reinforce	Assess
Mathematics (Ongoing, every semester)	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review
Diversity & Awareness of Global Cultures (Survey results as scheduled)	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review

The Assessment Process



1. Faculty determine alignment with outcome
2. Assessment Office pulls courses to assess each semester
3. Institutional Research pulls data: course section and unduplicates students per outcome
4. Assessment Office randomly selects 30% of returned students to assess
5. Request to Assess is sent to faculty
6. Assessment are completed and returned
7. Institutional Research enters and reports data
8. Assessment Committee reviews and analyses data results
9. Assessment Committee presents findings to Faculty Senate
10. Content Faculty are identified and asked to develop improvements
11. Teaching Faculty incorporate improvements in curriculum
12. Improvements are reinforced

Introduction to Critical Thinking

Critical Thinking: Demonstrate critical thinking skills in order to understand complex relationships; to evaluate claims of truth, aesthetic value, ethics, and morality; and to make appropriate choices and draw defensible conclusions.

Critical thinking is the ability to apply internalized standards of thought: clarity, relevance, analysis, organization, recognition, evaluation, accuracy, depth, and breadth. Critical thinking requires detachment, the ability to examine critically one's own ideas and thoughts, as well as examining the ideas and thoughts of others. Possessing the fundamentals of critical thinking enables an individual to reason across a variety of disciplines and domains and to critique one's own thinking from many perspectives.

Outcomes and Indicators

The relevant core values and outcomes/indicators measured by the rubric are included below:

The student will:

- Identify the most appropriate issue for assignment and effectively focus on it
- Demonstrate strong interest in finding the best results and coming to the most convincing conclusions
- Examine evidence and its source and question the accuracy and the relevance
- Demonstrate the ability to integrate information to meet the assignment guidelines
- Question assumptions
- Consider own and others' biases
- Evaluate evidence in light of own bias
- Evaluate results and consider the quality and relevance of the evidence
- Qualify own assertions with balance
- Identify and consider alternative solutions
- Identify the best method of inquiry for the assignment and discipline
- Apply method of inquiry to the assignment effectively
- Identify and explain claims of truth, aesthetic value, ethics, and/or morality
- Effectively evaluate claims of truth, aesthetic value, ethics, and/or morality

Current assessment will focus on the highlighted indicators as selected by faculty through the General Education Outcomes Survey distributed in January 2015.

Sampling

A random sample will come from courses identified by faculty on the Outcomes Matrix as being courses where Critical Thinking is embedded in the course. Once these courses are identified a random sample is taken to determine which courses will be selected to provide a Critical Thinking assessment to a random sample of students in the class.

Methodology

The instructors will choose the assignment(s) to use and apply the Critical Thinking rubric to each of the students chosen. Students will be shown the rubric for the assessment. The results will be used to identify interventions, if needed.

Rationale for Sampling and/or Methodology

Selecting students randomly from the identified courses allows the process to sample students from a variety of programs across the College.

Critical Thinking Rubric

NA (not applicable) may be used but at least 80% (20 out of 25 points) of the rubric must be completed.

Outcome	1—Missing Lack of understanding of the outcome.	2—Developing Some correct application of the outcome. Is inconsistent.	3—Acceptable Correct application of the outcome at the minimum level for credit.	4—Good Clear understanding of application of outcome.	5—Excellent Exemplary application of the outcome. Mastery of outcome.	Score
Examine evidence and its source and question the accuracy and the relevance						
Demonstrate the ability to integrate information to meet the assignment guidelines						
Question assumptions						
Consider own and other's biases						
Evaluate results and consider the quality and relevance of the evidence						

Scoring Instructions: Adhere to the original standards and guidelines of the assignment. Use this rubric to assess the key indicators of the critical thinking outcomes as established by the assignment. This rubric is designed to be used across disciplines and for a wide range of different assignments.

Rubric Effective Fall 2015

Introduction to Inquiry

Inquiry: Use information resources and apply basic methods of inquiry from many fields, including scientific method, social and scientific observation, cause-effect analysis, and artistic criticism.

Outcomes and Indicators

Since habits of critical thinking and inquiry share common characteristics, even when applied in a range of contexts, this rubric is designed to be used across disciplines and for a wide range of different assignments. The relevant core values and outcomes/indicators measured by the rubric are included below:

The student will:

- Identify the most appropriate issue for assignment and effectively focus on it
- Demonstrate strong interest in finding the best results and coming to the most convincing conclusions
- Examine evidence and its source and question the accuracy and the relevance
- Demonstrate the ability to integrate information to meet the assignment guidelines
- Question assumptions
- Consider own and others' biases
- Evaluate evidence in light of own bias
- Evaluate results and consider the quality and relevance of the evidence
- Qualify own assertions with balance
- Identify and consider alternative solutions
- Identify the best method of inquiry for the assignment and discipline
- Apply method of inquiry to the assignment effectively
- Identify and explain claims of truth, aesthetic value, ethics, and/or morality
- Effectively evaluate claims of truth, aesthetic value, ethics, and/or morality

Current assessment will focus on the highlighted indicators as selected by faculty through the General Education Outcomes Survey distributed in January 2015.

Sampling

A random sample will come from courses identified by faculty on the Schinaman Matrix as being courses where Inquiry is embedded in the course. Once these courses are identified a random sample is taken to determine which courses will be selected to provide an Inquiry assessment to a random sample of students in the class.

Methodology

The instructors will choose the assignment(s) to use and apply the Inquiry rubric to each of the students chosen. Students will be shown the rubric for the assessment. The results will be used to identify interventions, if needed.

Rationale for Sampling and/or Methodology

Selecting students randomly from the identified courses allows the process to sample students from a variety of programs across the College.

Inquiry Rubric

NA (not applicable) may be used but at least 80% (20 out of 25 points) of the rubric must be completed.

Outcome	1—Missing Lack of understanding of the outcome.	2—Developing Some correct application of the outcome. Is inconsistent.	3—Acceptable Correct application of the outcome at the minimum level for credit.	4—Good Clear understanding of application of outcome.	5—Excellent Exemplary application of the outcome. Mastery of outcome.	Score
Identify the most appropriate issue for assignment and effectively focus on it						
Demonstrate strong interest in finding the best results and coming to the most convincing conclusions						
Evaluate results and consider the quality and relevance of the evidence						
Identify the best method of inquiry for the assignment and discipline						
Apply method of inquiry to the assignment effectively						

Scoring Instructions: Adhere to the original standards and guidelines of the assignment. Use this rubric to assess the key indicators of the outcomes as established by the assignment. Rubric Effective Fall 2015

Introduction to Diversity

Definition: Develop a mental habit which is open-minded, tolerant, appreciative of diversity and aware of global cultures.

The most recent attempt to assess diversity in 2011-12 yielded specific results in only one aspect of diversity. The committee did not evaluate this tool as an adequate data collection and assessment practice and as a result, curtailed the use of the tool. Because of the ineffectiveness of surveys used prior to 2011-12, the committee decided to look further. Several models were examined and one that is broad in scope was modified from that used by Case Western Reserve University.

In 2012-13 the Student Satisfaction Survey conducted by the College (late Spring Semester 2013) was revised to include three questions:

1. Classes/programs in my field of study adequately discuss cultural diversity.
2. Edison is a comfortable place for me. I feel accepted for who I am.
3. Edison's atmosphere helps me understand the harmful effects of discrimination.

In addition to the above questions, one question from The Community College Survey of Student Engagement (CCSSE) was collected.

1. How much does the college emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?

The results of the answers to these questions will be reported to the committee in the fall 2013. An analysis will then take place.

Introduction to Interpersonal Skills and Teamwork

Interpersonal skills promote personal effectiveness when interacting with others, whether the interaction is one-on-one, in a small group, in an organization, or with an audience. To be skilled interpersonally, a person must first assess any situation to determine the expectations of others involved, and then adapt to those expectations.

Outcomes

The student will:

- Demonstrate goal setting
- Fulfill class and group responsibilities
- Make reasoned decisions through participation and execution of applicable tasks
- Provide contributions in class and in groups
- Resolve conflicts constructively
- Demonstrate ability to collaborate ethically with others regardless of personal or cultural differences
- Exhibit positive morale in class and in groups
- Support cohesion among all group members
- Value complete assessment of the qualities of the group
- Exhibit feelings of commitment that are visible and consistent
- Encourage behaviors that are cooperative and supportive
- Complete tasks on time
- Use class time appropriately
- Come to class prepared
- Provide feedback that is dignified, clear, meaningful, respectful feedback
- Demonstrate respect when receiving feedback
- Reflect a professional attitude and disposition

Current assessment will focus on the highlighted indicators as selected by faculty through the General Education Outcomes Survey distributed in January 2015.

Sampling

A random sample will come from courses identified by faculty on the Outcomes Matrix as being courses where Interpersonal Skills and Teamwork are embedded in the course. Once these courses are identified a random sample is taken to determine which courses will be selected to provide an Interpersonal Skills and Teamwork assessment to a random sample of students in the class.

Methodology

The instructors will choose the assignment(s) to use and apply the Interpersonal Skills and Teamwork rubric to each of the students chosen. Students will be shown the rubric for the assessment. The results will be used to identify interventions, if needed.

Rationale for Sampling and/or Methodology

Selecting students randomly from the identified courses allows the process to sample students from a variety of programs across the College.

Interpersonal Skills and Teamwork Rubric

NA (not applicable) may be used but at least 80% (20 out of 25 points) of the rubric must be completed.

Outcome	1—Missing Lack of understanding of the outcome.	2—Developing Some correct application of the outcome. Is inconsistent.	3—Acceptable Correct application of the outcome at the minimum level for credit.	4—Good Clear understanding of application of outcome.	5—Excellent Exemplary application of the outcome. Mastery of outcome.	Score
Fulfills class and group responsibilities						
Provides contributions in class and in groups.						
Resolves conflicts constructively						
Demonstrates ability to collaborate ethically with others regardless of personal or cultural differences						
Supports cohesion among all group members						

Scoring Instructions: Adhere to the original standards and guidelines of the assignment. Use this rubric to assess the key indicators of the outcomes as established by the assignment.

Rubric Effective Fall 2015

Introduction to Mathematics Assessment

Outcomes and Indicators

Appreciate the process and structure of mathematics and apply math to the analysis of the physical world

- A. Use numerical, graphical and algebraic representations to describe and analyze applications and present and assess solutions to these applications.
- B. Develop or interpret models and explain algorithms and relationships among variables.
- C. Analyze real world data and graphs to gain information and support solutions.
- D. Increase confidence in learning and using mathematics.

Sampling

Work from MTH 122S, MTH 123S, MTH 125S, MTH 127S, MTH 221S, and MTH 226S will be used.

Methodology

The assessment of mathematics will have three parts:

- The courses used will have common final exams. Selected questions on these final exams will be related to the indicators of mathematics achievement. Each selected question will be rated on the degree of achievement of the appropriate outcome demonstrated. The results will be compiled for the courses.
- Assigned papers and reports on lab work will be used to assess achievement of outcomes.
- Students will be surveyed to determine their attitudes toward mathematics.

Rationale for Sampling and/or Methodology

The courses listed above represent the lowest level mathematics courses, which a student must complete to satisfy the mathematics requirements for degree programs. The use of final exam answers for assessment provides evidence of whether students completing these courses are demonstrating acceptable mathematics competency. The use of student papers and reports can be used to assess student understanding.

Instructions:

1. Grade the test as you would one of your own tests, giving partial credit where you deem appropriate. Record each student's score, as a percentage, in the second column from the right.
2. On the front of the reporting sheet are three outcomes; each outcome is associated with one or more problems on the exam. Using your best judgment, score each student's grasp of the set of problems indicated for each outcome from one to five, according to the key given on the front page.
NOTE: Outcome problems are not labeled on the exam anymore because the assessment committee decided students should not be made aware of these problems. You may, to aid in scoring, mark the problems designated for each outcome after your students have turned in the exam.
3. At the bottom of each outcome's column, record the number of students receiving each score for that outcome.
4. Record each student's final grade in the course in the last column.
5. Return this sheet with your students' final exams, in the envelope in which you received them to Terry Calvert.

MTH XXX Finals Reporting Sheet

MTH-000S-001	Instructor	2012FS
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0 = No apparent knowledge of this topic, 1 = Emerging (struggling to know where to start), 2 = Developing (can start but not easily finish), 3 = Can do the arithmetic but weak on understanding the concepts, 4 = Proficient (Understands the concepts but has arithmetic errors), 5 = Exemplary (no problems)

	Outcome 1 Problem 5	Outcome 2 Problems 10	Outcome 3 Problem 19	Final Exam Grade (%)	Course Grade
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
Total	1= 2= 3= 4= 5=	1= 2= 3= 4= 5=	1= 2= 3= 4= 5=		

Introduction to Oral Communication

Oral Communication, a skill basic to all college students, involves listening and speaking for the purpose of understanding and of being understood. A lifetime process, communication also involves the ability to use appropriate and reasonable language and dialects, acknowledging that audiences are diverse.

Outcomes and Indicators

Use spoken English effectively in a free exchange of ideas.

- A. Oral presentations demonstrate clarity and appropriateness of topic and purpose of the message.
- B. Oral presentations proceed logically and according to social norms.
- C. Students demonstrate appropriate choice of words, visuals, and nonverbal symbols during oral presentations.
- D. During oral presentations students deliver their message using acceptable nonverbal behavior.
- E. Students demonstrate effective content listening skills.

Sampling

A random sample will come from courses identified by faculty on the Outcomes Matrix as being courses where Oral Communication is embedded in the course. Once these courses are identified a random sample is taken to determine which courses will be selected to provide an Oral Communication assessment to a random sample of students in the class.

Methodology

The instructors will choose the assignment(s) to use and apply the Oral Communication rubric to each of the students chosen. Students will be shown the rubric for the assessment. The results will be used to identify interventions, if needed.

Rationale for Sampling and/or Methodology

Selecting students randomly from the identified courses allows the process to sample students from a variety of programs across the College.

Oral Communication Rubric

NA (not applicable) may be used but at least 80% (20 out of 25 points) of the rubric must be completed.

Outcome	1—Missing Lack of understanding of the outcome.	2—Developing Some correct application of the outcome. Is inconsistent.	3—Acceptable Correct application of the outcome at the minimum level for credit.	4—Good Clear understanding of application of outcome.	5—Excellent Exemplary application of the outcome. Mastery of outcome.	Score
Central Idea: Oral presentations demonstrate clarity and appropriateness of topic and purpose of the message.						
Organization: Oral presentations proceed logically and according to social norms.						
Language & Support Materials: Students demonstrate appropriate choice of words, visuals, and nonverbal symbols during oral presentations.						
Delivery: During oral presentations students deliver their message using acceptable nonverbal behavior.						
Listening: Students demonstrate effective content listening skills.						

Scoring Instructions: Adhere to the original standards and guidelines of the assignment. Use this rubric to assess the key indicators of the outcomes as established by the assignment. This rubric may be used to assess formal or planned student oral communication, such as presentations or reports.

Rubric Effective Fall 2015

Introduction to Written Communication

The General Education outcome for writing is to “Use written English effectively in a free exchange of ideas.” Writing is used across the curriculum in varying degrees. To assess whether writing English is effective depends on the intentions of the assignment, the student’s ability to meet the assignment requirements, and the readers understanding of both. Effective writing communicates with the reader so the reader can understand what is on the page.

Indicators

The student will:

- A. Determine General Understanding of Context and Purpose
 - 1. Maintain the appropriate context within the work itself.
 - 2. Demonstrate purpose and works to support that purpose.
 - 3. Write for a specific target audience.
- B. Show Overall Organization and Development
 - 1. Contain a main idea or thesis that meets the assignment requirements.
 - 2. Contain a logical order that develops and supports that main idea or thesis.
 - 3. Contain a logical flow and style.
- C. Demonstrate Appropriate Writing for Topic and Discipline
 - 1. Follow the requirements of the assignment.
 - 2. Demonstrate appropriate complexity and depth of ideas.
 - 3. Address all issues related to the topics and are rational toward opposing points of view.
 - 4. Follow required formatting guidelines for layout and citations.
- D. Utilize Support and Evidence
 - 1. Support ideas by pertinent details.
 - 2. Provide sources when required that are credible and diverse.
- E. Demonstrate Proper Mechanics
 - 1. Use all elements of basic mechanics - vocabulary, grammar, and punctuation.
 - 2. Recognize that the severity of errors is considered within the context of the writing assignment.

Current assessment will focus on the highlighted indicators as selected by faculty through the General Education Outcomes Survey distributed in January 2015.

Sampling

A random sample will come from courses identified by faculty on the Outcomes Matrix as being courses where Written Communication is embedded in the course. Once these courses are identified a random sample is taken to determine which courses will be selected to provide a Written Communication assessment to a random sample of students in the class.

Methodology

The instructors will choose the assignment(s) to use and apply the writing rubric to each of the students chosen. Writing assessment is separate from the grading of the assignment. The results will be used to identify interventions, if needed.

Rationale for Sampling and/or Methodology

Selecting students randomly from the identified courses allows the process to sample students from a variety of programs across the College.

Written Communication Rubric

NA (not applicable) may be used but at least 80% (20 out of 25 points) of the rubric must be completed.

Outcome	1—Missing Lack of understanding of the outcome.	2—Developing Some correct application of the outcome. Is inconsistent.	3—Acceptable Correct application of the outcome at the minimum level for credit.	4—Good Clear understanding of application of outcome.	5—Excellent Exemplary application of the outcome. Mastery of outcome.	Score
Context & Purpose: Demonstrates purpose and works to support that purpose.						
Development & Organization: Contains a logical order that develops and supports that main idea or thesis.						
Topic & Discipline: Follows the requirements of the assignment.						
Support & Evidence: Supports ideas by pertinent details.						
Mechanics: Uses all elements of basic mechanics - vocabulary, grammar, and punctuation as appropriate for the writing.						

Scoring Instructions: Adhere to the original standards and guidelines of the assignment. Use this rubric to assess the key indicators of the outcomes as established by the assignment.

Rubric Effective Fall 2015

Career Program Annual Outcomes Assessment

Career programs and transfer degree programs develop outcomes that describe the general goals that the program emphasizes. Specific outcomes for each program are published in the catalog and serve as the basis for an annual program assessment.

Faculty members in each program area develop an outcome assessment procedure. Many career programs require students to take a capstone course or participate in an internship. Portfolio reviews, reports from internship supervisors, reviews of projects from capstone courses, and work samples taken from selected courses are commonly used as the basis for an annual assessment.

Outside professionals are used to assess the quality of the students' work using a rubric designed to gather information related to program outcomes. The rubric includes a rating scale (preferably 1-5) or with descriptors such as Superior, Above Average, Average, Below Average, and Does Not Meet the Requirements.

Using the information provided by the assessors, the program's faculty member(s) prepare the Annual Outcomes Assessment report that describes the students' achievement of each of the outcomes. Based on this report, the faculty members will propose changes to improve the program. During the next academic year's program assessment, the faculty member(s) will determine whether improvement resulted from these changes. This information will also be included in the program's annual assessment report.

Career Programs Annual Outcomes Assessment Report

Degree or Program:	
Faculty Member:	
Academic Year:	
Date of Submission	

Please complete the following information. The tables will expand as you type. If more rows are needed, simply press TAB at the end of the last row.

Total number of students being evaluated:

Number of Outside Assessors:

- Are the program outcomes being met? Use the appropriate columns based on your evaluation form to enter the aggregated data for each criteria. **Please attach a blank copy of the form, including the rubric or scale that was used.**

Program Outcomes	Superior	Above Average	Average	Below Average	Does Not Meet Requirement
Value <i>Use a numeric scale 1-5 and descriptors such as the examples shown here.</i> <i>Please change the descriptors to meet your evaluation rubric.</i>	5	4	3	2	1
<i>List program outcomes that are being assessed by the outside evaluator(s).</i>					
<i>Example for a total of 9 students being evaluated:</i>					
<i>1) Demonstrate skills in oral and written communication.</i>	3	4		2	
1.					
2.					
3. etc...					

- What is the trend for meeting the program outcomes?

Program Outcomes	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students assessed:	7	8	7	9	10	8	9
<i>Example:</i>							
<i>1) Demonstrate skills in oral and written communication. (Based on the overall results from the above table.)</i>	4.5	4.8	4.6	4.7	5.0	4.9	3.0
1.							
2.							
1. etc...							

3. What interventions or changes from the previous year were applied, and what were the results?

Intervention/Change	Effect/Results
<i>Example:</i> Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.	<i>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</i>

4. What outcomes need improvement as indicated in this year’s results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>

5. How do the results of the evaluations and changes support student learning for your program?
(box will expand as you type)

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6. The Annual Outcomes Assessment also includes a review and update of the Action Plan resulting from the most recent Program Review. The Action Plan may serve to inform the improvements identified in the Annual Outcomes Assessment.

Year of last Program Review:
Next Review Scheduled for:

What is the status of the Action Items identified in the last Program Review?
(to be inserted)

Annual Outcomes Assessment Feedback Report

Career Program:

Program Faculty:

Reviewer:

Was a 20XX-20XX assessment report submitted?

Were the individual program outcomes assessed?

Based on the reported results, are there positive indications for the program, and if so, what are they?

Based on the reported results, are there negative indications for the program, and if so, what are they?

What program outcomes were identified as areas needing improvement in 20YY-20YY and what program changes will be made?

What program improvement goals were established for 20XX-20XX?

Did the changes made during 20XX-20XX lead to improvement in the identified areas?

Was the Program Review Action Plan included and updated?

Comments/Recommendations for success or improvement:

Checklist for Assessment Completion

- Has a numerical rating scale been used?
- Are the numerical rating scale levels defined?
- Have outside evaluators been included?
- Are the number of evaluators, students, and groups clearly defined?
- Has the Action Plan from the last Program Review been updated?
- Has the due date for submittal of the documents been honored?
- Is a blank copy of the evaluation form, including the rubric or scale that was used, included?

Examples of Successful Career Program Outcomes Assessments

Social Services Annual Outcomes Assessment Report

Degree or Program	Social Services
Faculty Member	Matha Schleinitz
Academic Year	2011-12
Date of Submission	July 10, 2012

1. Are the program outcomes being met? Use the appropriate columns based on your evaluation form to enter the aggregated data for each criteria. Please attach a blank copy of the form, including the rubric or scale that was used to assess each of the outcomes.

Total number of students being evaluated:

16

Indicate the rating scale values that were used	A	B	C	D	F
Program Outcomes	5	4	3	2	1
1. Exhibit awareness of his/her personal value orientation, motivations, strengths, and limitations and how such may impact thinking, behavior, and relationships within a "helping professions" career. Evaluate his/her level of commitment to the social work profession	11	5	0	0	0
2. Demonstrate respect for individual worth and the rights of others. Maintain professional relationships with consumers that encourage active participation, autonomy, personal empowerment, healthy boundaries, and self-determination	9	7	0	0	0
3. Demonstrate an understanding of human systems, their basic operational patterns at the individual (micro), group/family (mezzo) and community organizational (macro) levels, and generalist social work practice and intervention methods associated with those levels	10	5	1	0	0
4. Use effective interpersonal communication skills, demonstrating active listening, appropriate verbal/no-verbal responses, and basic competency in written and spoken English	8	6	2	0	0
5. Demonstrate basic problem solving skills, accurately assessing/prioritizing consumer needs, and establishing appropriate intervention goals/objectives	6	9	1	0	0
6. Utilize available community resource, making appropriate referrals, serving the consumer as advocate and broker	8	6	2	0	0
7. Effectively participate in groups (2 NAs)	7	5	2	0	0
8. Understand the unique role, responsibilities, and boundaries of the social work or social service assistant vis-à-vis the "professional" worker	11	4	1	0	0
9. Demonstrate ethical conduct based on the "Code of Ethics" of the NASW, National Association of Social Workers and the Standards of Ethical and Professional Conduct of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board	10	6	0	0	0

2. What is the trend for meeting the program outcomes?

Program Outcomes	07-08	08-09	09-10	10-11	11-12
Number of student assessed		19	9	16	16
1. Exhibit awareness of his/her personal value orientation, motivations, strengths, and limitations and how such may impact thinking, behavior, and relationships within a "helping professions" career. Evaluate his/her level of commitment to the social work profession	4.6	4.68	4.5	4.59	4.64
2. Demonstrate respect for individual worth and the rights of others. Maintain professional relationships with consumers that encourage active participation, autonomy, personal empowerment, healthy boundaries, and self-determination	4.59	4.73	4.5	4.6	4.59
3. Demonstrate an understanding of human systems, their basic operational patterns at the individual (micro), group/family (mezzo) and community organizational (macro) levels, and generalist social work practice and intervention methods associated with those levels	4.69	4.84	4.3	4.40	4.49
4. Use effective interpersonal communication skills, demonstrating active listening, appropriate verbal/non-verbal responses, and basic competency in written and spoken English	4.62	4.63	4.4	4.43	4.31
5. Demonstrate basic problem solving skills, accurately assessing/prioritizing consumer needs, and establishing appropriate intervention goals/objectives	4.23	4.57	4.2	4.35	4.28
6. Utilize available community resource, making appropriate referrals, serving the consumer as advocate and broker	4.74	4.66	4.2	4.19	4.33
7. Effectively participate in groups	4.63	4.66	4.0	4.62	4.35
8. Understand the unique role, responsibilities, and boundaries of the social work or social service assistant vis-à-vis the "professional" worker	4.49	4.57	4.3	4.53	4.54
9. Demonstrate ethical conduct based on the "Code of Ethics" of the NASW, National Association of Social Workers and the Standards of Ethical and Professional Conduct of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board	4.66	4.84	4.6	4.56	4.59

3. What interventions or changes from the previous year occurred, and what were the results?

Intervention/Change	Effect/Results
Provided more exposure to community resources in SSV 212S during 2011-12 academic year. More agency representatives were brought to classroom also.	The average for <u>Outcome number 6</u> did <u>improve</u> to a 4.33 for the 2011-12 year. This was a <u>slight improvement</u> from the previous year. It did not meet our target goal of 4.5, but <u>it is moving in the right direction.</u>

4. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
<p>Outcome 4 (writing and communicating) This outcome continues to be a concern within the program, and has for several years.</p>	<p>ENG 122S was added as a required course to the program in 2009-10. We expected to see a gradual rise in the average on this outcome over the last two academic years. To date, the outcome #4 average is virtually unchanged. (It has not improved, and actually decreased slightly.) Continue to require multiple writing assignments in all SSV classes.</p>	<p>Would like to see this outcome at a 4.5 average by next year. Increase of .2</p>
<p>It was noted that Outcome 7 average dropped this year.</p>	<p>Strongly encourage all (100%) internship placement sites to permit exposure to group activities and facilitation skills for students. This would help to strengthen this outcome.</p>	<p>Would like to see this average at 4.5 by next academic year, increase of .2</p>

5. How do the results of the evaluations and changes support student learning for your program

This year, 6 of the 9 program outcomes averages either improved or stayed virtually the same. 3 of the 9 program outcomes saw a decline in the averages. (outcomes 4, 5, and 7)

The outcome averages continue to reveal a standard of consistency in the SSV program over time. Please review outcome averages for last 5 years.
The variation is extremely small.
100% of the outcome averages continue to fall within the A and B grade level.

Two areas where there was a slight decrease in the average, outcome #4 and outcome #7 were addressed in this report above. There was also a decline in the average for Outcome #5. I will be gathering suggestions from SSV adjuncts this academic year on how best to strengthen problem solving and critical thinking skills within the SSV student body.

Medical Assistant Annual Outcomes Assessment Report

Degree or Program:	Medical Assistant
Faculty Member:	Heather Young
Academic Year:	2011-12
Date of Submission	

Total number of students being evaluated:

28

1. Are the program outcomes being met? Use the appropriate columns based on your evaluation form to enter the aggregated data for each criteria.

	Yes*	No*	- or-	Very Good	Satisfactory	Some Improvement	Significant Improvement	N/A
				4	3	2	1	0
*Yes/No are to be used for Competency-based assessment only								
Program Outcomes	Yes*	No*	- or-	4	3	2	1	0
	Competency			Student Evaluation				
1. Demonstrate professionalism in regards to ethical and responsible behavior	100%			25	3			
2. Demonstrate effective interpersonal skills with patients, physicians, and co-workers	100%			25	3			
3. Demonstrate competent written and medical terminology skills	100%			24	4			
4. Apply administrative policies and procedures effectively in the performance of duties	100%			25	3			
5. Apply clinical policies and procedures effectively in the performance of duties	100%			24	4			
6. Apply ethical and legal policies and procedures effectively in the performance of duties	100%			25	3			
7. Adapt methods and techniques to the individual needs or capabilities of patients	100%			24	4			
8. Apply skills, attitudes, and dispositions to reflect Edison's Academic Core Values	100%			26	2			

2. What is the trend for meeting the program outcomes?

Note: The method of scoring the Competency component of the evaluation changed between 2007/2008 and 2008/2009

Program Outcomes		06-07	07-08	08-09	09-10	10-11	11-12
Number of students assessed:				26	30	38	28
1. Demonstrate professionalism in regards to ethical and responsible behavior	SE COMPT	4.69 4.54	4.47 4.59	4.50 100%	3.78 100%	3.88 100%	3.86 100%
2. Demonstrate effective interpersonal skills with patients, physicians, and co-workers	SE COMPT	4.65 4.36	4.45 4.47	4.56 100%	3.73 100%	3.88 100%	3.85 100%
3. Demonstrate competent written and medical terminology skills	SE COMPT	4.41	4.47	100%	100%	3.84 100%	3.79 100%
4. Apply administrative policies and procedures effectively in the performance of duties	SE COMPT	4.22 4.42	4.44 4.55	4.43 100%	3.81 100%	3.87 100%	3.83 100%
5. Apply clinical policies and procedures effectively in the performance of duties	SE COMPT	4.09 4.42	4.33 4.55	4.46 100%	3.83 100%	3.89 100%	3.86 100%
6. Apply ethical and legal policies and procedures effectively in the performance of duties	SE COMPT	4.64 4.52	4.42 4.56	4.52 100%	3.69 100%	3.88 100%	3.83 100%
7. Adapt methods and techniques to the individual needs or capabilities of patients	SE COMPT	4.43 4.36	4.43 4.50	4.50 100%	3.80 100%	3.87 100%	3.80 100%
8. Apply skills, attitudes, and dispositions to reflect Edison's Academic Core Values	SE COMPT	4.50 4.50	4.40 4.62	4.46 100%	3.83 100%	3.95 100%	3.88 100%

3. What interventions or changes from the previous year were applied, and what were the results?

Intervention/Change	Effect/Results
Encouraged internship sites to spend time with students going over administrative and clinical policies and procedures	SE slightly decreased on #'s 4 & 5; Internship sites identify difficulty trying to find time to set aside for students to look at policies, etc.

4. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
#3 Demonstrate competent written and medical terminology skills	Continue to encourage students to learn & apply proper medical terminology, continue to work on verbal & written communications in MED & OSA courses	SE will not reflect a significant drop
#7 Adapt methods and techniques to the individual needs or capabilities of patients	Continue to approach this subject throughout the MED courses; continue to discuss the importance of patient-centered care, how culture can affect healthcare, continue to work on therapeutic communication skills	SE will not reflect a significant drop

5. How do the results of the evaluations and changes support student learning for your program?

The SE's dropped slightly across the board from the previous assessment. This is partly due to acquiring new internship sites and preceptors for internships. A number of the preceptors evaluated the students' performances more strictly than has been noted in the past. I feel this is not a negative reflection of the program, I see it as a positive. If more preceptors give "true" evaluations of the students, it will only help to continue to strengthen the program. We may continue to see some decrease in the SE's on the assessment. Overall, the SE's are all still very good (on a 4 point scale). The feedback from the internship sites has been very positive! Performing the yearly assessment, makes me aware of areas that need to be monitored, discussed with my Advisory Committee and improved upon. Thank you for the opportunity to do so.

Office Systems & Administration Annual Outcomes Assessment Report

Degree or Program	Office Systems & Administration
Faculty Member	Marva Archibald
Academic Year	2011-2012
Date of Submission	September 24, 2012

Please complete the following information. (Note: The tables will expand as you type. If more rows are needed, press the “TAB” button when the cursor is in the last cell to the right and in the bottom row.)

- Are the program outcomes being met? Use the appropriate columns based on your evaluation form to enter the aggregated data for each criteria. **Please attach a blank copy of the form, including the rubric or scale used to assess each of the outcomes.**

Total number of students evaluated:

27

Recommendation for improvement: Indicate descriptor of value such as 5 = Superior

Program Outcomes	5	4	3	2	1
1. Demonstrate in-depth knowledge in the secretarial/office skills of keyboarding, transcription, records management, work processing, and desktop publishing	10	15	0	0	0
2. Demonstrate proficiency in oral and written communication, including the use of good grammar, spelling, and punctuation, along with an awareness of the available resources and the ability to access information	11	10	6	0	0
3. Operate personal computers and adapt to a variety of software applications	15	10	2	0	0
4. Organize work, set priorities, and functions in an efficient, but flexible manner	12	7	8	0	0
5. Recognize the traits of dependability, responsibility, confidentiality and professional ethics as these traits relate to the office profession	21	2	3	1	0
6. Explain the importance of human relations in the world of work, both locally and at the international level	10	11	3	2	0
7. Demonstrate the ability to apply for a position, and recognize the importance of success in that position and of advancement to a higher position	11	14	2	0	0
8. Appreciate learning about one’s profession and the continuation of this learning	15	9	3	0	0
9. Demonstrate problem-solving skills required by members of a technological office environment	8	11	4	3	0
10. Possess the skills necessary to succeed as a legal or medical office assistant, or administrative assistant	15	6	5	1	0

2. What is the trend for meeting the program outcomes?

Program Outcomes	2009-2010	2010-2011	2011-2012
1. Demonstrate in-depth knowledge in the secretarial/office skills of keyboarding, transcription, records management, work processing, and desktop publishing	5	4.86	4.07
2. Demonstrate proficiency in oral and written communication, including the use of good grammar, spelling, and punctuation, along with an awareness of the available resources and the ability to access information	2.5	4.77	4.18
3. Operate personal computers and adapt to a variety of software applications	5	4.96	4.48
4. Organize work, set priorities, and functions in an efficient, but flexible manner	2.5	4.86	4.15
5. Recognize the traits of dependability, responsibility, confidentiality and professional ethics as these traits relate to the office profession	5	4.95	4.59
6. Explain the importance of human relations in the world of work, both locally and at the international level	0	4.55	3.96
7. Demonstrate the ability to apply for a position, and recognize the importance of success in that position and of advancement to a higher position	2.5	4.86	4.33
8. Appreciate learning about one's profession and the continuation of this learning	5	4.91	4.44
9. Demonstrate problem-solving skills required by members of a technological office environment	0	4.77	3.89
10. Possess the skills necessary to succeed as a legal or medical office assistant, or administrative assistant	4	4.91	4.30

3. What interventions or changes from the previous year occurred, and what were the results?

Intervention/Change	Effect/Results
The ability to problem-solve and use critical thinking was noted as an item of concern last year, and it continues to surface again this year.	Critical thinking exercises have been added in all OSA courses and options
Look into different pegboard system options for OSA252s (Medical Office Computing)	The matter is still being looked at; while instructors continue to teach the use of pegboards in addition to computerized office system using MOSS software
Reduce number of transcription assignments in OSA232 (Office Procedures II)	This process is now in place. A new textbook was selected for use in both Office Procedures I & II classes
Add basic transcription to OSA231(Office Procedures I)	Completed and we will continue to add more exercises, where necessary. NOTE: The new textbook will be used for both classes

4. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
Gaining better understanding of how Medical Office works	Review of newspaper articles and online research frequently	Increase outcome result to between 85% - 95% positive.
Students seeking more hands-on work through internship	Work with Internship Coordinator to provide internship site for students. Added Internship workshop to curriculum	Increase outcome result to between 50% - 95% positive.
Student requesting more MS Access course work	Provide more projects using MS Access database software	Increase outcome result to between 85% - 95% positive.
Student requesting more Excel course work	Provide more projects using Excel spreadsheets	Increase outcome result to between 85% - 95% positive.
Time Management	Provide more projects using Time Management techniques. Using group approach for role play	Increase outcome result to between 85% - 95% positive.
Students need more work on proper grammar usage (written and verbal)	More grammar and vocabulary skills added in each course this school year.	Increase outcome result to between 85% - 95% positive.
Problem-solving skills, and use of Critical Thinking	Include more Critical Thinking exercises in all OSA courses and options.	Maintain outcome result to 95% positive.

5. How do the results of the evaluations and changes support student learning for your program? (Note: Box will expand as you type.)

The results indicate that there is still much work necessary with our students. There is always room for improvement and revision, and we will continue to strive to meet the needs of our students, their employers, local businesses, and the medical community.

Career Program Review

Three- to Five-Year Program Review Process

A program review committee will be identified by the program faculty and the dean of the division to perform the review of the program. This committee will be composed of a faculty member responsible for the program, a faculty member who does not teach in the program, the program's advisory committee, an adjunct or student who has participated in the program, and one to three other professionals not currently associated with Edison's program. The dean of the division containing the program will serve as an ex-officio member of the committee. The outside professionals on the committee will be chosen from among the following groups:

- Employers of program graduates.
- Alumni who completed the program at least two years earlier.
- Faculty who teach in the discipline at other colleges.
- Professionals practicing in the field.

An attempt will be made to have representatives from area employers and from each of the counties served by the College.

Three- to Five-Year Program Review Responsibilities:

1. The dean in charge of the program and the faculty who teach in the program will work together to select the faculty member who does not teach in the program and the one to three outside professionals who will serve on the committee.
2. The faculty who teach in the program will collect and organize the program materials that will be reviewed by the committee. This may include, but is not limited to:
 1. College mission statement
 2. College catalog
 3. Program outcomes
 4. Staffing information
 5. Syllabi
 6. Handouts
 7. Requirements of accrediting bodies
 8. Recommendations of professional organizations
 9. Outcomes assessments
 10. The last program review report
3. The dean and program faculty member(s) will prepare statements or reports to be included in the summary report prepared by the Office of Institutional Planning and Effectiveness that may address the following:
 1. Accreditation status
 2. Articulation agreements
 3. External evaluation methods
 4. Recruitment efforts
 5. Unique value to the College

4. The dean and program faculty member(s) will review the Program Planning Model for program viability, including financial viability.
5. The Office of Institutional Planning and Effectiveness will work with the dean and program faculty to determine what program data and what program statistics should be collected.
 - Program data may include surveys of current students, program graduates, and employers of program graduates. When a program has an internship as part of its assessment process, data from these processes may be used in addition to or in place of surveys.
 - Surveys will be prepared and sent out by Institutional Research, in coordination with the program faculty
 - Survey results and the preparation of the Program Review Summary booklet will be prepared by the Institutional Planning and Effectiveness department.
 - Program statistics that should be collected by the Office of Institutional Research are those which are necessary to make decisions concerning the continuation of the program, and that show the trends over the last three to five years. These may include:
 - Annual Assessment of Program Outcomes.
 - The Action Plan from the previous Program Review.
 - Enrollment data.
 - Graduation data.
 - Duplication of program in the 30-mile radius.
 - Employment outlook including:
 - Average salary of employees in the program area within the service area.
 - Average salary of employees in the program area within the state.
 - Projected employment outlook for graduates.
 - An analysis of the labor and economic impact data as it pertains to this program.
6. At least two weeks prior to the committee's meeting, program materials, program data, and the questions in #9 below will be sent to the committee members.
7. The committee will meet on campus where they will examine the program's facilities, equipment, computer software, and other support. They may also interview appropriate people.
8. The faculty member who does not teach in the program will serve as facilitator, lead the discussion by the program review committee, and write the final report.
9. During the discussion of the program, the program review committee should use the materials provided and the results of the campus visit to attempt to answer the following questions:
 1. Do the program's outcomes and other materials show that the program is aligned with the College's mission statement?
 2. Are the program's stated outcomes appropriate and current?

3. Do the syllabi, other materials, and outcomes assessments show that the skills and knowledge provided by the program match those required by employers and accrediting bodies?
4. Are the qualifications of the full-time and adjunct faculty appropriate?
5. Are the facilities, equipment, and other College support adequate and appropriate?
6. Is the computer software being used up to date and appropriate?
7. What are the strengths of the program?
8. What are the weaknesses of the program?
9. What are the committee's recommendations for improving the program?

The facilitator of the review committee will write the committee's report and address the issues indicated above. This report will be forwarded to the dean of the division that includes the program, the faculty who teach in the program, the Senior Vice-President for Academic Affairs and the Office of Institutional Planning and Effectiveness.

Administrative Review

The Senior Vice-President for Academic Affairs, and the dean supervising the program will review the program review report. They will then meet to review the program statistics which they consider appropriate. These statistics may include, but are not limited to:

- Success of students in individual courses.
- Completion rates for students entering the program.
- Number of students who are majoring in the program, number of FTE's generated by the program, and number of graduates in the years since the last program review.
- Staffing information concerning the program.
- Financial information concerning the program.
- Any surveys or other information that they consider important.

This meeting should address two questions:

1. Do the program statistics show any trends that need to be addressed?
2. Should the program be continued or should it be eliminated?

Development of an Action Plan

The Senior Vice-President for Academic Affairs, the dean in charge of the program, the program coordinator or faculty member in charge of the program, and the faculty member who wrote the program

review report will then meet. They will discuss the report and the answers to the two questions above. They will develop an action plan for the program. A copy of the report and action plan along with the answers to the two questions above will be sent to the Office of Institutional Planning and Effectiveness for archiving. The Action Plan will become part of the Annual Outcomes Assessment review for implementation and updates.

Curriculum Follow-Up

Necessary curriculum changes will be submitted to the Curriculum Committee and the faculty in charge of the program will follow the procedures required by the Curriculum Committee to insure that the course syllabi are kept up to date.