

## ASSESSMENT FOR STUDENT LEARNING

### PURPOSE

The purpose of this policy is to define the process to support the College's commitment to ongoing outcomes assessment for continuous improvement of student learning and teaching strategies.

### POLICY STATEMENT

The assessment process allows 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.

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:

1. To improve student academic achievement;
2. To improve teaching strategies;
3. To document best practices;
4. To identify opportunities for systemic improvements; and
5. To provide evidence for institutional effectiveness.

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.

The Provost shall establish procedures to administer this program.

### Assessment of 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 State are characterized using six learning outcomes:

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.

Classroom data is collected and analyzed by faculty from across the campus to determine whether or not students are meeting the expectations described by these outcomes. The faculty-led Assessment Committee serves as the review board for the annual collection of assessments. The function of the Assessment Committee is:

1. To coordinate and guide the institutional assessment of student learning.
2. To coordinate the assessment of general education.
3. To assist faculty in the development of program assessment plans.
4. To provide feedback to those submitting assessment reports.
5. To prepare annual summaries of assessment activities.
6. To maintain records of assessment and program review activities, including an assessment web site.

Validation of General Education Outcomes. The General Education Outcomes are periodically reviewed and updated by the Assessment Committee. Recommended changes to the General Education Outcomes are presented to faculty through Academic Senate for approval. The entire General Education Assessment process can be found in the Assessment Handbook for the Annual Assessment of Student Learning.

All credit programs are required to assess their program outcomes including the General Education outcomes. Assessment of Career Program Outcomes is conducted by the program/department faculty and then reviewed by Provost. The entire Career Program Assessment process can be found in the Program Review Procedures section of the Assessment Handbook.

The process for validating Career Program Outcomes is conducted by faculty and the process is maintained and posted on the Edison State Community College Assessment website.

The Assessment Handbook provides a comprehensive outline of the College assessment processes and procedures. The handbook reflects the collaborative work of faculty across all divisions. Changes to the handbook will be completed by the Assessment Committee in consultation with the Curriculum Committee, and faculty in order to maintain relevancy with changes at the College. An updated version of the Assessment Handbook will be posted on Edison's website and be available through SharePoint.

### **PERSONS AFFECTED**

All Edison State Community College stakeholders.