

Edison State Community College

# ASSESSMENT

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HANDBOOK

For

The Assessment of  
Student Learning

Developed by

**The Assessment Committee**

Updated September 2025

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## **Board Approved Policy Statements**

### **3358-4-18. Assessment for Student Learning. Approved November 15, 2023**

- (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 State'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.

### **3358-8-08. Assessment, 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, Effectiveness, and Accreditation serves as the Assessment Office for both institutional assessment and the assessment of student learning.
- (B) Institutional assessment is conducted through the annual reporting of progress toward achievement of the Key Results identified in the Strategic Master Plan; the Board Monitoring Reports; and the Key Performance Indicators.
- (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, Effectiveness, and Accreditation assists with the surveys, data collection and analysis.

Beginning Academic Year 2018, the Assessment of Co-curricular Activities is formally placed under the oversight of the Assessment Committee.

## **Introduction**

Edison State Community College is committed to providing quality education and services to students. To promote quality, Edison State 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 Provost and is led by nine full-time Faculty. Committee membership is made up of both arts and sciences (3), health sciences (3), and career/technical (3) Faculty along with the Dean of Arts and Sciences, Dean of Professional and Technical Programs, and the Dean of Accreditation and Academic Effectiveness, and the Provost.

### **Function of the Assessment Committee:**

- 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

### **Assessment Committee Officer Responsibilities:**

*Duties of Chair.* The duties of the chair will be to:

- 1. Schedule and preside over meetings of the Assessment Committee.
- 2. Chair meetings of the Assessment Committee.
- 3. Provide leadership and direction for the Assessment Committee.
- 4. Develop meeting agendas in collaboration with the Co-Chair and Secretary.
- 5. Ensure committee goals align with institutional assessment priorities and timelines.
- 6. Oversee the progress of assessment activities and ensure timely completion of tasks.
- 7. Facilitate open communication and active participation among committee members.
- 8. Serve as the primary liaison between the committee and institutional leadership.

*Duties of Co-Chair.* The duties of the co-chair will be to:

- 1. Assist the Chair in planning and facilitating committee meetings.
- 2. Support the Chair in developing agendas and tracking action items.
- 3. Preside over meetings in the absence of the Chair.
- 4. Collaborate with the Chair in monitoring assessment progress and follow-up.
- 5. Serve as a secondary point of contact for institutional leadership, as needed.
- 6. Help maintain continuity in leadership and provide mentorship for potential future leaders.

Duties of Secretary. The duties of the secretary will be to:

1. Record accurate and comprehensive minutes of all committee meetings.
2. Distribute meeting agendas and minutes to committee members in a timely manner.
3. Maintain organized records of all committee documentation, including reports, communications, and assessment data.
4. Assist in tracking deadlines, action items, and follow-ups from committee meetings.
5. Support communication among committee members and coordinate scheduling as needed.
6. Assist in the preparation of reports and documentation for institutional review or accreditation purposes.

*Nomination and Election.*

1. Any eligible full-time member may be nominated for an officer role.
2. Any member may make nominations for elected office. Members may self-nominate. Nominations will be taken via email prior to the meeting and from the floor at the time of election.
3. Terms of office is two years, beginning at the start of the Academic Year as defined by the Edison State Community College Academic Calendar.
4. The election will be by a majority vote of those present and their proxies at the regularly scheduled meeting in August. If no candidate receives a majority on the first election, a run-off election will be taken between the two candidates receiving the most votes.

*Vacancy.*

1. **Planned Absence:** If an officer knows in advance that it will not be possible to attend a meeting, the Chair may appoint a replacement. If an officer plans to be absent for two or more consecutive meetings, the Assessment Committee will nominate and elect an interim officer to serve for the vacancy period. If available and as needed, a past Chair or Secretary may also serve as interim officer
  - a. **Interim Officers:** In the event the Chair office becomes vacant, the Co-Chair will assume the role of Chair. If neither the Chair or Co-Chair are available, the Secretary will serve in this capacity.
2. **Unplanned Vacancy and Resignation:** If an office is vacant without advance notice, or if one becomes vacant due to resignation, recall, or ineligibility, the Assessment Committee will begin the meeting by nominating and electing an interim officer to serve for the vacancy period. This nomination and election process supersedes section four.

## 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 State are characterized using six learning outcomes. The General Education outcomes are assessed annually throughout the courses that are offered. The results of the assessments are evaluated and alterations to these assessments are made, if needed, to increase their effectiveness. If results indicate, changes may be made to courses or professional development conducted across the curriculum in order to enhance the focus relating to specific outcomes. This assessment procedure allows Edison State to verify that students receiving a General Education have increased their competency regarding the General Education outcomes listed below: These outcomes are:

1. **Critical Thinking:** Demonstrate critical thinking skills to understand complex relationships; to evaluate claims of truth, aesthetic value, ethics, and morality; and to make appropriate choices and draw defensible conclusions;
2. **Oral and Written Communication:** Use written and spoken English effectively in a free exchange of ideas;
3. **Mathematics:** Appreciate the process and structure of mathematics and apply math to the analysis of the physical world;
4. **Community Awareness:** Consider various perspectives of differences and awareness of local and global cultures;
5. **Interpersonal Skills and Teamwork:** Demonstrate effectiveness when interacting with others, whether the interaction is one-on-one, in a small group, in an organization, or with an audience;
6. **Inquiry:** Use information resources and apply basic methods of inquiry from many fields, including scientific methods, 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 State to verify that students receiving a General Education have increased their competency regarding the General Education outcomes.

The core values are a set of principles that guide Edison State Community College in creating its educational programs and environment. They will be reflected in every aspect of the College. Students' educational experiences and will incorporate the core values at all levels, so that a student who completes a degree program at Edison State Community College will not only have been introduced to each value, but will have had them reinforced and refined at every opportunity. The General Education Outcomes are closely aligned with the Student Core Values: Ethics, Critical Thinking, Inquiry, Respect for Learning, Interpersonal Skills, Teamwork, and Written and Oral Communication.

## 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 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 Office of Accreditation and Academic 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 Assessment Committee (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**

With regards to student learning outcomes, 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 ☐

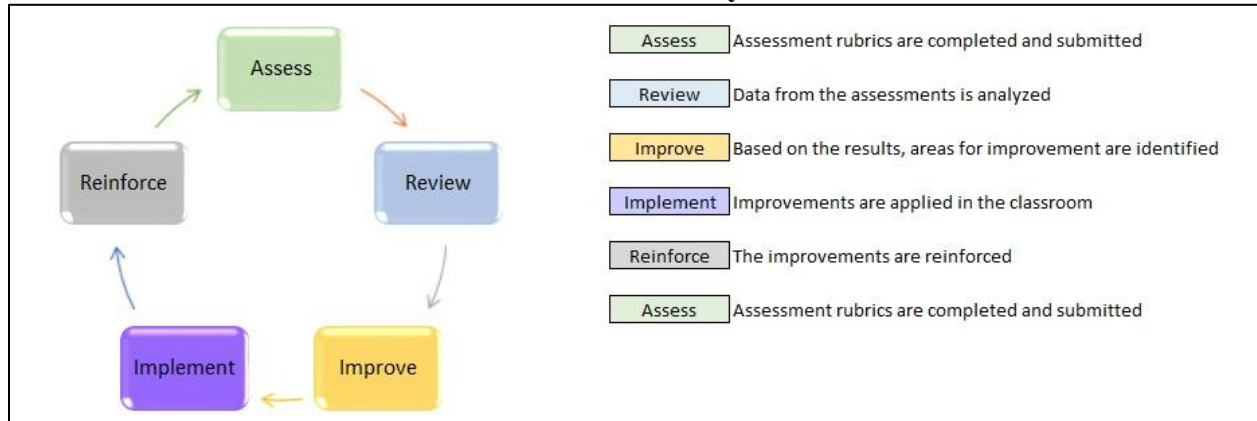
Course Number	HST 121S	Credit Hours	3
Course Name	HISTORY OF THE UNITED STATES		
Prerequisites	NONE		
Course Description	Survey of the development of the United States, emphasizing the political, social, and economic institutions that distinguish American culture. The course examines America's colonial origins and the development of the United States through the era of Reconstruction.		

### Outcome Matrix

**2 = Included and Assessable**  
**1 = Included but not Assessable**  
**0 = Not included**

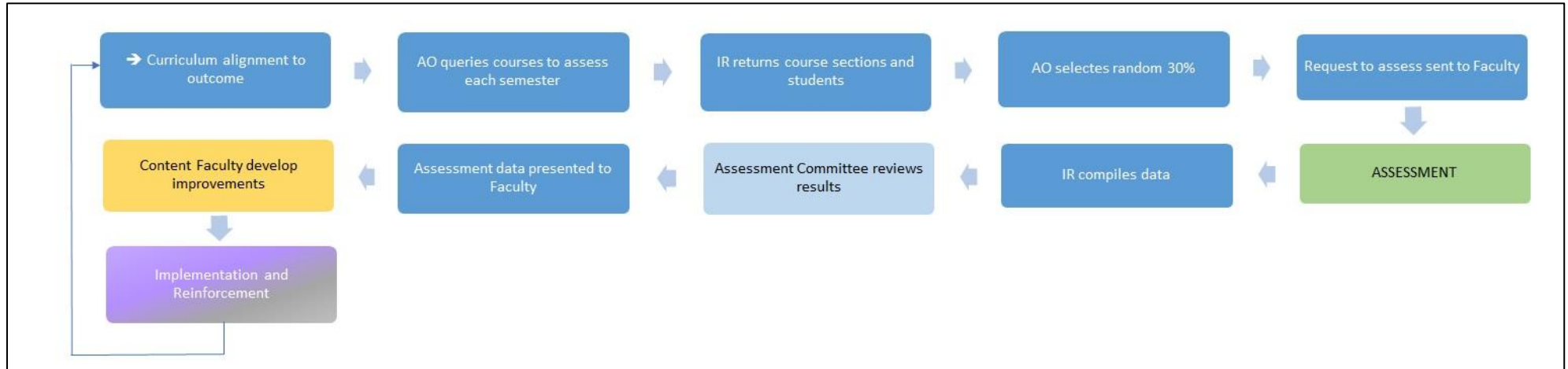
Goals		Program Outcome	Oral	Written	Ethics	Critical Thinking	Diversity	Inquiry	Interpers Skills	Bloom's Domain Cognitive/Affective/	Bloom's Level #
1	Identify key vocabulary of American history from the colonial era to 1877 of important persons, developments, events, ideas, institutions, issues, and 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



	2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
Gen Ed Outcome	2022FS	2022SS	2023FS	2023SS	2024FS	2024SS	2025FS	2025SS	2026FS	2026SS
Oral Communication	Implement	Reinforce	Assess	Review	Improve	Implement	Reinforce	Assess	Review	Improve
Interpersonal Skills & Teamwork	Reinforce	Assess	Review	Improve	Implement	Reinforce	Assess	Review	Improve	Implement
Critical Thinking	Review	Improve	Implement	Reinforce	Assess	Review	Improve	Implement	Reinforce	Assess
Written Communication	Improve	Implement	Reinforce	Assess	Review	Improve	Implement	Reinforce	Assess	Review
Inquiry	Assess	Review	Improve	Implement	Reinforce	Assess	Review	Improve	Implement	Reinforce
Mathematics (Ongoing, every semester)	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review
Community Awareness	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review	Assess/ Review
<b>Matrix Review - Every 3 Years</b>			Review						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 unduplicated students per outcome
4. Assessment Office randomly selects 30% of returned students to assess
5. Request to Assess is sent to Faculty
6. Rubrics for 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 Academic Senate
10. Content Faculty are identified and asked to develop improvements
11. Teaching Faculty incorporate improvements in curriculum
12. Improvements are reinforced

## **General Education Assessment – Student Learning**

### **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:

- 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 results and consider the quality and relevance of the evidence

### **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 in columns not applicable to the course*

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
<b>The Problem</b> Demonstrates the ability to identify and define the problem or question to be addressed within the context of this course						
<b>Argument</b> Clearly communicates the perspective, hypothesis, or position						
<b>Data</b> Presents, assesses, and analyzes appropriate supporting data/evidence/sources						
<b>Assumptions</b> Identifies and assesses the key assumptions, positions, and biases of self and /or others						
<b>Conclusion</b> Articulates conclusions, implications, implementations, and/or consequences clearly						

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 2024

## **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
- 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

### **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 Community Awareness**

**Definition:** Consider various perspectives of differences and awareness of global cultures;

**Rubric in Development**

## **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:

- Fulfill group responsibilities
- Provide contributions in groups
- Resolve conflicts constructively
- Demonstrate ability to collaborate ethically with others regardless of personal or cultural differences
- Support cohesion among all group members

### **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

*Assess the student's skill level demonstrated in the activity/assignment for each row. Write N/A in columns not applicable to the course.*

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
<b>Contributions</b> Contributes to group work conversations						
<b>Conflict</b> Addresses conflicting ideas directly and constructively						
<b>Communication</b> Converses with the instructor and other students in a professional manner						
<b>Interactions</b> Engages in conversation in ways that respectfully facilitate their contributions by constructively building upon or synthesizing the contributions of others						
<b>Teamwork</b> Meets established expectations for group work						

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 2022

## **Introduction to Mathematics Assessment**

### **Outcomes and Indicators**

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

- Use numerical, graphical and algebraic representations to describe and analyze applications and present and assess solutions to these applications.
- Develop or interpret models and explain algorithms and relationships among variables.
- Analyze real world data and graphs to gain information and support solutions.
- 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:

- Each course used will have a 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. For each of your college math classes, prepare a reporting sheet by entering the course and section number (e.g. MTH123S-001SS) and your name at the top of the reporting sheet.
2. Grade your final exam as normal, giving partial credit for free answer questions where you deem appropriate.
3. Two math related learning outcomes, to be assessed on the final, are given on the front of the reporting sheet:
  - a. 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
  - b. Appreciate the process and structure of mathematics and apply math to the analysis of the physical world
4. Choose a skills-based problem from the final that can represent the level of the student's critical thinking skills. Using your best judgment, score each student's grasp of the problem and critical thinking ability from zero to 3, according to the key given on the front page.
5. Choose an applied problem from the final that can represent the level of the student's ability to apply mathematical principles. Using your best judgment, score each

student's grasp of the problem and ability to formulate a solution according to the key given on the front page.

**NOTE:** Outcome problems should not be labeled on the exam 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.

6. **Enter the two scores from each final in the rows provided on the reporting sheet for all students in your class.**
7. **At the bottom of each outcome's column, record the total of students receiving each score for that outcome.**
8. Return your completed reporting sheets electronically via email to [kzornes@edisonohio.edu](mailto:kzornes@edisonohio.edu).

## MATH Finals Reporting Sheet - Instructions on back

MTH- <b>course/section number</b>	<b>Your name</b>	<b>Semester - i.e. 2024SS</b>
-----------------------------------	------------------	-------------------------------

0 = Little or no apparent knowledge of the topic (struggling to know where to start), 1 = Developing (can start but not finish or easily finish), 2 = Proficient (Understands the concepts but made minor errors),  
3= Exemplary (no problems)

<b>Student</b>	<b>Outcome 1</b> (Demonstrate critical thinking skills)	<b>Outcome 2</b> (Apply math in the physical world)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
<b>Total</b>	<b>0=      1=      2=      3=</b>	<b>0=      1=      2=      3=</b>

Rubric Effective Spring 2025

## **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.

- Oral presentations demonstrate clarity and appropriateness of topic and purpose of the message.
- Oral presentations proceed logically and according to social norms.
- Students demonstrate appropriate choice of words, visuals, and nonverbal symbols during oral presentations.
- During oral presentations students deliver their message using acceptable nonverbal behavior.
- Students demonstrate effective 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
<b>Central Idea - Objective:</b> Oral presentations demonstrate clarity and appropriateness of topic and purpose of the message.						
<b>Organization:</b> Oral presentations proceed logically and according to social norms.						
<b>Language &amp; Support Materials:</b> Students demonstrate appropriate choice of words, visuals, and nonverbal symbols during oral presentations.						
<b>Delivery:</b> During oral presentations students deliver their message using acceptable nonverbal behavior.						
<b>Listening:</b> 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 2023



## **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:

- Demonstrates purpose and works to support that purpose.
- Contain a logical order that develops and supports the main idea or thesis.
- Follow the requirements of the assignment.
- Support ideas with pertinent details.
- Use all elements of basic mechanics - vocabulary, grammar, punctuation, and citations.

### **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. The 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
<b>Context &amp; Purpose:</b> Demonstrates purpose and works to support that purpose.						
<b>Development &amp; Organization:</b> Contains a logical order that develops and supports the main idea or thesis.						
<b>Topic &amp; Discipline:</b> Follows the requirements of the assignment.						
<b>Support &amp; Evidence:</b> Supports ideas with pertinent details.						
<b>Mechanics:</b> Uses all elements of basic mechanics - vocabulary, grammar, punctuation, and citations.						

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					
<b>Value</b> <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>	<b>Superior</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Does Not Meet Requirement</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<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
<b>Example:</b> <i>Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.</i>	<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
<b>Example:</b> <i>#. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.</i>	<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

### Career Programs Annual Outcomes Assessment Report

Degree or Program:	Accounting AAB
Faculty Member:	Sandra Streitenberger
Academic Year:	<b>2023-2024</b>
Date of Submission	7/20/2024

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.

	Internships	Capstone Students
Total number of students being evaluated:	<b>17</b>	<b>0</b>
Number of Outside Assessors:	<b>17</b>	<b>0</b>

7. 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.**

#### INTERNSHIP STUDENT ONLY

Program Outcomes						
<b>Value</b>  <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>	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Marginal</i>	<i>Poor</i>	
<b>2023-2024 Academic Catalog</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<i>List program outcomes that are being assessed by the outside evaluator(s).</i>						
1. Demonstrate skills in written and oral communication	13	4				
2. Use effective interpersonal skills and interact in a team environment	15	2				
3. Demonstrate awareness of global world/ economic/business issues	5	12				
4. Recognize the value of good ethical standards and their application to business and accounting	13	4				
5. Demonstrate respect for cultural differences and differing points of view in the business environment	14	3				
6. Demonstrate proficiency with business technology for both research and communication of accounting information	13	4				
7. Identify the important components of the external environment of a business and explain how the environment influences change	16	1				



Program Outcomes						
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>	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Marginal</i>	<i>Poor</i>	
2023-2024 Academic Catalog	5	4	3	2	1	NA
8. Apply the principles of financial, managerial, and tax accounting	14	3				

Note: Column added for “NA” where employer felt unable to rate student(s).

	Intern	Capstone	Intern	Capstone	Intern	Capstone	Intern	Capstone	
Program Outcomes	20-21	20-21	21-22	21-22	22-23	22-23	23-24	23-24	
Number of students assessed:	4	4	5	1	7	4	7	0	
1. Demonstrate skills in written and oral communication	4.6	4.7	4.6	4.7	4.9	4.6	4.7	NA	
2. Use effective interpersonal skills and interact in a team environment	4.7	4.6	4.5	4.5	4.9	4.7	4.7	NA	
3. Demonstrate awareness of global world/ economic/business issues	4.4	4.2	4.3	4.3	4.3	4.2	4.2	NA	
4. Recognize the value of good ethical standards and their application to business and accounting	4.4	4.1	4.8	5.0	4.9	4.6	4.7	NA	
5. Demonstrate respect for cultural differences and differing points of view in the business environment	4.5	4.7	4.8	4.7	4.6	4.8	4.8	NA	
6. Demonstrate proficiency with business technology for both research and communication of accounting information	4.8	4.9	4.5	5.0	4.6	4.8	4.7	NA	
7. Identify the important components of the external environment of a business and explain how the environment influences change	4.8	4.5	4.6	4.2	4.6	4.6	4.7	NA	
8. Apply the principles of financial, managerial, and tax accounting	4.5	4.6	4.6	4.6	4.8	4.6	4.8	NA	
Total (Average)	4.8	4.5	4.6	4.6	4.7	4.6	4.7	NA	4.8

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

<b>Intervention/Change</b>	<b>Effect/Results</b>
Continuously search for opportunities to couple academics with job readiness activities. Goal was that accelerate growth in job readiness skills will improve students' skills which should be reflected in employer/external program outcome ratings in soft skills (writing, teamwork and ethics).	Fluctuating improvements and steady state in some areas but a few declines. Recommend continued emphasis in this area
Strive to interject assignments to provide opportunities surrounding global and cultural awareness to produce continued improvements.	Measurable improvement in awareness of external business environment but cultural awareness slightly down. Recommend continued emphasis in this area to attempt to maintain improvements on business environment and improve on cultural awareness.
Overall Program Impacts	Re-instated face-to-face events, classes, field trips, service learning and mock interviews which were used in the past to enhance academic training which naturally increases program outcome rating.

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

These results allow a view to see what learning outcomes need to be emphasized. Emphasis will continue around career readiness initiatives, job shadowing, internships, soft skill building, data analytics, and practical hands-on real-world projects to sharpen and broaden student ability to apply learning from their curriculums to their career. These initiatives will be inter-connected with the 5-year program reviews.

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.

Last Program Review: 2021-2022  
Next Program Review: 2026-2027

## **2021-2022 PROGRAM REVIEW ACC & BNK**

### **STRENGTHS OF THE PROGRAM**

1	Mission of the program supports their organization's goals.
2	Program aligns well with the four-year transfer program.

3	Program outcomes, especially the cultural differences, the good ethical standards, and business technology are all appropriate and current for these times.
4	Soft skills achieved high level ratings in communication skills, ability to work in team environments, and in recognizing the value of good ethical standards.
5	Career readiness skills achieved high level ratings in respect for teamwork capabilities, overall general education foundations and high ethical standards in the graduates.
6	Faculty qualifications are appropriate and maintained.
7	Strong partnership between industry partners and the college faculty and staff who work together to continuously drive program improvements and enhancements.
8	Students rate their overall experience with the faculty and staff very high.
9	Student ratings display that they exit the program with a strong foundation in accounting and banking skills.

<b>WEAKNESSES OF THE PROGRAM</b>		<b>Action</b>	<b>Proposed Completion Date</b>	<b>Assigned to</b>	<b>Completion Date</b>
1	Improve student skills with 10-key calculators and numerical keyboarding using the number pad.	Explore skill building exercises to integrate into the courses	12/2026	Sandra	Implementing integration of 10-key numeric keypad training into curriculum effective Summer, 2023/24.
2	Enhance online courses	Continued training and use of technology tools, videos, and online meeting room functions	12/2026	Sandra and ACC faculty	100% of accounting instructors completed Blackboard training Spring 2022/23. Coordinator will hold training sessions for technology tools, videos and online meeting room functions Summer 2023/24.
<b>RECOMMENDATIONS FOR THE FUTURE OF THE PROGRAM</b>		<b>Action</b>	<b>Proposed Completion Date</b>	<b>Assigned to</b>	<b>Completion Date</b>
1	Explore the creation of a data analytics course	ACC, BUS, and CIS faculty work together to explore the creation of an analytics course including	12/2024	Sandra, Levi, Rebecca, Rich, Marva	Business Analytics course built into Accounting & Banking AAB programs Fall 2023/24. Program change effective Fall 2024/25 and course is piloted Spring, 2024/25.

		tableau and other skills.			
2	Explore updating the CIS 202S Course	ACC, BUS, and CIS faculty work together to explore adding more real-world scenarios to spreadsheet applications	12/2024	Sandra, Rebecca, Marva	Business Analytics course will increase student exposure to real-world scenario spreadsheet application skillset. Through curriculum Fall 2023/24. Program change effective Fall 2024/25 and course is piloted Spring, 2024/25.
3	Add more job shadowing opportunities	Explore more opportunities in the workforce to connect students to the field earlier in the program	12/2026	Sandra	Increased job shadowing and service-learning assignments throughout curriculum. Spring 2022/23.

## Career Programs Annual Outcomes Assessment Report

Degree or Program:	Medical Laboratory Technician/Clinical Laboratory Technician
Faculty Member:	Vickie Kirk
Academic Year:	<b>2023-2024</b>
Date of Submission	November 11, 2024

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:

24

Number of Outside Assessors:

24

11. 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.**

<b>Program Outcomes</b>					
<b>Value</b>					
<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>					
<b>2023-2024 Academic Catalog</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i>List program outcomes that are being assessed by the outside evaluator(s).</i>					
1. Perform routine hematology, clinical chemistry, immuno-hematology, microbiology, serology/Immunology, coagulation, molecular, and other emerging clinical laboratory tests according to established protocols and procedures.	9	7	7	1	0
2. Evaluate, correlate, and assure accuracy, validity, and quality control of laboratory information.	10	8	5	1	0
3. Make specimen oriented decisions on predetermined criteria, including a working knowledge of critical values.	9	7	8	0	0
4. Assess, analyze, and make decision related to clinical situations, information management, regulatory compliance, education, and quality assurance whenever laboratory testing is researched, developed, or performed.	12	6	6	0	0
5. Demonstrate safe working habits and apply universal safety procedures in the handling of chemical, radiological, and biological materials and processes.	13	4	7	0	0

6. Demonstrate professionalism in regards to ethical and responsible behavior leading to the gaining and maintaining of the confidence of patients, professional associates, and the community.	15	2	7	0	0
7. Demonstrate effective interpersonal skills with patients, coworkers, and physicians.	14	4	6	0	0
8. Apply experiences encountered in Edison Community College's academic core values if written and oral communication, interpersonal/teamwork, critical thinking, ethics, human diversity, and inquiry/respect for learning in the clinical laboratory setting.	13	3	7	1	0

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

\*2018/19 was not completed due to change in director/faculty

Program Outcomes	2015-2016	2016-2017	2017-2018*	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number of students assessed:	9	6		9	5	32	25		
1. Perform routine hematology, clinical chemistry, immuno-hematology, microbiology, serology/Immunology, coagulation, molecular, and other emerging clinical laboratory tests according to established protocols and procedures.	4.8	5.0		4.17	4.00	4.13	4.20	4.44	4.00
2. Evaluate, correlate, and assure accuracy, validity, and quality control of laboratory information.	4.7	5.0		4.19	4.00	4.41	4.04	4.06	4.00
3. Make specimen oriented decisions on predetermined criteria, including a working knowledge of critical values.	4.7	4.5		4.39	4.27	4.34	4.29	3.94	4.04
4. Assess, analyze, and make decision related to clinical situations, information management, regulatory compliance, education, and quality assurance whenever laboratory testing is researched, developed, or performed.	4.5	4.5		4.39	4.36	4.47	4.28	4.29	4.25
5. Demonstrate safe working habits and apply universal safety procedures in the handling of chemical, radiological, and biological materials and processes.	4.8	4.5		4.48	4.45	4.46	4.37	4.35	4.17
6. Demonstrate professionalism in regards to ethical and responsible behavior leading to the gaining and maintaining of the confidence of patients, professional associates, and the community.	4.5	4.7		4.56	4.47	4.60	4.53	4.54	4.22
7. Demonstrate effective interpersonal skills with patients, coworkers, and physicians.	4.7	4.5		4.56	4.23	4.58	4.50	4.50	4.29
8. Apply experiences encountered in Edison Community College's academic core values if written and oral communication, interpersonal/teamwork, critical thinking, ethics, human diversity, and inquiry/respect for learning in the clinical laboratory setting.	4.3	5.0		4.67	4.44	4.64	4.36	4.32	4.23

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

I am not aware of any changes implemented in the previous year.

Intervention/Change	Effect/Results
<b>Example:</b> <i>Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.</i>	<i>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</i>
Osmosis was incorporated and thus eliminated	Originally increased Microbiology scores which then leveled out. Unfortunately, Osmosis continued to raise their subscription cost and we have decided to discontinue. With the hiring of Hannah Shirk and her taking over the microbiology course the scores of again increased. The change remained level. The average scores were 453 and 433.
Immunology course added	Overall the average Immunology score increased from 341 to 378

14. 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
<b>Example:</b> <i>#. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.</i>	<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>
Demonstrate professionalism in regards to ethical and responsible behavior leading to the gaining and maintaining of the confidence of patients, professional associates, and the community.	This has decreased slightly. We are instituting a laboratory exercise where the students schedule and class critical results to a simulated patient care giver.	Increase the above 4.22

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

Changes are implemented to increase over-all student success rates. 2024 pass rates were lower than 2023. These are currently being evaluated by the Director and Coordinator to determine the root cause and determine what additional changes are to be made.

Currently the program has adopted the ASCP study guide to prepare for the certification exam with the goal of increasing overall pass rates. This includes on-line practice exams which previously were not available through ASCP.

The Immunology course is also undergoing some additional revisions based on graduate feedback.

16. 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: Accredited 2014

Next Review Scheduled for: 2020 (NAACLS)-will be completed 2021 due to construction in the MLT laboratory

An Annual Report is sent to NAACLS (our accrediting body) every fall. Results of that report are posted as required by NAACLS on our website. Results can be found under Academic Programs-MLT.

Edison State conducted Program Review: 2018/2019

Next Program Review: 2025-2026

What is the status of the Action Items identified in the last Program Review? Please update as appropriate.

## Medical Laboratory Technician Program Review Action Plan Spring 2019

### Challenges Identified

1. There is a need to ensure that the clinics used as clinical sites have enough variety in patients to address the learning needs of students.
2. There is a need to ensure that students have a strong understanding of normal lab values in order to be able to identify abnormal values since technology has basically eliminated the students' need to identify the normal.
3. The program needs to expand its space with a new lab setup, incorporating new equipment.

### Action Steps to Address Challenges

1. Eliminate clinical sites that are too small to provide the variety of patients needed.
2. Put more emphasis on normal values in the program curriculum.



## Career Programs Annual Outcomes Assessment Report

Degree or Program:	Medical Assistant Certificate
Faculty Member:	Yvonne Koors, MHA, RMA
Academic Year:	2023-2024
Date of Submission	9/27/2024

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.

6

Total number of students being evaluated:

6

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								
<b>Value</b> <i>Use a numeric scale and descriptors for your program.</i>	Yes/No scoring is used for Competency check-offs only.		Above Average	Very Good	Satisfactory	Needs some Improvement	Needs Significant Improvement	NA
2022-2023 Academic Catalog	Yes	No	5	4	3	2	1	
	Competency							
<i>List program outcomes that are being assessed by the outside evaluator(s).</i>								
1. Demonstrate professionalism in regards to ethical and responsible behavior.	X		3	3				

Program Outcomes								
Value <i>Use a numeric scale and descriptors for your program.</i>	Yes/No scoring is used for Competency check-offs only.		Above Average	Very Good	Satisfactory	Needs some Improvement	Needs Significant Improvement	NA
2. Demonstrate effective interpersonal skills with patients, physicians, and co-workers.	X		4	2				
3. Demonstrate competent written communication skills in the performance of duties.	X		4	5	2			
4. Demonstrate competent oral communication skills in the performance of duties.	X		3	2				1
5. Demonstrate appropriate use of medical terminology in the performance of duties.	X		4	2				
6. Apply administrative policies and procedures effectively in the performance of duties.	X		3	2	1			
7. Apply clinical policies and procedures effectively in the performance of duties.	X		3	2	1			
8. Apply ethical and legal policies and procedures effectively in the performance of duties.	X		4	2				

Program Outcomes								
Value <i>Use a numeric scale and descriptors for your program.</i>	Yes/No scoring is used for Competency check-offs only.		Above Average	Very Good	Satisfactory	Needs some Improvement	Needs Significant Improvement	NA
9. Adapt methods and techniques to the individual needs or capabilities of patients.	X		3	3				
10. Apply skills, attitudes, and dispositions to reflect Edison’s Academic Core Values.	X		4	2				

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

Program Outcomes		Inactive	18-19	19-20	20-21	21-22	22-23	23-24
Number of students assessed:			1	7	10	8	12	6
1. Demonstrate professionalism in regards to ethical and responsible behavior.	SE COM PT		4.3 100%	4.29 100%	4.7 100%	4.25 100%	4.33 100%	4.50 100%
2. Demonstrate effective interpersonal skills with patients, physicians, and co-workers.	SE COM PT		4.8 100%	4.86 100%	4.5 100%	4.5 100%	4.83 100%	4.67 100%
3. Demonstrate competent written and medical terminology skills.	SE COM PT		5.0 100%	4.43 100%	4.0 90%	3.88 100%	3.83 100%	4.67 100%
4. Apply administrative policies and procedures effectively in the performance of duties.	SE COM PT		3.8 100%	3.29 100%	5.0 100%	4.38 100%	5.00 100%	3.83 100%
5. Apply clinical policies and procedures effectively in the performance of duties.	SE COM PT		4.82 100%	4.71 100%	4.5 100%	4.38 100%	4.92 100%	4.67 100%
6. Apply ethical and legal policies and procedures effectively in the performance of duties.	SE COM PT		3.92 100%	5 100%	4.6 90%	4.25 100%	4.42 100%	4.33 100%
7. Adapt methods and techniques to the individual needs or capabilities of patients.	SE COM PT		4.2 109%	4.86 100%	4.7 100%	4.38 100%	4.83 100%	4.33 100%
8. Apply skills, attitudes, and dispositions to reflect Edison's Academic Core Values.	SE COM PT		4.0 100%	4.71 100%	4.7 100%	4.63 100%	4.58 100%	4.67 100%
9. Adapt methods and techniques to the individual needs or capabilities of patients.	SE COM PT							4.5 100%

Program Outcomes		Inactive	18-19	19-20	20-21	21-22	22-23	23-24
Number of students assessed:			1	7	10	8	12	6
10. Apply the skills, attitudes and disposition that reflect Edison State core values.	SE COM PT							4.67 100%

### Program Outcomes Updated-Effective Fall 2023

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

Intervention/Change	Effect/Results
Program outcome #4: Demonstrate competent oral communication skills in the performance of duties.	1. <b>Targeted areas for improvement:</b> The slightly lower score in oral communication ( <b>3.83</b> ) suggests this area could benefit from enhanced teaching strategies, such as more practice scenarios or communication workshops.

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

### Program Outcomes and Assessment Results

- Professionalism in ethical and responsible behavior:** The competency score is **4.50** with **100%** of students assessed. This suggests students demonstrate strong ethical and responsible behavior, reinforcing the program's emphasis on professionalism.
- Interpersonal skills with patients, physicians, and co-workers:** Scoring **4.67** with **100%** participation, this shows students are excelling in interpersonal communication, a critical skill for healthcare environments.
- Written communication skills:** A **4.67** competency score with **100%** of students highlights strong performance in written communication, crucial for accurate documentation in medical settings.
- Oral communication skills:** The competency score here is slightly lower at **3.83**, indicating room for improvement. While all students participated, this suggests additional focus on developing oral communication skills would benefit learning outcomes.
- Use of medical terminology:** Scoring **4.67** with **100%** participation shows students are proficient in the use of medical terminology, which is fundamental to clear and accurate communication in clinical settings.
- Application of administrative policies and procedures:** The score of **4.33** indicates students effectively apply administrative policies, reflecting sound learning in this area.
- Application of clinical policies and procedures:** Similarly, a score of **4.33** suggests students are competently applying clinical protocols, vital for safe and effective patient care.
- Application of ethical and legal policies:** With a **4.67** score, this indicates students are well-versed in the ethical and legal aspects of healthcare, a critical area for professional accountability.
- Adaptation to individual patient needs:** Scoring **4.50**, this outcome suggests that students are effectively learning to adapt their methods to patient-specific needs, reflecting personalized care.

10. **Reflection of core values:** A **4.67** score indicates that students are demonstrating the program's core values, which likely contributes to a positive learning environment and professional growth.

### Supporting Student Learning

2. **High competency across most outcomes:** The overall high scores across all assessed areas suggest that the program is effectively teaching key skills necessary for professional performance in healthcare settings.
3. **Targeted areas for improvement:** The slightly lower score in oral communication (**3.83**) suggests this area could benefit from enhanced teaching strategies, such as more practice scenarios or communication workshops.
4. **Consistent engagement:** With **100%** participation across all outcomes, it is evident that the entire MED student body is engaged in the learning process, ensuring that these assessments are a true reflection of student performance.

In summary, the evaluation results indicate that the program is successfully fostering student development in most key areas while identifying opportunities for improvement, particularly in oral communication. The overall high scores and full student participation reflect a robust learning environment, supporting ongoing student success.

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: 2022-2023

Next Review Scheduled for: 2024-2024

What is the status of the Action Items identified in the last Program Review?

2023-2024 PROGRAM REVIEW					
Medical Assisting					
9/30/2024					
STRENGTHS OF THE PROGRAM					
1	Employers are satisfied with the skill sets of our graduates.				
2	Retention for the 2023-2024 academic year was 100%				
	WEAKNESSES OF THE PROGRAM	Action	Proposed Completion Date	Assigned to	Completion Date
	CMA examination participation and pass rates.	Pre-req added participation in the CMA exam to MED 291R: Medical	Ongoing	Program director/Practicum coordinator	Results for participation will increase to 100% for Summer 2024.

		Assisting Seminar			
--	<b>RECOMMENDATIONS FOR THE FUTURE OF THE PROGRAM</b>	<b>Action</b>	<b>Proposed Completion Date</b>	<b>Assigned to</b>	<b>Completion Date</b>
1	Continue to monitor ROI	Working with our High School Affiliates to raise awareness of the MED Program.	Ongoing	Program Director	Ongoing
2	Continue to meet with established Advisory Committee yearly or more frequently if needed	Hold meeting annually or more often as needed	Ongoing	Program Director/Dean	Ongoing
3	Continue to increase participation for the CMA examination.	Pre-req added participation in the CMA exam to MED 291R: Medical Assisting Seminar	Approved Spring 2023. Required for	Program director/Practicum coordinator	Ongoing
4.	Changes to the program to meet industry standards.	Addition of an Electronic Health Records course, per approval of our advisory board members/ Deletion of Document Processing course as it does not align with industry trends.	Completed and implemented for Fall 2024. Purchased Practice Fusion for course.	Program Director/Dean	Completed for Spring 2023
5. 5	Working with community leaders and MAERB to add an apprenticeship component for the program.	Meeting with Children's Hospital and Kettering Health Network for sponsorship of a registered apprenticeship program.	Fall 2024	Program Director/Director of Workforce Development/Dean.	Ongoing For Children's. KHN completed

## **Program Review**

### **Three- to Five-Year Program Review Process**

The Program Review is an internal quality assessment tool designed to evaluate each program in terms of academic quality, relationship to the College's mission, consistency and accuracy in program materials, assessment practices, and meeting students' needs. The role of the Program Review Committee is to provide written and verbal feedback for the Dean, Program Lead, Provost, and Board of Trustees regarding strengths, weaknesses, opportunities, threats (SWOT), and needs within a program.

Ordinarily, each program will be reviewed every five years. If a program is required to complete a review for an external agency (e.g., accreditation), every effort will be made to schedule the internal review during the same academic year as the external review. The schedule of program reviews will be discussed at the first Assessment Committee meeting of the academic year. Deans, directors, and/or lead instructors will be notified of the scheduled review by the Director of Assessment at least 12 months prior. An announcement regarding the program review schedule will be made at the Spring Duty Days Meeting. Finally, all program review schedules are posted on the Assessment Committee Teams site under General Documents.

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, three faculty members who do not teach in the program, including an adjunct where possible. The Dean of the division containing the program will serve as an ex-officio member of the committee.

### **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 members who do not teach in the program.
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. Descriptive Information
  2. College mission statement
  3. Program Vision Statement
  4. Rationale for the Program (Internal and External Demand)
  5. Employment outlook including:
    1. Average salary of employees in the program area within the service area.
    2. Average salary of employees in the program area within the state.
    3. Projected employment outlook for graduates.
    4. An analysis of the labor and economic impact data as it pertains to this program.
  6. Articulation agreements
  7. External evaluation methods
  8. Recruitment efforts
  9. Unique value to the College
  10. Facilities
  11. Assessment Results
  12. Summary and Action Plans

3. The Dean and program Faculty member(s) will prepare statements or reports to be included in the Program Review Template provided by the Dean of Accreditation and Academic Effectiveness. The template provides preliminary data including such things as:
  1. Enrollment, Retention, and Graduation Trends
  2. Faculty Load Analysis
  3. Course Registration Analysis
  4. Grade Distribution Trends
  5. Accreditation status
4. The Office of Accreditation and Academic Effectiveness is available to work with the Dean and program Faculty to determine what program data and statistics should be collected.
  - Program data may include surveys of current students, program graduates, employers of program graduates, and host employers for interns. 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 by the Office of Accreditation and Academic Effectiveness, in coordination with the program Faculty. Faculty, assisted by the Academic Project Specialist, will send out the surveys. Hard-copy surveys may be delivered in the classroom for current students. Online surveys may be used for employers, intern hosts, and graduates.
  - Survey results will be prepared by the Accreditation and Academic Effectiveness department and distributed to the Faculty member.
5. The Faculty member submits an electronic copy of the completed program review self-study, and any supporting documents, to members of the program review committee and the Dean of Accreditation and Academic Effectiveness at least two weeks prior to the scheduled program review meeting.
6. During the program review meeting, the program review committee should use the materials provided to answer questions such as:
  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. Does assessment outcomes 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?

Members of the Program Review Committee complete a rubric, identifying the rating and any comments, questions and concerns they may have once the meeting is complete. The completed rubrics are then submitted to the Dean of Accreditation and Academic Effectiveness who then completes the Program Review Committee Report. The report will then be forwarded to the Dean of the division that includes the program, the Faculty member who leads the program, and the Provost.

### **Administrative Review**

The Provost, Dean, and Lead Faculty member of the program will review the program review committee 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 Provost, Dean, and Lead Faculty member of the program will discuss the report and the answers to the two questions above. They will develop an action plan for the program. The Action Plan will become part of the Annual Career Program 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 ensure that the course syllabi are kept up to date.

## The Assessment of Co-Curricular Education and Supporting Services

The assessment of co-curricular and student support services is focused on learning out of the classroom. Co-curricular education areas include clubs and organizations, campus speaking events, athletics, work-study and service learning. Supportive services focus on departments of the College that provide services to assist students with their academics. This includes understanding the student degree requirements, financial aid implications, the learning center, and career building.

For co-curricular and supportive service assessment, the college focuses on the Council for the Advancement of Standards in Higher Education (CAS) as its learning foundation. CAS standards were developed in 1979 to support the promotion of higher standards for student affairs and supportive programs. The council created six standards providing learning experiences in:

1. **Knowledge acquisition, construction, integration and application:** Knowledge acquisition focuses on the ability to gather knowledge and resources from a wide range of sources to gain an understanding of a topic and connect it to their academic learning and everyday life.
2. **Cognitive complexity:** Cognitive complexity focuses on the ability to critical and reflective think as well as use information for persuasive reasoning.
3. **Intrapersonal development:** Intrapersonal development examines how programs and activities produce self-reflection, appraisal, or awareness as well as ethical consideration.
4. **Interpersonal competence:** Interpersonal competence focuses on the ability to build and maintain relationships, collaborate as a group, and demonstrate leadership abilities.
5. **Humanitarianism and civic engagement:** Humanitarianism and civic engagement focuses on the ability to recognize, appreciate, and increase knowledge of diversity, civic and humanistic responsibility, and social justice.
6. **Practical competence:** Practical competency focuses on managing personal affairs, goal setting, health and fitness, finances, technical literacy, and personal balance in life.<sup>1</sup>

Refer to the Assessment Handbook for Co-Curricular Education and Supportive Services.

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<sup>1</sup> Council for the Advancement of Standards in Higher Education (2015). CAS learning and development outcomes. In J. B. Wells (Ed.), *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.