



Angelina College Assessment Handbook

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ASSESSMENT HANDBOOK OVERVIEW

The objective of this handbook is to assist in the facilitation of the Angelina College assessment process. Assessment measures and processes established by Angelina College included in this handbook were collected with the collaboration of the Assessment Committee and the Office of Quality Enhancement.

This handbook is designed to help academic units and programs with the continuous process of planning and assessment, with the ultimate goal of continuing to improve our effectiveness as an institution. The Southern Association of Colleges and Schools (SACS) C. R. 2.5 and C.S. 3.3.1 requires:

The institution engages in ongoing, integrated, and institution wide based planning and evaluation processes that:

- (1) incorporates a systematic review of institutional mission, goals, and outcomes;
- (2) results in continuing improvement in institutional quality; and
- (3) demonstrates the institution is effectively accomplishing its mission.

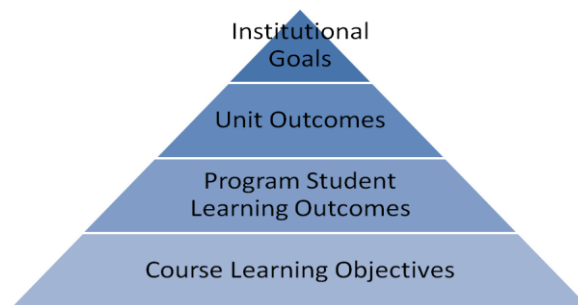
The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assess whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results (Institutional Effectiveness).

The handbook is divided into eight sections:

1. Instructional Assessment
2. Course Level Assessment
3. Instructional Program Assessment
4. General Education Core Assessment
5. General Education Competency Assessment
6. Assessment Plan Elements
7. Program Learning Outcome Evaluator Process
8. Frequently Asked Questions
9. Appendix

I. INSTRUCTIONAL ASSESSMENT:

Assessment measures and processes have been established at Angelina College to make certain that all instructional programs and student learning outcomes are evaluated regularly by faculty and administration. This ongoing assessment evaluates outcomes and competencies at entry, course, program and graduate level and continually focuses on the enhancement of the learning experience for Angelina College students. The mission of Angelina College is to provide quality educational opportunities and services to aid students in reaching their full potential.



A. Assessment Team: The instructional assessment process at AC involves a team effort. All instructional faculty, administrators, and staff are directly involved and responsible for assessing, evaluating and enhancing program effectiveness and student learning.

B. Annual Planning and Assessment Process: The Assessment Committee assists with instructional assessment through planning, training and facilitation of the assessment processes. The committee is composed of one faculty member from each division. The Planning and Evaluation Cycle for Institutional Effectiveness occurs as shown on the following page. The Assessment Committee and the Office of Quality Enhancement collaborate toward the assessment, evaluation and enhancement of institutional effectiveness.

C. Instructional Assessment Goals:

1. All instructional programs will maintain compliance with all state and regional accreditation and certification standards and meet any state and/or federal agency guidelines.
2. All instructional programs will meet or exceed state accountability targets.
3. All instructional programs will define program outcomes and participate in planning and assessment processes that result in continuous course and program improvement.
4. Students entering college level courses and programming will be assessed prior to entering college to determine college readiness in order to assist in appropriate placement.
5. Graduates will demonstrate attainment of general education competencies.
6. Transfer Program, core completers, will demonstrate mastery of exemplary educational objectives defined for the core.

II. COURSE LEVEL ASSESSMENT:

All courses included in programs are drawn from either Lower-division Academic Course Guide Manual (ACGM), <http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm> or the Workforce Education Manual <http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/> or have been approved by Texas Higher Education Coordinating Board (THECB) for use as a special topics, unique needs or local needs course. Both of these manuals are maintained by the Texas Higher Education Coordinating Board (THECB) and contain descriptions, outcomes and acceptable ranges of credit and contact hours.

A. Academic Course Assessment: Academic courses offered at Angelina College are drawn from the ACGM and must minimally include the outcomes identified by the ACGM. All academic courses must identify these outcomes and methods of assessment in the General and Instructional Syllabus for the course. See Syllabus Check List in Appendix 1. All academic core courses, in addition, must identify relevant core intellectual competencies, perspectives and exemplary educational objectives. The Syllabus Template may be found in Appendix 2.

B. Workforce Education Course Assessment: Workforce courses offered are drawn from the THECB Workforce Education Manual and must minimally include the outcomes identified for the course in the manual. All workforce courses must identify these outcomes and methods of assessment in the General and Instructional Syllabus of the course. All special topics, unique needs or local needs courses must have outcomes and methods of assessment approved by the AC Curriculum Committee. All workforce courses, in addition, must address SCANS skills and methods of assessment.

III. INSTRUCTIONAL PROGRAM ASSESSMENT:

Instructional programs identify process and program learning outcomes and are assessed and evaluated on a regular ongoing basis. Improvements are made based on analysis of the assessment results. All instructional programs participate in the annual Cycle of Assessment, Evaluation and Reporting see Appendix 3. This is a three year planning and review process that has been established by the college in order to look at programs systematically over time. Documentation of this process should be placed in the table provided in Appendix 4. The input of the data will be placed in WEAVEonline see (Appendix 12).

A. Transfer Program Assessment: These may be independent disciplines such as Government, History or English or they may be clusters of disciplines such art, music and drama grouped together for planning purposes. Courses in these disciplines are credit courses approved by the Texas Coordinating Board of Higher Education for transfer and appear in the Academic Course Guide Manual. Assessment is documented in WEAVEonline including all elements of assessment, See Cycle of Assessment, Evaluation and Reporting in (Appendix 3).

B. Technical or Workforce Programs: These are workforce instructional programs approved by the Texas Coordinating Board of Higher Education. These programs may include AAS degrees or certificates. Courses in these programs are college credit courses which appear in the Workforce Education Course Manual. Assessment is documented in WEAVEonline including all elements of assessment. See Cycle of Assessment, Evaluation and Reporting in (Appendix 3) and WEAVEonline Resources (Appendix 12).

IV. GENERAL EDUCATION CORE ASSESSMENT:

The core curriculum consists of forty-four transferable hours that are designed to provide the student with the basic intellectual competencies deemed by the Texas Coordinating Board of Higher Education as essential to the learning process. It includes curriculum designed to ensure that the student master established basic exemplary educational objectives and attain various perspectives of an educated individual. All general syllabi for core courses must identify relevant competencies, perspectives, objectives and the assessment measures being used to determine student attainment of these. (See Appendix 2) Program faculty review course level and program level plans of assessment during program planning and determine action plans for improvement based on the assessment results. Curriculum maps assist in planning and assessment processes (see Appendix 5,6).

V. GENERAL EDUCATION COMPETENCY ASSESSMENT:

The competencies reading, writing, listening, speaking, critical thinking, and computer literacy are identified as the general education core competencies. Multiple measures of assessment are used by the institution at various points to ensure that graduates have attained these competencies.

General education core courses identify relevant competencies in the course syllabi and indicate the measures of assessment that are being used to ensure that these are attained by students. Each Core Curriculum course will develop measurable learning objectives that students are expected to meet. Each discipline emphasizes the competencies which associate themselves most readily to courses; however, the competencies of critical thinking and computer literacy may be included as specific objectives in many different courses. These learning objectives are to include the Exemplary Objectives for all Core Curricula courses.

Intellectual competencies for all other courses at Angelina College are reinforced and/or assessed throughout the programs. See Curriculum Map in Appendix 7,8.

Assessment processes for these learning objectives will be embedded in the courses on an ongoing basis with the analysis of assessment results following. Samples of assessments such as essays or other assignments should be archived for review. Samples of assessments may be selected for submission for the assessment process. These artifacts, samples, should be kept for two years and then may be discarded.

*THECB "A core curriculum should be described and assessed by faculty and institutions in terms of basic intellectual competencies and perspectives, and of specified student outcomes, rather than simply in terms of specific courses and course content." (p212 [Texas Administrative Code](#), Title 19, Education, Part I - Texas Higher Education Coordinating Board)

"Each public institution of higher education shall review and evaluate its core curriculum every five years and report the results of that evaluation to the Board. The evaluation should include: (3) the extent to which the core curriculum is consistent with the elements of the core curriculum component areas, intellectual competencies, and perspectives as expressed in Core Curriculum: assumptions and Defining Characteristics adopted by the Board; (4) and the extent to which the institution's educational goals and the exemplary educational objectives of the core curriculum recommended by the Board are being achieved;" (p.206 Rule 4.30 Criteria for Evaluation of Core Curricula)

**SACS "The institution identifies expected outcomes for its educational programs and its administrative and educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results." (p62 [Handbook for Reaffirmation of Accreditation](#) Section III: Comprehensive Standards- Institutional Effectiveness)

VI. ASSESSMENT PLAN ELEMENTS:

A. Program Learning Outcomes:

1. Stated clearly using proper format.
2. Includes one critical thinking Program Learning Outcome.

B. Assessment methods for each outcome:

1. Multiple assessment measures for each outcome. The Rubric Template and sample rubrics may be found in Appendix 9 and 10.
2. May use direct and indirect measures, see definition list in Appendix 11.
3. At least one half of the measures are direct.

C. Groups to be included are clearly identified.

D. Timeline for assessment implementation over a three year cycle.

E. Process for data interpretation, presentation and discussion of data is clearly described, including who will be involved and timing.

F. Process for implementing revisions based on assessment results is clearly described.

VII. PROGRAM LEARNING OUTCOME EVALUATOR PROCESS:

The fourth step of Program Student Learning Outcome Cycle of Assessment is Evaluation. The evaluation step includes identifying and facilitating external evaluation of artifacts. The steps below assist in this process.

A. Identifying and Collecting the Samples

Based on the Program Outcome to be evaluated that semester the instructor then determines which test; project; essay or other assignment will allow the student to demonstrate mastery of the learner outcome. Specific means of assessment may be:

Tests

- Standardized test
- Teacher made test
- In class essay

Embedded Assignments

- Case study
- Portfolio (paper or electronic)
- Capstone project
- Senior exit essay

Performances

- Critical situation scenario
- Debate
- Demonstration
- Oral presentation
- Online monitoring

Student Centered

- Exit interview
- Focus group
- Self-rating of progress

Archival

- Library use, on-line activity

Stakeholders

- Alumni, employee, employer surveys

B. Sampling Procedures

Instructors make copies of the artifacts (test project or other assignment prior to grading) from the selected course and submit the prepared artifacts to the designated instructional assessment person for that program.

The instructional assessment person will determine the number of samples needed for assessment. Example options are shown 1-4.

1. Scoring of Samples

The rubric is carefully reviewed prior to scoring and scoring practices are identified. Rubrics are used to holistically score any product or performance such as essays, portfolios, recitals, oral exams, research reports, etc. A detailed scoring rubric that delineates criteria used to discriminate among levels is developed and used for scoring.

A minimum of two outside evaluators will score the artifacts in the semester immediately following the collection.

Evaluators for Workforce Programs will be members of the Advisory Committee or other practitioners in that area.

Evaluators for the transfer programs will be instructors from one of the three divisions offering General education, (Inter-disciplinary teams).

A single score is determined for each artifact.

Each division archive the students' work when the scoring is completed for two years.

The summary report is compiled.

2. Program Assessment Using National Standardized Exam

Designated faculty committee within each department will review the exam results.

Analysis of overall exam scores in comparison with national and state scores

Analysis of exam scores

Analysis of course content in relation to exam subject areas and scores

3. Program Assessment using Course-Based Embedded Exam Questions

Designated faculty committee within each department will review the exam results.

Analysis of exam scores by Angelina College student major

Analysis of course content in relation to exam subject areas and scores

4. Program Assessment using Senior Capstone Project/Portfolio

Designated faculty within each department will review and evaluate the portfolio. The outside evaluators will write a report describing the strengths and weaknesses that the portfolio demonstrates.

C. Data Report Generated

The scoring data is compiled and documented in Assessment is documented in WEAVEonline see (Appendix 12) including all elements of assessment. See Cycle of Assessment, Evaluation and Reporting in Appendix 3.

D. Review and Analysis of Assessment Data

Data collected is analyzed and reviewed.

After review of the assessment results, revisions and additional action plans are designed and documented in WEAVEonline.

E. Remedies Implemented

Remedies (action plans) are implemented the year following the scoring semester. As described in the Cycle of Assessment, Evaluation and Reporting in Appendix 3.

VIII. FREQUENTLY ASKED QUESTIONS:

- A. What is done with the original Student Learning Outcome Assessment, SLOA forms/process?
Intellectual Competencies, *IC's*, are threaded throughout the curriculum. *IC's* are assessed in all courses at some point. A Curriculum Map identifies the expectations for *IC's* in each course and at what level they are demonstrated. The Curriculum Map may be attached in the document repository of WEAVEonline see (Appendix 12). *IC's* are linked to the Program Outcomes in WEAVEonline. Artifacts are kept for two years. SLOA forms are no longer completed for Intellectual Competencies although they are still very much a part of the curriculum.
- B. What is a curriculum Map?
Curriculum Mapping: Linking goals/objectives to the curriculum
Curriculum Mapping makes it possible to identify where within the current curriculum your departmental learning objectives are addressed. A matrix is helpful to identify the links between intended outcomes and curricular processes.
- C. Why do we collect artifacts?
Texas Higher Education Coordinating Board* and the Southern Association of Colleges and Schools Commission on Colleges require evidence of achievement of college level competencies and expected outcomes for its educational programs.
- D. How long do we keep these artifacts (Intellectual Competencies and Program)?
Each division archive the students' work when the scoring is completed for two years. The document repository in WEAVEonline is available for documents to be archived, see (Appendix 12). These documents will remain in the repository until they are deleted.
- E. When is a rubric necessary?

Scoring Rubrics: Can be used to holistically score any product or performance such as essays, portfolios, recitals, oral exams, research reports, etc. A detailed scoring rubric that delineates criteria used to discriminate among levels is developed and used for scoring. Generally two raters are used to review each product and a third rater is employed to resolve discrepancies.

Levels of Performance-

Rating = 3 Exemplary	Rating =2 Developing	Rating =1 Beginning/Introduced
<i>Describe identifiable performance characteristics reflecting <u>mastery</u> of performance.</i>	<i>Describe identifiable performance characteristics reflecting <u>development</u> of competent performance.</i>	<i>Describe identifiable performance characteristics reflecting a <u>beginning</u> level of performance.</i>

Scoring Rubrics (Second Definition): A set of standard rules and procedures used to assign scores to students' responses to short answer, essay questions, and performance tasks.

F. How do I use the rubric template?

The rubric template may be used to guide the development of a rubric. This will provide consistency within Angelina College as to levels of performance. Example rubrics may be found in the Appendix 9.

G. What is the difference between direct and indirect measures of learning?

Methods of Measuring Learning Outcomes:

Indirect Measures of Student Learning: Indirect measures of student learning may be used to supplement direct measures, but should not be the focus of a student outcomes assessment program. These tools ask students or others for opinions relating to the students' learning.

Examples of indirect measures include, but are not limited to:

- Exit interviews
- Focus Groups (Alumni, employer, and student surveys)
- Graduate follow-up studies
- Graduation, retention, and transfer studies
- Job satisfaction surveys
- Satisfaction surveys
- Self-reported data

Direct Measures of Student Learning: Direct measures of student learning measure the cognitive (knowledge acquisition) and the behavioral (skill acquisition) learning outcomes of the college. Such measures should demonstrate what students know and/or are able to do, not what they have been exposed to, what the students' perceive they have learned, or what grades the students received. Additionally, such measures should directly correspond to and measure one or more pre-defined student learning outcomes.

Examples of such direct measures include, but are not limited to:

- Capstone courses/experiences
- Portfolio assessments
- Standardized tests (Major Field Achievement Test, Academic Profile, etc.)
- Licensure exams and certifications
- Local common exams
- Written/oral comprehensive exams

H. What is the difference between THECB and SACS?

Texas Higher Education Coordinating Board <http://www.thecb.state.tx.us/>
Texas Higher Education Coordinating Board provides leadership and coordination for the Texas higher education system. Since being created by the

Texas Legislature in 1965, the Board has worked to achieve excellence for the college education of Texas students. The Board meets four times a year. Meetings occur in Austin but are usually also broadcast on the Web.

Southern Association of Colleges and Schools Commission on Colleges,
www.sacscoc.org

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of educational quality throughout the region and it strives to improve the effectiveness of institutions by ensuring that institutions meet standards established by the higher education community that address the needs of society and students. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

I. What are the requirements for THECB and SACS?

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