ACADEMIC ASSESSMENT HANDBOOK
May 2025

Valuing the individual, educating and serving the community.

Table of Contents

Introduction

The Academic Assessment plan provides the structure that aligns all assessment practices at the college; program and course levels with its mission, strategic plan, general education objectives, and HLC standards of quality. It offers information for faculty, academic administrators, and academic support staff of the strategies used for effective assessment at Triton College. With a continued focus on teaching and learning these efforts look to create a culture of assessment and determine what students are learning and using this information to improve and enhance the students' educational experience.

Board Policy 6010: Assessment of Student Learning
Triton College is committed to a collaborative, ongoing process of student learning outcome assessment. The process emphasizes the responsibility that all members of the institution have for our students' success. At the college, assessment includes the establishment of student learning outcomes at the general education, program, and course levels; a cyclical identification of measures, gathered data and analysis of the results at each level; and the design and implementation of action plans based on student performance outcomes serving to improve learning.

Assessment is a crucial activity that guides institutional effectiveness, provides a means for faculty collaboration and professional development, demonstrates accountability, enhances public relations, and justifies public confidence.

Learning outcomes assessment is defined as the ongoing monitoring of the extent to which students are developing the knowledge, skills, beliefs, and attitudes that are appropriate for graduates of the respective academic program(s). Assessment of student learning assists the college in defining program goals and outcomes and course outcomes.

Assessment data provides information to inform the development of robust programs by the faculty, effective curricula, and innovative teaching. Student learning outcomes assessment also assists programs, departments and the college in accreditation by providing evidence of quality teaching and student learning.

Triton College assesses student learning at the general education, program, and course levels to improve the teaching and learning process. This policy affirms the central role of faculty in the assessment process and allows academic programs the flexibility to choose assessment methods that are most useful and appropriate for all learners.

Mission

The mission of Triton College, *valuing the individual, educating and serving the community* directs all of the work including the assessment efforts at the college to ensure course offerings best serve the needs of our students.

Assessment Roles and Responsibilities

Academic Departments
Academic departments are responsible for designing, maintaining and reporting on assessment plans for program and course assessment cycles within the department.

Director of Curriculum and Assessment

The Director of Curriculum and Assessment (DCA) oversees the planning and coordination of assessment activity on campus and supports the evaluation and ongoing improvement of learning outcomes.

The DCA's responsibilities are to:
1. Guide and participate in the work of the Assessment Committee and its sub-committees.
2. Consult and offer guidance to faculty in the development of general education, program and course assessment plans and strategies.
3. Compile and disseminate assessment activity reports to department faculty for completeness and accuracy.
4. Submit reports of assessment activity to school deans and department chairs for review and approval as required.
5. Manage the College's Assessment record management system (Watermark Planning and Self Study) for data entry, archival, and creation of reports.
6. Facilitate integration of assessment results with the curricular review process and *vice versa*.
7. In collaboration with Institutional Research, facilitate the dissemination and review of assessment findings to Triton College constituencies for the continuous improvement of academic programs and coordinate the preparation of various assessment reports utilizing assessment data.

Academic Deans

Academic Deans are responsible for reviewing and, as required, approving assessment plans for the programs and courses in their respective schools. Deans will follow up with their faculty for any missing or incomplete data or reports.

Academic Assessment Committee

The Academic Assessment Committee of Triton College, a standing committee of the Academic Senate, is responsible for the development, execution, and support of the college's student learning assessment activities.

The committee's annual responsibilities are to:
1. Review Assessment Committee core documents including the mission, handbook, and assessment calendar, and revise as needed.
2. Write/revise/maintain student learning outcomes for general education.
3. Research proprietary assessment tools and/or design assessment tools to assess student learning outcomes for general education.
4. Assess student learning outcomes for general education, per the assessment calendar.
5. Coordinate and support assessment of student learning processes within departments
6. Analyze assessment data.
7. Make recommendations based on assessment findings.
8. Communicate assessment activities, findings, and recommendations through a variety of methods: newsletter, website, reports, presentations, and other strategies.

The Academic Assessment Committee is further subdivided into three subcommittees that are primarily made up of committee members and are led by at least one voting member of the Assessment Committee. All major work is presented to the Assessment Committee for approval/vote.

- **Program assessment subcommittee:** This subcommittee's purpose is to support faculty in

assessing program-level student learning outcomes.
- **General education outcomes subcommittee:** This subcommittee manages all activities pertaining to the administration of general education outcomes assessment, including preparation of faculty instructions, surveys, and tools, as well as all communications regarding the data collection process, findings, and recommendations.
- **Peer review panel subcommittee:** The peer review panel accepts funding proposals designed to improve student learning based on academic assessment data, reviews funding proposals using a standardized criterion, and awards funding based on results of assessment of student learning.

Assessment Process

Triton College is committed to a collaborative, ongoing process of student learning outcomes assessment. The process emphasizes the responsibility that all members of the institution have for our students' success. At the college, assessment includes the establishment of student learning outcomes at the general education, program, and course levels; a cyclical identification of measures, gathered data and analysis of the results at each level; and the design and implementation of action plans based on student performance outcomes serving to improve learning.

With the understanding that assessment is a continuous process, the following processes will guide the faculty and staff in their efforts: identify outcomes, develop assessment tools to assess and measure each outcome, use assessment tools to gather evidence, review and analyze results, implement changes, document impact of those changes on goals and outcomes, and report efforts to Triton College stakeholders.

Course Assessment

Student learning is examined through the Triton College Academic Assessment Process, including any grouping beyond a single classroom such as a degree, program, or series of courses within a discipline. **All courses within a discipline will be assessed over a 3-year cycle.** Watermark Planning and Self-Study platform will be used to document all assessment activity.

At the beginning of every 3-year cycle, the DCA and Assessment Committee will work with department faculty to create a 3-year proposal to assess course outcomes, subject to review and approval by the department Chair and school Dean. **The goal of this work is to identify the year each course within a discipline will be assessed, ensuring all are completed within the 3-year cycle.** The original proposal will be documented as an annual Course Level Assessment Plan in Watermark Planning and Self-Study, which will be reviewed each year of the cycle and can be amended if necessary.

All faculty, including adjunct and dual credit instructors, will participate in course assessments. The following are the steps of course assessment and the support that will be provided to complete this work.

1. **Review the 3-year assessment plan to assess all courses within a discipline.**

   - At the start of every fall semester, department faculty will meet to discuss and review the 3-year assessment plan for their discipline. Venues for this discussion include, but are not limited to, the Fall faculty workshop, first department meeting, etc.

- The goal of this meeting is to create an assessment plan for the courses scheduled to be assessed during the upcoming academic year.

- **Assessment plans are due October 1st of each year.**

2. **Identify and upload artifacts aligned to assess each year's course learning outcomes (CLOs).**

   - If multiple sections of a course are being offered, it is strongly recommended that a common assessment tool be used to assesses the courses.

   - For course assessments, dual credit instructors and adjunct faculty will be provided rubrics and selected artifacts to be collected via department chairperson, lead instructor, or faculty assigned to lead assessment efforts.

   - If common assessment artifacts are not chosen, then each individual faculty member will be responsible for uploading a copy of the artifact they will utilize to the Watermark Planning and Self-Study platform.

   - Artifacts aligned to assess the target for success (% of students that are expected to be proficient in competency measured) will be discussed and identified as a department.

   - T**his work is to be completed by October 31st of each year.**

   - Working with the DCA and Assessment Committee, the deans will follow up with faculty for any missing or incomplete work.

3. **Run the assessment and report the results.**

   - **An assessment report, summarizing the results of the assessment, will be due by April 15th of each year.** Reports will be uploaded into the Watermark Planning and Self-Study platform.

   - Working with the DCA and Assessment Committee, the deans will follow up with faculty for any missing or incomplete reports.

4. **Discussion of assessment results to determine if any action needs to be taken.**

   - The aggregated data of assessment results will be provided for the faculty to review. Venues for this review and discussion include, but are not limited to, learning improvement week, April department meeting, etc.

   - The faculty teaching the same courses will determine if targets were met/unmet and decide on possible next steps. The DCA and Assessment Committee will help facilitate these discussions if the faculty/chairperson requests.

   - The DCA and faculty discussion of the reviewed data and determination of any next steps (action plan) will be completed by **April 15th each year**. This information can be entered into the Watermark Planning and Self-study platform.

- Working with the DCA and Assessment Committee, the deans will follow up with faculty for any missing or incomplete reports.

*Note: For any courses running in the Spring semester, assessment reports and actions plans are due by May 31st.

Program Assessment

Program assessment will be conducted for AAS degrees and certificates only. Programs with multiple degrees will follow AAS program assessment.

The goal of program assessment is to ensure all outcomes within a program are assessed over a 3-year cycle. All plans, reports, and actions will be entered into the Watermark Planning and Self-study platform.

The AAS degrees and certificates will participate in program assessment. The following are the steps of program assessment and the support that will be provided to complete this work.

1. **Review the 3-year program assessment plan**

   - At the start of every fall semester, deans and chairs will meet to discuss and review the 3-year assessment plan for their degree and certificate programs. Venues for this discussion include, but are not limited to, the Fall faculty workshop, first department meeting, etc.

   - The goal of this meeting is to create an assessment plan for the program learning outcomes (PLOs) scheduled to be assessed during the upcoming academic year.

   - **Assessment plans are due October 1st of each year.**

2. **Identify and upload artifacts aligned to assess each year's program learning outcomes.**

   - If multiple sections of a course are being offered, it is strongly recommended that a common assessment tool be used to assesses the program learning outcome.

   - Artifacts aligned to assess the target for success (% of students that are expected to be proficient in competency measured) need to discussed and identified by the dean and/or chair.

   - T**his work is to be completed by October 31st of each year.**

   - Working with the DCA and Assessment Committee, the deans will follow up with the chairs for any missing or incomplete work.

3. **Run the assessment and report the results.**

   - **An assessment report, summarizing the results of the assessment, will be due by April 15th of each year.** Reports will be uploaded into the Watermark Planning and Self-Study platform.

- Working with the DCA and Assessment Committee, the deans will follow up with the chairs for any missing or incomplete reports.

   4. **Discussion of assessment results to determine if any action needs to be taken.**

   • The DCA, chair, and dean discussion of the reviewed data and determination of any next steps (action plan) will be completed by **April 15th each year**. This information can be entered into the Watermark Planning and Self-study platform.

Working with the DCA and Assessment Committee, the deans will follow up with the chairs for any missing or incomplete reports.

Funding

The Peer Review Panel is allocated a fund of $30,000 annually to award to curricular change proposals based on academic assessment of student learning. **The panel will only award funding for proposals that meet the following criteria:**

• A clearly articulated funding request with specific dollar amounts attached
• A persuasive argument for the request supported by data/evidence
• A completed assessment report that supports the request

Funding proposal forms may be obtained on the Curriculum and Assessment portal page. Due dates are provided on the form. Proposals will be assessed on a first come, first serve basis and accepted until funds run out. Should the panel have more proposals than funds, the panel will consider institutional priorities and rubric scoring to determine which proposals to fund.

General Education Assessment

The Academic Assessment Committee maintains an annual cycle of General Education assessment in order to collect, analyze, and disseminate relevant student learning data and to offer recommendations to the faculty and administration aimed at the improvement of student learning. Assessment of general education outcomes occurs over a 5-year cycle and uses the Watermark Planning and Self-Study platform to document all assessment activity.

Triton College's General Education Learning Outcomes are achieved as a result of successful completion of the general education requirements for any degree program. The outcomes state that upon completion of a degree program, the student should be able to effectively demonstrate:

Critical Thinking
Explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Communication
Develop and express ideas in written or oral form.

Information Literacy
Identify, locate, evaluate, and responsibly use and share information.

Quantitative Literacy
Analyze and solve quantitative problems from a wide array of contexts.

Global Learning
Analyze and explore complex global challenges from diverse perspectives.

General Education Assessment Cycle	
Academic Year	*General Education Outcome*
2024-2025	Critical Thinking
2025-2026	Communication
2026-2027	Information Literacy
2027-2028	Quantitative Literacy
2023-2024/2028-2029	Global Learning

General education outcomes assessment will occur in only designated general education courses (see FAQ section for more information). The general education outcomes subcommittee, working with the DCA and Assessment Committee, will develop an institutional rubric based on the AACU Value Rubric to evaluate the assessments of these courses. The administration of general educations outcome assessment will occur through Watermark Planning and Self-Study.

Each General Education Assessment Plan will accomplish the following:
1. Disseminate the rubric that instructional faculty will use to evaluate the assessment of the selected courses.
2. Document the assessment methods and benchmarks of the selected courses that will be used to measure learning in the scheduled general education outcome.
3. Collect assessment results from instructional faculty by April 15th.
4. Analyze results with findings by April 15th
5. Develop a final narrative report with an action plan for the general education assessment by April 15th.

<h2 style="text-align:center; color:red">General Education Outcomes Assessment Plan</h2>

1. **Critical Thinking General Education Outcome**
   - Physical Science courses
     - AST 100, AST 101, AST 102, CHM 100, CHM 110, CHM 140, GEO 201, GOL 101, GOL 102, GOL 103, PHS 100, PHY 100, PHY 101, PHY 106
   - Life Science courses
     - BIS 100, BIS 101, BIS 105, BIS 108, BIS 113, BIS 150, BIS 151, HRT 125

- Mathematics courses
  - ECO 170, MAT 102, MAT 117, MAT 124, MAT 131, MAT 133, MAT 134, MAT 170, MAT 235

2. Communications General Education Outcome
- Communications courses
  - RHT 101, RHT 102, SPE 101

3. Information Literacy General Education Outcome
- Communication courses
  - RHT 101, RHT 102, SPE 101
- Fine Arts courses
  - ART 110, ART 111, ART 112, ART 114, HUM 100, HUM 104, HUM 170, MCM 151, MCM 152, MUS 104, MUS 110, MUS 215, SPE 130, SPE 134, VIC 160
- Humanities courses
  - HUM 100, HUM 104, HUM 151, HUM 152, HUM 165, HUM 170, LIT 101, LIT 103, LIT 105, LIT 170, LIT 231, PHL 101, PHL 102, PHL 103, PHL 104, PHL 105, PHL 113, SPN 104, SPN 115, SPN 116, SPN 151, SPN 152

4. Quantitative Literacy General Education Outcome
- Physical Science courses
  - AST 100, AST 101, AST 102, CHM 100, CHM 110, CHM 140, GEO 201, GOL 101, GOL 102, GOL 103, PHS 100, PHY 100, PHY 101, PHY 106
- Mathematics courses
  - ECO 170, MAT 102, MAT 117, MAT 124, MAT 131, MAT 133, MAT 134, MAT 170, MAT 235

5. Global Learning General Education Outcome
- Social Science courses
  - ANT 101, ANT 102, ANT 103, ANT 105, ECO 100, ECO 102, ECO 103, EDU 206, GEO 104, HIS 121, HIS 122, HIS 141, HIS 142, HIS 151, HIS 152, HIS 156, HIS 171, HIS 172, HIS 192, HUM 175, PSC 120, PSC 150, PSC 151, PSC 184, PSY 100, PSY 201, PSY 216, PSY 222, PSY 228, SOC 100, SOC 120, SOC 131, SOC 225, SSC 190
- Humanities and Fine Arts courses
  - ART 114, HUM 165, HUM 170, PHL 105
- Social and Behavioral Science courses
  - ANT 101, ANT 103, GEO 104, HIS 141, HIS 142, HIS 156, HIS 171, HIS 172, HIS192, SOC 225.

Illinois Community College Board Program Review

The Illinois Public Community College Act mandates that the Illinois Community College Board (ICCB) direct a statewide program review system. Community College programs are required to be reviewed

once every five years. This consists of program areas and services including instructional programs that are then submitted to the ICCB.

To align with the ICCB goals of reducing inequities, strengthening programming, and contributing to the economic development of the state, the purpose of the statewide review is to:
1. Support strategic campus-level planning and decision-making related to instructional programming and academic support services, including but not limited to program revisions, program closures, and revisions to services.
2. Address inequities to support program improvement.
3. Support the delivery of locally responsive, cost-effective, high-quality programs and services across Illinois' community college system.

Department of Research and Institutional Effectiveness

The Department of Research and Institutional Effectiveness provides research and analysis and supports decision-making processes for student success and institutional effectiveness throughout Triton College. This department leads the gathering, processing, and presentation of quality, actionable information. Several reports on measures of student success are posted on their website that address topics such as persistence, retention, and graduation rates.

Programmatic Effectiveness and Outcome Results

Programs with specialized accreditation post their Effectiveness and Outcome results on their program websites.

Contact Information

For questions or concerns regarding any portion of the Academic Assessment Plan, please contact:

Christina Garcia
Director of Curriculum and Assessment
(708) 456-0300 x3244
christinagarcia@triton.edu

Larry Manno
Academic Assessment Committee Chair
(708) 456-0300 x3003
larrymanno@triton.edu

Assessment Glossary

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

Academic Program
Academic programs are defined as any unit of study resulting in a certificate or a degree.

Curriculum Map
A curriculum map is a visual representation of what occurs in an academic program to foster desired knowledge, skills, and values. It shows alignment between a program's curriculum and the learning outcomes of the program by demonstrating which learning outcomes are met by each course in the program.

Direct Methods vs. Indirect Methods of Assessment

Direct Methods
Direct methods evaluate student work products in light of learning outcomes. They offer specific information regarding how much students have learned. Examples of direct methods include exams and rubrics for capstone projects, portfolios, papers, and performances.

Indirect Methods
Indirect methods evaluate student perceptions or presumptions about their own learning as well as the educational environment that supports that learning. Examples of indirect methods include surveys, focus groups, and interviews.

Direct Methods	Indirect Methods
• Written exams and quizzes • Performative tasks • Presentations • Assessed classroom activities • Peer review • Capstone projects/portfolios	• Graduation & retention rates • Student reflection activities • Alumni & employer surveys • Transfer rates • Next course success • Job placement rates • Program GPA

Formative Assessment vs. Summative Assessment

Formative Assessment
Formative assessment is completed throughout a course to provide information and feedback to improve student learning and the quality of the course itself. Formative assessment (which happens during the "formation" of student learning) gives the instructor information on what individual students,

or the class as a whole, needs to practice, to have re-taught, and to learn next. This process also includes reflection on the learning process, timely feedback to students, and modifying an instructor's teaching approaches.

Summative Assessment
Summative assessment gauges how much a student has learned at the completion (or summation) of a student's studies. It involves gathering and interpreting evidence of student learning at the end of a course or program. Common summative assessments are exams, papers, and projects.

Formative Assessment	Summative Assessment
Assessment <u>for</u> learning	Assessment <u>of</u> learning
Taken at varying intervals throughout a course to provide information and feedback that will help improve (1) the quality of student learning and (2) the quality of the course itself.	Taken by students at the end of a unit or semester to demonstrate the sum of what they have learned.

Learning Objectives and Learning Outcomes

Learning Objectives
Learning objectives are broad, mission-like statements that give overarching expectations for student learning. They are not as narrow as learning outcomes and are used to guide learning from a bigger-picture perspective. There are different levels of learning objectives, such as course objectives and program objectives.

Learning Outcomes
Also called Student Learning Outcomes (or SLOs for short), learning outcomes are clear, concise statements that describe what students can demonstrate as a result of a given educational experience. They are specific statements often written using the format, "Students will be able to…" followed by an active verb. There are three levels of learning outcomes: course-level learning outcomes, program-level learning outcomes, and general education learning outcomes.

Example learning outcomes:
- *Students will be able to craft a well-reasoned thesis statement.*
- *Students will be able to calculate the costs of loans with different interest rates to determine which one they should apply for.*

Rubrics
A rubric is a scoring guide used to express defined, consistent criteria for evaluation. Rubrics allow instructors to:
- Assess assignments consistently from student-to-student.
- Give timely, effective feedback and promote student learning in a sustainable way.

- Clarify expectations and components of an assignment for students.
- Refine teaching skills by evaluating rubric results.

At the same time, rubrics help students:
- Understand expectations and components of an assignment.
- Become more aware of their learning process and progress.
- Improve work through timely and detailed feedback.

References

Leskes, A. (2002). Beyond confusion: An assessment glossary. *Peer Review*. Retrieved from https://www.aacu.org/publications-research/periodicals/beyond-confusion-assessment- glossary.

Maki, P. L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus Publishing.

Palomba, C. A. & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco, CA: Jossey-Bass.nd

Suskie, L. (2009). *Assessing student learning: A common sense guide*. (2   ed.). San Francisco, CA: Jossey-Bass.

Walvoord, B. E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and* nd

   general education. (2 ed.). San Francisco, CA: Jossey-Bass.

Assessment FAQs

Section 1. Course Assessment FAQs

1. What's the difference between course assessment (for courses with multiple sections) and class/section assessment?

Course Assessment (Multiple Sections): This assessment examines whether students across all sections of a course are achieving the same learning outcomes, ensuring consistency in objectives, teaching methods, and evaluations across different sections. While it's not mandatory to use a common assessment tool for all sections, the assessments employed by instructors should align with the course's established outcomes. This approach ensures flexibility in assessment methods while maintaining a standardized measurement of student learning across sections.

Class/Section Assessment: This assessment focuses on the effectiveness of teaching and learning within a specific section, assessing whether students in that particular section are meeting the required learning outcomes. In this case, the instructor independently designs and implements assessments tailored to their teaching approach, as long as they align with the overall course objectives.

2. Should all sections of a course (e.g., all 10 sections of Philosophy 101) use the same assessment tool, such as a midterm, to measure student learning outcomes?

It's not necessary for all sections to use the exact same assessment tool, though having common assessments can provide uniform data. Best practice involves aligning assessments with shared learning outcomes while allowing instructors flexibility in how they assess those outcomes.

3. Do we need to assess every course every year?

It's not necessary to assess every course annually. Courses should follow a rotating schedule of assessment, ensuring all outcomes are covered within a reasonable cycle (e.g., every 3 years as we have them).

4. How does academic assessment work for dual credit courses taught at high schools?

Dual credit courses should follow the same assessment guidelines as courses taught on campus to ensure consistency in measuring student learning outcomes. High school instructors must align their course assessments with the college's expectations, including using the same learning outcomes, tools, and rubrics.

Section 2: Program Assessment FAQs

1. How are program-level assessments different from course-level assessments?

Program-level assessments evaluate how well students are achieving the broader learning outcomes of an entire program in the CTE field, often through capstone projects, portfolios, or cumulative exams.

Course-level assessments focus on individual courses and are typically assessed through assignments, tests, or projects.

2. What is a good assessment structure for program assessment in non-CTE disciplines?

For non-CTE degrees, the focus of assessment is on general education learning outcomes and preparation for transfer. Program assessments are for AAS degrees and certificates.

While there are no majors (e.g., "AS in Math" does not exist), general education assessment targets the courses and competencies that prepare students for academic progression through the AA and AS degrees.

3. How often should programs be assessed?

Program assessment, which is for AAS degrees and certificates, should be conducted on a rotating schedule of assessment, ensuring all outcomes are covered within a reasonable cycle (e.g., every 3 years as we have them).

Section 3: General Education Assessment FAQs

1. What are the General Education Outcomes?

Critical Thinking: Explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
Communication: Develop and express ideas in written or oral form.
Information Literacy: Identify, locate, evaluate, and responsibly use and share information.
Quantitative Literacy: Analyze and solve quantitative problems from a wide array of contexts.
Global Learning: Analyze and explore complex global challenges from diverse perspectives.

2. What needs to be assessed for general education courses?

General education assessments focus on foundational knowledge in preparation for transfer and degree completion. These assessments target core competencies such as communication, critical thinking, and quantitative reasoning, and they complement program-specific assessments.

3. What are the specific general education courses in which general education outcomes are assessed?

Communications:
RHT 101, RHT 102, SPE 101

Humanities and Fine Arts:

Fine Arts:

ART 110, ART 111, ART 112, ART 114, HUM 100, HUM 104, HUM 170, MCM 151, MCM 152, MUS 104, MUS 110, MUS 215, SPE 130, SPE 134, VIC 160

Humanities:
HUM 100, HUM 104, HUM 151, HUM 152, HUM 165, HUM 170, LIT 101, LIT 103, LIT 105, LIT 170, LIT 231, PHL 101, PHL 102, PHL 103, PHL 104, PHL 105, PHL 113, SPN 104, SPN 115, SPN 116, SPN 151, SPN 152

Social and Behavioral Science:

Social Science Courses:
ANT 101, ANT 102, ANT 103, ANT 105, ECO 100, ECO 102, ECO 103, EDU 206, GEO 104, HIS 121, HIS 122, HIS 141, HIS 142, HIS 151, HIS 152, HIS 156, HIS 171, HIS 172, HIS 192, HUM 175, PSC 120, PSC 150, PSC 151, PSC 184, PSY 100, PSY 201, PSY 216, PSY 222, PSY 228, SOC 100, SOC 120, SOC 131, SOC 225, SSC 190

Human Diversity requirement, taken as a Humanities and Fine Arts or Social and Behavioral Science course:

Humanities and Fine Arts course: ART 114, HUM 165, HUM 170, PHL 105

Social and Behavioral Science course:
ANT 101, ANT 103, GEO 104, HIS 141, HIS 142, HIS 156, HIS 171, HIS 172, HIS 192, SOC 225.

Mathematics:

ECO 170, MAT 101, MAT 102, MAT 117, MAT 124, MAT 131, MAT 133, MAT 134, MAT 170, MAT 235

Physical and Life Science:

Physical Science Courses:
AST 100, AST 101, AST 102, CHM 100, CHM 110, CHM 140, GEO 201, GOL 101, GOL 102, GOL 103, PHS 100, PHY 100, PHY 101, PHY 106

Life Science Courses:
BIS 100, BIS 101, BIS 105, BIS 108, BIS 113, BIS 150, BIS 151, HRT 125

4. How often should general education courses be assessed?

General education outcomes should be assessed on a 5-year cycle (as we do), with a different general education competency assessed each year. For example, communication may be assessed through Speech 101 and Rhetoric courses in one year.

5-year Cycle of General Education Outcomes Assessed in General Education Courses:

General Education Outcome	Assessed In Academic Year	Categories/courses to be assessed
Critical Thinking	2024-2025	Physical and life sciences; Mathematics
Communication	2025-2026	Communication
Information Literacy	2026-2027	Communication; Humanities and Fine Arts
Quantitative Literacy	2027-2028	Mathematics; physical science
Global Learning	2028-2029	Humanities and Fine Arts; Social and Behavioral Sciences

Section 4: Assessment Types, Steps, and Roles FAQs

1. What is "closing the loop" in assessment, and why is it important?

"Closing the loop" involves using assessment data to make informed changes to curriculum, teaching methods, or student support. Reassessment ensures that these changes lead to improvements in student learning, making this a crucial step for continuous improvement.

2. What is the role of deans and associate deans in the assessment process?

Deans and associate deans play a critical role in facilitating and supporting assessment. Together with assessment leadership, they ensure alignment with institutional goals, engage in discussions on data interpretation, review assessment plans, and support changes to the curriculum or instructional methods based on assessment results.

3. How will these assessment processes be shared with faculty?

With leadership from the Academic Assessment Committee Chair, assessment processes will be shared with faculty through committee meetings and department and chair meetings, among other ways. Assessment processes will be supported collaboratively with assessment leadership and deans.