

JOLIET JUNIOR COLLEGE

ASSESSMENT HANDBOOK

July, 1996

## TABLE OF CONTENTS

Introduction.....	1
Assessment Guidelines.....	2
Purpose of the Assessment Committee.....	2
Mission and Goals of Joliet Junior College.....	4
Mission.....	4
Goals.....	5
Sample of Department Link to College's Mission and Goals.....	7
History of Assessment at Joliet Junior College.....	11
Philosophy of Assessment.....	12
The Assessment Committee.....	13
The Assessment Review Committee.....	14
Annual Reporting Procedures.....	14
NCA Approval of the Plan.....	14
1995-1996 Assessment Activities.....	15
Continuing Assessment of Student Academic Achievement.....	15
Joliet Junior College Annual Assessment Process.....	16
Assessment Review Committee Rotation of Members.....	17
Assessment Plan Guidelines For Academic Departments.....	18
Mission Statements.....	18
Assessment Plans for Academic Departments - Grid/Matrix Guidelines.....	19
Format of Assessment Plan for Each Unit, Discipline and/or Program.....	20
Assessment Plan Guidelines for Non-Academic Units.....	23
How Many Plans Are Needed In Each Division, Office or Unit.....	23
Guidelines for Mission Statements.....	24
Grid/Matrix Directions.....	25
Assessment Plan Guidelines.....	26
Outcome/Objectives Examples.....	29
Assessment Grid.....	30
Annual Assessment Review Form.....	31
Assessment Grant Funding Proposal.....	32
Assessment Proposal Funding Request Form.....	33
NCA Response.....	34
Glossary of Terms.....	39

## INTRODUCTION

The Joliet Junior College Assessment Committee was created in the Spring, 1992 semester with a college-wide assessment plan as its goal. During the following three years the committee guided the college community through the process of development and implementation of this plan. Committee membership changed during this period but a core group of representatives remained constant.

During the Spring 1995 semester the Assessment Committee completed its original task and redefined itself as the Assessment Review Committee, a standing committee responsible for overseeing the recently implemented plan. Several original committee members moved on to other responsibilities and were replaced by new departmental and support services representatives. During the Fall 1995 semester it was suggested that an assessment handbook containing key terms, concepts, and examples would be a helpful resource for future committee members and new members of the college community. This handbook was created in response to that suggestion.

## **ASSESSMENT GUIDELINES**

The Assessment Committee at JJC was formed as a direct result of a directive from the North Central Association which says that "EVERY SCHOOL MUST HAVE AND DOCUMENT STUDENT ACADEMIC ACHIEVEMENT". Those schools scheduled for evaluation or focused evaluation by July 1995 **must** submit a chapter or a subchapter on assessment. All other schools must also submit a written assessment plan after July 1995. We, as a faculty and as an institution, are therefore charged with the task of developing an institution-wide assessment plan which flows from our college's mission and goals.

The purpose of the Assessment Committee is to guide the development of an assessment plan for all academic and non-academic programs of the college. This plan will show how well we are achieving the mission and goals of JJC. The results of this plan should lead to improvement of the institution and its programs.

Assessment Committee members represent all academic departments as well as non-academic components of the college.

### **PURPOSE OF THE ASSESSMENT COMMITTEE**

The purpose of the Assessment committee is to guide the development of an assessment plan for all academic and non-academic programs of the college. This assessment plan will show how well we are achieving the mission and goals of Joliet Junior College. The results of this plan should lead to improvement of the institution and its programs.

### **GOALS:**

1. Create an Assessment Center which will measure the general education achieved by our students.
  - a. Utilize the assessment Center to perform follow-up studies of students who transfer to four year universities as well as those who pursue work immediately after graduation. Consider the current educational trends and economic climate.
  - b. Utilize both the counseling center and the testing center to identify students' academic and personal strengths in order for students to make appropriate career choices.
  
2. Ask each department to develop an assessment plan which identifies what knowledge is essential within a given program or course and adopt appropriate instruments to test whether that knowledge is being transmitted to students as well as the degree to which it is learned by students.

3. Develop guidelines for departmental program assessment which tie the goals of the programs to the goals of JJC.
4. Assess DEVELOPMENTAL EDUCATION program as it related to the college's Mission and Goals:
  - a. Review current developmental curricula.
  - b. Review also the current instruments for testing, given the growth in technology.
  - c. Examine the criteria used in placing students into remedial courses in order to determine the students' likely success, given their abilities.
5. Assess GENERAL EDUCATION as it relates to the college's Mission and Goals:
  - a. Identify general education objectives.
  - b. Identify specific courses where these general education objectives can be met.
  - c. Assess whether these general education objectives are being met by evaluating the tools and the tasks germane to each skill, e.g. critical thinking.
6. Identify other areas where assessment needs to be done in addition to departmental assessment, developmental education, general education, and career planning.
7. Recommend a calendar for review of all assessment activities.
8. Develop adequate testing procedures of competencies needed for success both upon entering and leaving JJC.

## MISSION AND GOALS OF JOLIET JUNIOR COLLEGE

### MISSION

Joliet Junior College has the mission of providing quality educational opportunities to all students qualified to complete any one of its programs. This mission must and will continue so that students can genuinely profit from the educational experience which includes educational and training programs.

One significant component includes the concept of directed access to complement the traditional open-door policy. To comply with recent directives from the Illinois Board of Higher Education, Joliet Junior College will initiate the directed access approach throughout the campus. The goal of this approach is to help students realize their abilities and potential by guiding them into educational programs where they are likely to succeed. The guidance is contingent upon assessment testing and the subsequent placement of students into appropriate courses where they will develop their fullest capabilities.

Another component of the college's mission is to challenge and stimulate students in their intellectual, creative, and cultural growth and to provide information and options that will result in substantial changes among students.

To effect these changes, the college emphasizes the following: personal vision and growth, development of curiosity and courage in exploring the unfamiliar, active participation in society, awareness of the world and its complexity, and an understanding of the moral, social, economic, and ethical issues that face humanity. The latter emphasis recognizes the necessity of expanding the students' opportunity for humanistic learning and intercultural awareness.

Besides their worth as cultural enrichment, the humanities help students to refine their reasoning capacities. They also help students in the pure sciences and technology curricula which require higher levels of critical thinking. In accomplishing the above, the traditional distinction between vocational and transfer students--an apparent distinction between training and education--should be substantially reduced.

The mission at Joliet Junior College is to educate and train each student for some area of interest which will ultimately serve his/her educational goals and which can be offered with the resources available to the college. It is, therefore, incumbent upon the college to develop an understanding of rapid changes in the scientific and technological spheres. Student should pursue the scientific method(s) in greater depth and also should be aware of the specific credentials, but also to understand the positive and negative effects of various scientific advancements. Arts and science students are encouraged to take vocational, scientific, and technical courses as part of their general education.

Furthermore, the college should continue to assess the general needs of the community. Socio-economic problems like unemployment and poverty should be continually examine to determine how advance technology can assist in alleviating them. The trend toward a society with advanced technology instead of one with the traditional factory as a source of livelihood should be addressed to improve the general economic conditions of the community.

Finally, it is the mission of Joliet Junior College to produce and challenge a literate society capable of critical thought. Literacy involves not only linguistic literacy but mathematical and technological literacy as well. A literate society will enhance each individual and his/her contribution and commitment to the advancement of our community and will challenge each person to life-long learning.

Consistent with this overview, the following goal statements reflect JJC's institutional mission:

#### GOALS:

1. To provide the first two years of liberal arts and sciences programs. (The program will prepare qualified students to transfer to four-year colleges and universities or to meet personal educational goals.)
2. To provide occupational education programs. (The programs will be vocational, technical, and semi-technical in nature. They will provide for immediate vocational/technical occupancy training, retraining, and/or upgrading of skills to meet both current and emerging local, region, and state manpower needs. That is, we need to train and educate a mobile society.)
3. To provide preparatory, developmental, and remedial programs. (The programs and courses will provide supportive instruction and services designed to assess and prepare students for successful experiences in post-secondary education.
4. To provide continuing education. (The programs will include credit and non-credit courses designed to meet individual needs.)
5. To provide community services education. (These activities will include workshops, seminars, forums, and other forms of cultural and social enrichment.)
6. To provide general education. (General education will be offered to support the development of an educated citizenry. Through common learning, students will be prepared to meet their societal obligation upon graduation. The general education will reflect technological influences advanced in society.)

7. To provide student support services. (This program will include appropriate services designed to meet the needs of a diverse student body.)
8. To promote economic development activities and services. (This program will actively offer and provide college services in support of community economic development effort within the college district while, at the same time, the college is participating as a catalyst for regional and state-wide development.)
9. To provide a networking system with business, educational, and social institutions. (This program will enhance training, education and economic growth.)
10. To promote an understanding of the peoples, countries and cultures, and their interaction in affecting the global environment. (The college will provide opportunities for study of other countries and their peoples through structured classroom activity and other enrichment activities which will enable our students to interact effectively on our culturally diverse campus and better understand our global environment.)

## **SAMPLE OF DEPARTMENT LINK TO COLLEGE'S MISSION AND GOALS**

### **FINE ARTS DEPARTMENT MISSION STATEMENT**

The composition of the Fine Arts department includes both terminal vocational education programs and multi-discipline components of the liberal arts curriculum. The department includes the disciplines of Art, Fashion Merchandising, Interior Design, Music, Speech, and Theatre. Although student participating in programs and/or taking courses in the Fine Arts Department vary greatly in background, needs, abilities, motivation and other unique characteristics, the department remains committed to their growth and development. The Fine Arts Department is dedicated to providing quality educational courses and programs in each of its disciplines. We affirm the contention that a component of "Quality" liberal arts, technical, and occupational learning opportunities is their ability to "challenge and stimulate students in their intellectual, creative, and cultural growth and to provide information and options that will result in substantial changes among students. Learning outcomes common to each of the department's disciplines include:

- \* the ability to think clearly and critically
- \* the ability to understand the means by which knowledge is acquired within each discipline
- \* the ability to develop an understanding of the universe, society and individual within the context of each discipline
- \* the ability to understand and reflect upon moral and ethical problems within each discipline
- \* the ability to demonstrate a competent level and utilization of knowledge in each discipline.

The manner in which each of these outcomes is accomplished is unique to each discipline within the department.

**FINE ARTS DEPARTMENT**  
**MISSION STATEMENT LINK TO INSTITUTION'S MISSION STATEMENT**

The Fine Arts Department mission statement is *specifically* linked to paragraphs 1, 2, 3, 4, 5, and 8 in the Joliet Junior College mission statement. Fine Arts Department learning outcomes are *specifically* linked to the mission statement of the institution as follows:

- \* the ability to think clearly and critically is *specifically* linked to paragraphs 3, 4, 5, and 8
- \* the ability to understand the means by which knowledge is acquired within each discipline is *specifically* linked to paragraphs 1, 5, and 6
- \* the ability to develop an understanding of the universe, society and individual within the context of each discipline is *specifically* linked to paragraphs 1, 4, 5, 6, and 7
- \* the ability to understand and reflect upon moral and ethical problems within each discipline is *specifically* linked to paragraphs 1 and 4
- \* the ability to demonstrate a competent level and utilization of knowledge in each discipline is *specifically* linked to paragraphs 1, 3, 4, 5, 6, and 8.

**FINE ARTS DEPARTMENT DISCIPLINES  
LEARNING OUTCOMES LINK TO INSTITUTIONAL GOALS/OBJECTIVES**

The Fine Arts Department includes the disciplines of Art, Fashion Merchandising, Interior Design, Music, Speech, and Theatre. The learning outcomes of each of these disciplines are *specifically* linked to the goals/objectives of the institution as follows:

1. **To provide the first two years of liberal arts and sciences programs.** This goal is linked to ART learning outcomes 1-4, MUSIC learning outcomes 1-4, and THEATRE learning outcomes 1-5.
2. **To provide occupational education programs.** This goal is linked to FASHION MERCHANDISING learning outcomes 1-4 and INTERIOR DESIGN learning outcomes 1-3.
3. **To provide preparatory, developmental, and remedial programs.** The Fine Arts Department does not provide these programs but regularly refers students in need of these programs to the Academic Skills Center.
4. **To provide continuing education.** In addition to degree programs, students may enroll in various courses within the disciplines for personal enrichment and/or continuing education. There are, however, no formal continuing education programs in the department.
5. **To provide community services education.** This goal is linked to ART learning outcome 1, FASHION MERCHANDISING learning outcome 2, periodic “open house” projects in INTERIOR DESIGN, MUSIC learning outcome 5, THEATRE learning outcome 1, periodic Fine Arts Department “Career Days,” and various gallery exhibits, recitals, concerts, and theatrical performances.
6. **To provide general education.** This goal is linked specifically to SPEECH, learning outcomes 1-4, but applies to all disciplines in the department insofar as competency in reading, writing, and critical thinking are necessary for achievement of each discipline’s learning outcomes.
7. **To provide student support services.** Several clubs and special interest groups related to the Fine Arts are sponsored by Fine Arts Department faculty and staff members. The activities of these organizations enrich participants and serve the needs of a diverse student body. Responsibility for assessment of these organizations lies with the Office of Student Services and Activities.
8. **To promote economic development activities and services.** The Fine Arts Department does not provide these services.

9. **To provide a networking system with business, educational, and social institutions.** This goal is linked to FASHION MERCHANDISING learning outcome 2, INTERIOR DESIGN learning outcome 2, Fine Arts “Career Day,” and Theatre matinee performances for elementary, junior high and high school students.
10. **To promote an understanding of the peoples, countries and cultures, and their interaction in affecting the global environment.** This goal is linked to ART learning outcome 3, FASHION MERCHANDISING learning outcome 1, MUSIC learning outcomes 1-2, SPEECH learning outcome 1, and Theatre learning outcome 4.

## HISTORY OF ASSESSMENT AT JOLIET JUNIOR COLLEGE

Joliet Junior College has a long-standing commitment to assessment of student academic achievement and to assessment of its academic programs and services. As early as the late 1960's, the English Department began an assessment of student success in composition courses and designed a five-day English rhetoric class for students who needed additional class time in order to succeed.

In 1968, the Academic Skills Center was instituted for the purpose of helping academically disadvantaged students. Development courses in reading and writing followed in the early 1970's. Courses in developmental math were also instituted.

In January of 1986, Joliet Junior College formally established its Assessment and Placement Committee with twenty-two faculty and administrators, dominated primarily by faculty members. The "Statement of Philosophy" of the committee reads

Joliet Junior College is committed to the open-door concept and an assessment program which identifies the academic strengths and weaknesses of each student. This information is to be used in providing advisement and placement in appropriate courses. The intent of the assessment program is to enable students to take advantage of the quality education available so as to lead more productive lives in both academic and vocational spheres.

One of the primary tasks of this committee was to establish a formal mechanism for proper placement of students in reading, writing, and mathematics. On May 1, 1986, this committee recommended that ASSET be adopted for appropriate assessment and testing. In the spring of 1988, ASSET became the appropriate testing device.

In June of 1990, a steering committee was established to consider a new committee, namely the Developmental Education Committee. It was established with fifteen (15) members. It has been an active committee since then with membership from all academic departments.

Academic program review has been in place since 1981. In 1992 the college adopted the Continuous Quality Improvement (CQI) management model for the college. Assessment, an institution-wide effort, is part of the PLAN→ DO→ STUDY→ ACT cycle of the CQI model. In Spring 1992 the Assessment Committee was created to develop the college assessment plan and to create a climate of improvement through assessment. The Assessment Committee required all components of the college to write their own assessment plans to assess the impact of their programs and services on students and other customers. The Assessment Committee provided guidelines and timelines to assist all academic and non-academic areas in the development of their plans.

## PHILOSOPHY OF ASSESSMENT

The purpose of assessment in all areas of Joliet Junior College is to improve learning and teaching through the improvement of its disciplines, programs, and services. Assessment provides the opportunity for faculty, staff, and administrators to examine and evaluate their expectations for student academic achievement. In recognition that student success is the responsibility of all, from faculty to front line staff, every academic department and non-academic unit has been required to develop an assessment plan for each of its programs and services. The plans must be tied to the college mission and goals and evaluate student academic achievement and/or related student/customer outcomes. Assessment of student academic achievement has two major components: assessment of student academic achievement in a given academic discipline or program, and assessment of student academic achievement in general education skills.

The assessment philosophy has the following principles:

- Everyone in the college directly or indirectly affects student academic achievement or the student's progress through the system.
- Each academic department, student support service, institutional service and office will develop its own assessment plan with the assistance and guidance of the Assessment Committee.
- General Education outcomes are encouraged for each program.
- Assessment must be linked to the mission and goals of the college.
- Assessment must use multiple measures.
- Assessment must lead to improvement in programs and services.

## THE ASSESSMENT COMMITTEE

In the Spring of 1992, the Joliet Junior College Assessment Committee was created by the Vice-President of Academic Affairs to be responsible for developing a college-wide Assessment Plan. Each academic program and unit of the college was to develop its own assessment plan according to the guidelines developed by the Assessment Committee. The Assessment Committee members were chosen from all components of the college and include a representative from each of the ten (10) academic departments, the Director of Registration, Records, and Counseling, the Learning Resource Center, Academic Skills, Office of Institutional Research, Vice-Presidents from Academic Affairs and Student Affairs, an off-site administrator, and a student. Florence Chambers, a faculty member from the Mathematics and Computer Information Systems Department, was chosen as chair of the Assessment Committee.

Education of the entire college community about assessment began immediately with regular reports at departmental meetings and staff development activities. Initially, three subcommittees were formed. The Goals Committee developed the mission and goals of the Assessment Committee. The General Education Committee began studying General Education as viewed by the federal government and by other community colleges. The Developmental Education Committee began to consider how Developmental Education could be assessed at Joliet Junior College. Additional subcommittees were formed as needed to advance the development of assessment at the college.

The Assessment Committee began its work by defining its role "to guide the development of an assessment plan for all academic and non-academic programs of the college". The Assessment Committee developed guidelines, provided timelines, due dates, and feedback for the various parts of the plans. Initial assessment guidelines were developed, distributed and explained in Spring of 1993. Assessment materials were placed in the Learning Resource Center, and an assessment bibliography was compiled and distributed. Each academic department and non-academic unit was required to write an assessment plan for each of its programs and services. In the Fall of 1993, mission statements were required for each department or unit, each discipline within a department, and each program within each discipline. Guidelines were developed for the construction of the mission statements. Staff development time was set aside specifically for assessment and departments began to write mission statements. The mission statements were reviewed by the Assessment Committee and returned. The four components to be included in the mission statements are:

1. An identity statement--a statement of "who you are".
2. A short listing of the disciplines or activities/services within the department or area.
3. A statement of the populations serviced by the department or unit, e.g. transfer students, developmental students, and so on.
4. An echo of those aspects of the College Mission carried out by each department or unit.

In the Spring of 1994, all academic departments and units were asked to resubmit their finalized mission statements and to identify student outcomes for each of their programs/services. Finally, in Fall 1994, initial plans were ready to be finalized. Each department or unit was asked to write no more than three plans this semester. Additional plans must be submitted, three per semester, until all programs have completed an assessment plan. Each program/unit identified three to five student outcomes to be assessed. At least one outcome was to be a general education outcome. A grid format was developed that summarizes the entire assessment plan at a glance. Final plans were submitted on November 22, 1994 and reviewed shortly thereafter by the Assessment Committee.

An Assessment File, housed in the Office of the Vice-President of Academic Affairs, contains all assessment plans and reports. This file is available to the college community. During Spring 1995 the Assessment Committee finalized the structure that ensures the continuance of assessment at Joliet Junior College. The Assessment Committee will attain the status of a standing committee and be renamed the Assessment Review Committee. A yearly assessment report and procedures to ensure timely completion of assessments have been developed and finalized. Particular emphasis will be given to the use of assessment results to improve programs and services.

### **THE ASSESSMENT REVIEW COMMITTEE**

In Spring 1995, the Assessment Committee defined the Assessment Review Committee as a standing committee to oversee assessment at Joliet Junior College. The Assessment Review Committee is responsible for overseeing the college assessment plan component dealing with departmental and office assessment plans by providing guidelines, procedures, deadlines, and general support of assessment to the college community. Membership is required by all academic departments and general support services.

### **ANNUAL REPORTING PROCEDURES**

The following annual reporting procedures are in place. Each academic department and college unit is required to submit its assessment plans for the academic year to the Assessment Review Committee. An annual review takes place at the end of each academic year to monitor the progress of assessment. Particular attention is given to changes made to improve curriculum, instruction, and procedures. An assessment file which includes all assessment plans and assessment review reports is available to all in the Office of Academic Affairs.

### **NCA APPROVAL OF THE PLAN**

In November, 1995 the North Central Association of Colleges and Schools accepted the college assessment plan. According to one NCA reviewer:

Joliet has done an excellent job of integrating the requirement of providing for assessment of student academic achievement with an entire institutional effectiveness plan. There has been broad involvement over a good period of time. The processes

have evolved to provide a foundation for future changes and revisions as the college deems appropriate. Faculty involvement has been extensive and staff development activities have been linked to the effort.

The second reviewer concurred and added:

I was impressed with the institution's approach to assessment, the logic and scope of the plan, and the detailed documentation which has been compiled in a series of appendices.

The reviewers praised the inclusion of an assessment budget in the plan but suggested the allocation of resources be clarified in future assessment activities and concluded their remarks by noting the institution's major challenge in implementing the plan would be to maintain departmental enthusiasm and commitment to the process (for more information consult the full text of the NCA response on pages 34-38).

### **1995-1996 ASSESSMENT ACTIVITIES**

In addition to overseeing the development and implementation of new and existing plans the Assessment Review Committee developed several goals for the 1995-1996 academic year. These goals included:

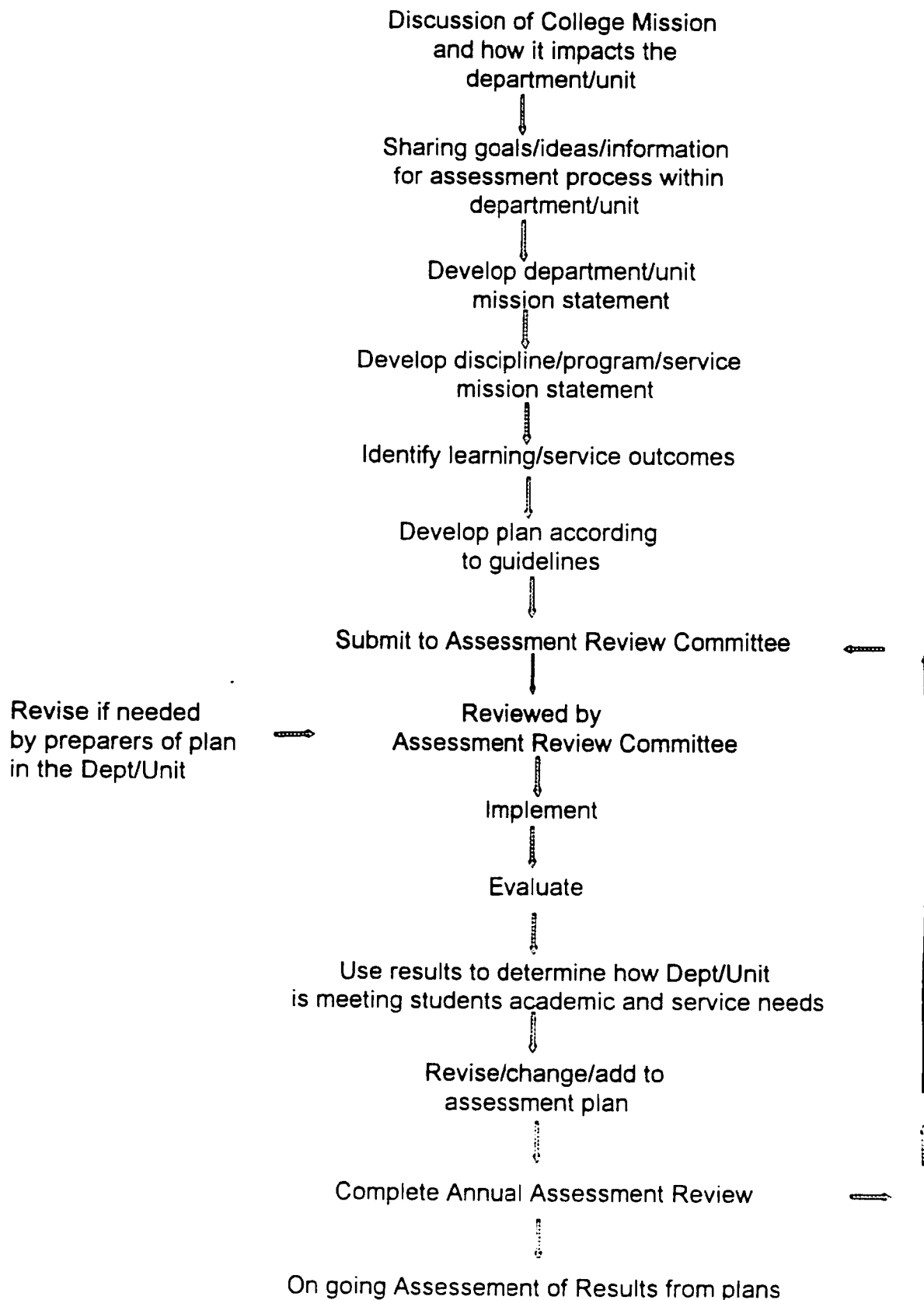
- the creation of a master list of program, discipline and service/unit plans
- the development of a flow chart to clarify the assessment process
- the development of a rotation schedule to insure an equal balance of new and experienced members on the committee
- the development of a grant process intended to encourage innovation in assessment.

Additional activities included the creation of an assessment glossary, instruction packets for academic and non-academic plans, and the revision of the assessment grid of outcomes and assessment review forms.

### **CONTINUING ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT**

The structure of continuing assessment of student academic achievement at Joliet Junior College is now in place. Each academic program of the ten academic departments must have an assessment plan. Three programs are to be assessed each year and are identified on the Annual Assessment Review Report. When all programs have been through one assessment cycle, the department will identify additional learning outcomes to assess and the process continues.

### Joliet Junior College Annual Assessment Process



**ASSESSMENT REVIEW COMMITTEE  
ROTATION OF MEMBERS  
OCTOBER 24, 1995**

Procedure:

- \* Members of the Committee serve two-year terms
- \* Elected representative include Academic Departments and Support Service Groups
- \* Half of the Committee is replaced each year
- \* Representative are elected by their Departments of Support Service Group at the end of each academic year

In order to initiate the rotation, we will follow this scenario:

Members who have just been selected (Fall 1995) will serve through their two-year rotation.

Since this does not constitute one-half of the Assessment Committee's membership, the remainder of the rotation will be determined by drawing lots to determine which units will elect a representative in the Spring.

Current Members:

Administration	5
Support	2
Departmental	10

New Members: 5

## ASSESSMENT PLAN GUIDELINES FOR ACADEMIC DEPARTMENTS

### Guidelines for Mission Statements

The four components to be included in mission statements are:

1. An identity statement--a statement of "who you are."
2. A short listing of the disciplines or activities/services within the department, unit, discipline or program.
3. A statement of the populations served by the department, unit, discipline or program.
4. An echo of those aspects of the College Mission carried out by your department, unit, discipline or program.

The mission statements need not be more than four to five sentences in length.

**Mission statements for disciplines and programs within a department or office should follow the same format guidelines detailed in department mission statement guidelines.**

### DEFINITIONS

1. A DISCIPLINE IS A SERIES OF COURSES WHICH PREPARES STUDENTS FOR PROGRAMS OF STUDY OR DEGREES.
2. AN ACADEMIC PROGRAM IS A SERIES OF COURSES LEADING TO A DEGREE OR CERTIFICATE.

### GRIDS

1. Each assessment plan should include a grid/matrix of desired learning outcomes for **each program, discipline or service** in the department.
2. Try to identify at least one general education learning outcome per program, discipline or service.

## ASSESSMENT PLANS FOR ACADEMIC DEPARTMENTS GRID/MATRIX GUIDELINES

The final section of each assessment plan calls for the completion of a grid/matrix of desired student learning outcomes for each program, discipline, or service in the department.

**BY DEFINITION, A STUDENT (LEARNING) OUTCOME IS A REASONABLE EXPECTATION OF STUDENTS' ACADEMIC ACHIEVEMENT WITHIN A DISCIPLINE OR PROGRAM, OR A STUDENT'S USAGE AND/OR SATISFACTION WITH A SERVICE.**

A student learning outcome reflects the knowledge, skills, or attitudes attained by students. The key is to measure such outcomes in some reasonable manner. Since our student population varies from discipline to discipline and from program to program (transfer, career, developmental, etc.), outcomes will vary as well. Consequently, **MEASUREMENT OF OUTCOMES CAN BE BOTH OBJECTIVE (QUANTIFIABLE) AND/OR SUBJECTIVE (QUALIFIABLE).**

### DIRECTIONS

1. All departments and units are asked to determine **three to five** desired learning outcomes for each **discipline, program, and service.**
2. At least **one** learning outcome should be a general education outcome.
3. Identify **reasonable expectations** in respect to student achievement of each learning outcome. In other words, what level of success should we expect of our students?
4. Identify the assessment measures which will be used to determine student learning. **PLEASE IDENTIFY MULTIPLE (AT LEAST TWO) ASSESSMENT MEASURES FOR EACH LEARNING OUTCOME.**
5. Identify the **target population** (types of students) to be assessed in each outcome.
6. Identify a **specific timeline** for the use of assessment measures. In other words, when will assessment be administered?
7. Identify the **individuals responsible** for the evaluation of information gathered through assessment.
8. Please indicate **how assessment results will be used to IMPROVE STUDENT LEARNING.**

### SAMPLES

The attached grid/matrix and sample learning outcomes provide examples of how various departments identify and assess student learning outcomes.

**FORMAT OF ASSESSMENT PLAN FOR EACH UNIT, DISCIPLINE  
AND/OR PROGRAM**

Mission statement of department or unit  
 Mission statement of discipline  
 Statement of purpose for population or program

What assessments are already in place?  
 Assess scores required, if any.  
 How are prerequisites checked?

Explain how the assessment activity/outcomes will be used to improve student academic achievement, programs, and services at the college.

Complete the following matrix for each outcome defined.

- Include at least one general education outcome, where applicable. A general education outcome addresses such outcomes as oral communication, written communication, critical thinking, etc. described in the JJC catalog.
- Include three (3) to five (5) outcomes per plan.
- Use multiple measures (as least 2 or 3) for each outcome. Assessment measures already in place may be used to measure an outcome.

Student/ Service Outcome	Reasonable Expecta- tions	Assess- ment measures (multiple)	Target Population	When will assessment be admini- stered	Who is responsible	Use of results to improve
--------------------------------	---------------------------------	---	----------------------	---	-----------------------	---------------------------------

Sample matrices are provided. Examples were taken from Mathematics, English, and Continuing Education at JJC. The Technology example was taken in part from Jim Nichols Automotive Technology example in "Implementing Assessment of Student Academic Achievement to Meet Accreditation Requirements" p. 55.

**EXAMPLES OF STUDENT OUTCOMES:** Theses outcomes are examples from JJC departments. **PLEASE INCLUDE AT LEAST ONE GENERAL ED OUTCOME. ASSESSMENTS ALREADY IN PLACE MAY BE USED.**

**GENERAL EDUCATION OUTCOMES:**

1. Students will develop a sense of stewardship toward the Earth.
2. Students will demonstrate responsibility and accountability for decisions and actions affecting nursing practice.
3. Students will demonstrate an ability to communicate in both oral and written forms.
4. Students will be able to work with a culturally diverse work force.
5. Students will be able to successfully write coherent, unified paragraphs.

6. Students will be able to think critically about the contributions made in the field of philosophy.
7. Students will be able to read and comprehend technical materials.
8. Students will be able to explain and analyze value judgments about political decisions and policies.

**BY DISCIPLINE OR POPULATIONS DEFINED BY DISCIPLINE:**

1. Students will become familiar with the basic concepts and vocabulary anthropologists use to perceive and label our social world.
2. Students will understand and appreciate the diversity of the various publics, client groups and sub-cultures revealed in the study of criminal justice.
3. The student will begin to mathematically mature.
4. The student will understand the terms, techniques, and theoretical concepts of Western music from the “common practice” period of approximately 1600 to 1900 through the 20th century by means of analysis, ear training, keyboard and part-writing.
5. The student will be able to develop specific, well-focused, thesis statements.
6. Students will have gained practice in writing a variety of sentence structures.
7. Students will understand the essential elements of the appropriate genres of literature.

**BY PROGRAM: Please include at least one General Ed. Outcome.**

1. A student will be able to utilize database tools for effective business application.
2. A student will be familiar with the local, state, and national requirements regarding personnel employment.
3. The program will maintain a passage rate of a least 90% on the initial writing of the NCLEX-RN.
4. Students will be able to prepare and analyze an income statement, balance sheet, and statement of owner’s equity.

**EXAMPLES OF NON-STUDENT OUTCOMES FOR ACADEMIC DEPARTMENTS:  
(INCLUDE AT MOST ONE OF THESE AT THIS TIME)**

1. Faculty will take advantage of professional growth opportunities.
2. Faculty will be involved in curriculum improvement.
3. Learning resources will be updated regularly.

**EXAMPLES OF STUDENT OUTCOMES FOR UNITS;**

1. Students are able to use the LRC effectively to prepare reports as individuals and for team projects.
2. Students are able to develop leadership and team skills in applying program ideas and skills in a specific student organization.
3. Students indicate high satisfaction with bookstore service.
4. Students are treated with respect.

**EXAMPLES OF OTHER OUTCOMES FOR UNITS:**

1. Budget units receive materials ordered through the purchasing process in a timely manner.
2. Managers received accurate information in a timely manner to implement their assessment plans.
3. Faculty and staff have access to and use staff development programming designed for their employer group.

**EXAMPLES OF ASSESSMENT MEASURES FOR ACADEMIC DEPARTMENTS: This is not a complete list. Be creative in developing your own assessment measures if you wish.**

1. Select questions from student assignments, papers or tests.
2. Experiential and performance tests e.g. work study.
3. Articulation data.
4. Employer Surveys.
5. Student Surveys.
6. Faculty prepared tests.
7. Student papers.
8. State Boards.
9. Licensure exams.
10. Participation or attendance at cultural and college events -- speakers, plays, musicals, concerts.
11. Participation in citizenship activities -- registered to vote, voted, etc.
12. SOCAT exams -- Student Occupational Competency Achievement tests available for occupational areas such as Commercial Foods, Diesel engine Mechanics, Child Care Services, Forestry Products, Refrigeration, Horticulture, Accounting/Bookkeeping, Electronics. Call the National Occupational Competency Testing Institute: 1-800-334-6283.
13. Portfolios.

## ASSESSMENT PLAN GUIDELINES FOR NON-ACADEMIC UNITS

November, 1995

### HOW MANY PLANS ARE NEEDED IN EACH DIVISION, OFFICE OR UNIT?

To a large degree, the number of plans needed in each division, office or unit will be determined by the individuals directly involved in the various division, office and unit programs and services. Each area will determine how many programs and services it has and will write a plan for each program or service. For example, Community Services/Continuing Education has 5 programs: Institute for Economic Technology, CABEL, Talent Search, Health Care Continuing Education, and Continuing Education.

Each division, office and unit has or will develop at least one plan. Thus far, each division, office and unit has elected to exceed minimum expectations and has developed separate plans for each of its programs and services.

In addition to these plans, each division, office and unit may **choose** to develop plans targeted for specific populations. For example, if a division, office or unit or program/service serves more than one target population assessment plans **may** be created for each population served.

**ASSESSMENT PLAN GUIDELINES FOR NON-ACADEMIC UNITS**  
**Guidelines for Mission Statements**

**A mission statement is needed for each service and/or program within the division, office or unit.** The same format used when writing the mission statement for the division, office or unit should be used when writing mission statements for each service and/or program.

**The four components to be included in these paragraph-length mission statements are:**

1. A statement of the program and/or service.
2. A short statement of activities (where applicable).
3. A statement of the population(s) served.
4. An echo of those aspects of the division, office or unit mission that the service and/or program carries out.

## ASSESSMENT PLAN GUIDELINES FOR NON-ACADEMIC UNITS

November, 1995

### GRID/MATRIX DIRECTIONS

The final section of each assessment plan calls for the completion of a grid/matrix of desired outcomes for each division, office or unit and program or service within the division, office or unit. The following instructions should be helpful in completing this grid/matrix.

DIRECTIONS: Each division, office and unit should:

1. Determine three to five desired outcomes for itself and each of its programs and/or services.
2. Identify reasonable expectations in respect to the achievement of each outcome. In other words, what level of success should be expected?
3. Identify the assessment measures which will be used to determine the achievement of each outcome. Please identify multiple (at least two) assessment measures for each outcome.
4. Identify the target population (populations(s) served) to be assessed in each outcome.
5. Identify a specific timeline for the use of assessment measures. In other words, when will assessment be administered?
6. Identify the individuals responsible for the evaluation of information gathered through assessment.
7. Indicate how assessment results will be used to improve each office/unit and its programs and/or services.

## ASSESSMENT PLAN GUIDELINES FOR NON-ACADEMIC UNITS

November, 1995

**The assessment plan of each non-academic division, office and unit should include:**

1. A mission statement for the division, office or unit.
2. A mission statement for each service and/or program within the division, office or unit.
3. A summary page which indicates how the division, office or unit programs and/or services related to the mission and goals of the college.
4. A grid/matrix of specific measurable outcomes for each program or service in the office/unit.
  - a. Try to emphasize student learning outcomes IF THEY APPLY TO THE PROGRAM AND/OR SERVICE.
  - b. If your office/unit DOES NOT DIRECTLY OR INDIRECTLY DEAL WITH LEARNING OUTCOMES, INDICATE OUTCOMES OR OBJECTIVES APPROPRIATE TO THE CUSTOMERS (INTERNAL/EXTERNAL) WHOM YOU SERVE.

### **PART 1.**

**A mission statement for the division, office or unit.** The four components to be included in the mission statements for services and/or programs within a division, office or unit are:

1. An identity statement--a statement of "who you are."
2. A short listing of the programs/services within the division, office or unit.
3. A statement of the populations served by the division, office or unit (transfer students, developmental students, occupational students, internal/external customers, etc.).
4. An echo of those aspects of the College Mission carried out by your division, office or unit.

**The mission statements need not be more than four to five sentences in length.**

## ASSESSMENT PLAN GUIDELINES FOR NON-ACADEMIC UNITS

November, 1995

### **PART 2.**

**A mission statement for each service and/or program within the division, office or unit.** The same format used when writing the mission statement for the division, office or unit should be used when writing mission statements for each service and/or program. These paragraph-length mission statements should include:

1. A statement of the program and/or service
2. A short statement of activities (where applicable).
3. A statement of the population(s) served.
4. An echo of those aspects of the division, office or unit mission that the service and/or program carries out.

### **PART 3.**

**A summary page with indicates how the division, office or unit programs and/or services related to the mission and goals of the college.** Only one summary page per division, office or unit is necessary. This summary page should be based upon the populations served and desired outcomes identified in each office/unit's various programs and/or services.

### **PART 4.**

**A grid/matrix of desired outcomes for each program and/or service in the division, office or unit.** All divisions, offices and units are asked to determine three to five desired outcomes for each program and/or service.

1. Try to emphasize student learning outcomes **IF THEY APPLY TO THE PROGRAM AND/OR SERVICE.**
2. If your office/unit **DOES NOT DIRECTLY OR INDIRECTLY DEAL WITH STUDENT LEARNING OUTCOMES, INDICATE OUTCOMES OR OBJECTIVES APPROPRIATE TO THE CUSTOMERS (INTERNAL/EXTERNAL) WHOM YOU SERVE.**
3. Please indicate whether an outcome/objective is **ONGOING** or is **TARGETED FOR COMPLETION** within a specific period of time.

A student learning outcome reflects the knowledge, skills, or attitudes attained by students. The key here is to measure such outcomes in some reasonable manner. Since our student population varies from discipline to discipline and from program to program (i.e., transfer, career, developmental), outcomes will vary from office to office and unit to unit. Consequently, MEASUREMENT OF OUTCOMES CAN BE BOTH OBJECTIVE (QUANTIFIABLE) AND/OR SUBJECTIVE (QUALIFIABLE).

Desired outcomes for a division, office or unit that does not directly or indirectly deal with students should identify outcomes appropriate to the internal and/or external customers it serves.

**Student and non-student OUTCOMES/OBJECTIVES:**

1. In divisions, offices and units where student learning takes place, a STUDENT OUTCOME can be defined as
  - a. A REASONABLE EXPECTATION OF STUDENT LEARNING WITHIN A DIVISION, OFFICE OR UNIT.

OR

  - b. A STUDENT'S USAGE AND/OR SATISFACTION WITH A SERVICE OR PROGRAM.
2. In divisions, offices and units where student learning does not normally take place an OUTCOME or OBJECTIVE can be defined as
  - a. A REASONABLE EXPECTATION OF ACHIEVEMENT WITHIN A DIVISION, OFFICE OR UNIT.

OR

  - b. CUSTOMER SATISFACTION AND/OR USAGE WITH EACH PROGRAM AND/OR SERVICE.

## ASSESSMENT PLAN GUIDELINES FOR NON-ACADEMIC UNITS

November, 1995

### OUTCOME/OBJECTIVES EXAMPLE

The following examples of student and non-student outcomes should prove helpful in developing your assessment plans.

#### **EXAMPLES OF STUDENT OUTCOMES FOR OFFICE/UNITS**

1. Students are able to use the LRC effectively to prepare reports as individuals and for team projects.
2. Students are able to develop leadership and team skills in applying program ideas and skills in a specific student organization.
3. Students indicate high satisfaction with bookstore service.
4. To support students in their role as parents by providing ideas for promoting the children's healthy development.
5. To assist student affairs personnel in developing and/or nurturing responsible student decision-making and responsible behavior.
6. Adults, over 50 years of age will be able to participate in classes which enrich their lives with new knowledge, experiences or skills.

#### **EXAMPLES OF NON-STUDENT OUTCOMES FOR OFFICES/UNITS**

1. Budget units receive materials ordered through the purchasing process in a timely manner.
2. Managers received accurate information in a timely manner to implement their assessment plans.
3. Faculty and staff have access to and use staff development programming designed for their employer group.
4. Faculty advisors and counselors satisfied with transcript and degree-audit services.
5. To develop plans for facility utilization, modification, and expansion.
6. Maintain fair application and interpretation of union contracts and college policies

Department \_\_\_\_\_  
Discipline/Program: \_\_\_\_\_  
Date: \_\_\_\_\_

Prepared by: \_\_\_\_\_  
\_\_\_\_\_

Student/ Service Outcome	Reasonable Expectations	Assessment Measures (multiple)	Target Population	When Will Assessment be Administered	Who Is Responsible	Use of Results To Improve



## ASSESSMENT GRANT FUNDING PROPOSAL

1. PURPOSE - The purpose of this fund is to encourage members of the college community to explore new and creative ways to directly or indirectly assess learning or services.
2. FUNDING - Funding will be determined by the Assessment Review Committee.
3. ELIGIBILITY - All members of the college community who are responsible for the development and implementation of assessment plans are eligible to apply for this grant.
4. PROPOSAL DEADLINE - November 1, 1996
5. PROPOSAL CRITERIA - Points will be awarded to proposals based on the following criteria:
  1. Relationship of proposal to assessment
  2. Number of individuals affected
  3. Realistic nature of proposal
  4. Originality of request
  5. Recency of award
6. PROPOSAL APPROVAL PROCEDURE
  1. Applicants should complete the ASSESSMENT PROPOSAL FUNDING REQUEST.
  2. Proposals should be submitted to the Assessment Review Committee by November 1, 1996.
  3. The Assessment Review Committee will review all proposals and award funding based upon the five criteria points.
7. PROJECT REPORTING

The project coordinator will assume responsibility for reporting results and outcomes of the project to the Assessment Review Committee. This will include a summary of activities, evaluation, and actual expenses.

JOLIET JUNIOR COLLEGE

ASSESSMENT PROPOSAL FUNDING REQUEST

All persons requesting funding for projects from the Assessment Review Committee should complete the following information. All information should be typed or word processed on separate paper.

Name: \_\_\_\_\_

Department/Unit \_\_\_\_\_

Date Submitted \_\_\_\_\_

1. Please describe your proposal, including any materials, seminars, speakers, etc.
2. Please describe how this proposal fits into the assessment plans for your department/unit. Be as specific as possible.
3. How many members of the college community will benefit from this proposal?  
(Identify students, faculty, staff, etc.)
4. Please submit a budget of your proposal.
5. Please prepare a timeline for the completion of your proposal.

4/3/96



North Central Association  
of Colleges and Schools  
Commission on Institutions  
of Higher Education

30 North LaSalle Street, Suite 2400  
Chicago, Illinois 60602-3504  
312-263-0456, 800-621-7440  
FAX: 312-263-7462, Internet: info@ncacine.org

November 3, 1995

President Thomas E. Gamble  
Joliet Junior College  
1215 Houbolt Road  
Joliet, IL 60436-9352

Dear President Gamble:

I am happy to notify you that we have now successfully completed our review of the assessment plan you sent us. Two Commission Consultant-Evaluators read and analyzed your design for an institution-wide assessment program and advised us that it meets the Commission's current expectations for an assessment plan. These two Consultant-Evaluators expressed their confidence that your plan establishes a framework for a viable institutional program for assessing student academic achievement.

I am enclosing the two forms used by these Consultant-Evaluators, which contain whatever advice or suggestions they provided with their evaluation. (There are three forms if the first two reviewers disagreed; Commission practice requires that we use a third to break the tie.) The Consultant-Evaluators do not confer before writing their reviews; therefore, their reviews represent independent evaluations. The reviewers were, however, drawn from the same corps of Consultant-Evaluators that we use on evaluation teams, so their opinions represent well the range of judgments you might encounter in your next peer evaluation. It is up to you to judge the quality and worth of each of the comments.

Since your plan satisfies the Commission's current expectations, we do not anticipate your responding to the panelists' comments at present. If any of the reviewers expressed major concerns or reservations about your plan, you would be prudent to give their concerns consideration as you continue to implement the plan and as you address assessment in your next self-study. We will provide copies of the review forms to the Commission team visiting your institution for its next comprehensive evaluation along with other materials from our files, such as the report of the last comprehensive evaluation team.

As you know, by June 30, 1995, all institutions should have formulated viable assessment plans. Beginning with the 1995-96 cycle of institutional visits, evaluation teams will examine an institution's assessment program as a critical part of the "patterns of evidence" demonstrating that the institution meets the Commission's five Criteria for Accreditation. Our *Handbook of Accreditation* and future Commission publications and programs will continue to provide information on the assessment of student academic achievement within the Commission's accrediting process and within the broader context of public accountability.

Again, I hope these reviewers' judgments and remarks provide assistance as you continue to implement your institution-wide program to assess your students' learning. If we can assist you in this significant effort, please call upon the Commission staff person assigned to work with your institution.

Sincerely,

Patricia A. Thrash  
Executive Director

Enclosure

ASSESSMENT PLAN REVIEW  
FAX RESPONSE FORM

North Central Association of Colleges and Schools  
Commission on Institutions of Higher Education  
30 North LaSalle Street, Suite 2400  
Chicago, Illinois 60602-2501

If you found the institution's assessment plan OKAY, please fill in, sign, and fax this side of the review form to Karen Solinski, Assessment Coordinator, at the Commission office (FAX number 312-263-7462). Use the other side of the form if you recommend that the institution REVISE AND RESUBMIT its plan for another review.

NAME OF INSTITUTION: JOLIET JUNIOR COLLEGE

DATE OF REVIEW: October 26, 1995

*PLAN IS OKAY: Resubmitting the plan is not necessary. The institution is on its way to a productive assessment program. The next on-site team should review the assessment program that evolves from the plan.*

Please provide any advice and/or suggestions for the institution to consider as it develops, improves, and implements its plan for assessment. (Any comments you provide will be shared, anonymously, with the institution and with the next team to visit the institution for an on-site evaluation.) Add page(s) if needed.

Joliet has done an excellent job of integrating the requirement of providing for assessment of student academic achievement with an entire institutional effectiveness plan. There has been broad involvement over a good period of time. The processes have evolved to provide a foundation for future change and revisions as the college deems appropriate. Faculty involvement has been extensive and staff development activities have been linked to the effort.

Although the document (p.57) indicates that a budget has been established for this effort, it would have been helpful to see it displayed. While a separate budget is not always needed, there should be an easy way for an evaluation team to review the dollars that support this effort.

It also is not clear how the results of the assessment will impact the resource allocation processes of the college. There are many feedback loops for information, and it is true that not all improvements call for new dollars. But even the reallocation of funds or the continuation of base funding should be tied to improvement efforts. This approach was implied in the materials, but not clearly stated. The college may want to elaborate on these processes as they expand their implementation efforts.

ASSESSMENT PLAN REVIEW  
FAX RESPONSE FORM

North Central Association of Colleges and Schools  
Commission on Institutions of Higher Education  
30 North LaSalle Street, Suite 2400  
Chicago, Illinois 60607-2501

If you found the institution's assessment plan *OKAY*, please fill in, sign, and fax this side of the review form to Karen Salinski, Assessment Coordinator, at the Commission office (FAX number 312-263-7462). Use the other side of this form if you recommend that the institution *REVISE AND RESUBMIT* its plan for another review.

NAME OF INSTITUTION: JOLIET JUNIOR COLLEGE  
DATE OF REVIEW: 10-30-95

**PLAN IS OKAY:** *Resubmitting the plan is not necessary. The institution is on its way to a productive assessment program. The next on-site team should review the assessment program that evolves from the plan.*

Please provide any advice and/or suggestions for the institution to consider as it develops, improves, and implements its plan for assessment. (Any comments you provide will be shared, anonymously, with the institution, and with the next team to visit the institution for an on-site evaluation.) Add page(s) if needed.

*(See attached sheet)*

Assessment Plan Review  
Joliet Junior College  
November 1, 1995

Joliet Junior College has successfully developed and thoroughly documented a comprehensive plan assessing student academic achievement. In fact, its seven appendices verify both the development process (at in all major instructional and support areas) as well as some initial findings. The institution has effectively used the NCA format to energize the instruction to search, develop and analyze the assessment process. The five major criteria were achieved based on a the following documentation.

1. The plan is linked to the mission goals and objectives as demonstrated by both a spirit and specific ties to each objective which are fully described.
  - a. Each academic department plan and unit plan flows from the college mission as documented by a specific mission and plans
  - b. The plan includes assessment of learning in general education by documenting the eighteen general education competences which we identified early in the development process.
  - c. The plan includes assessment of learning in the major through a detailed departmental a plan which are tailored to the units mission.
  - d. The plan includes assessment of developmental education and academic support services in line with a similar function
2. Faculty have played a significant roll in the plan which is institutional wide--in conceptualism and scope.
  - a. The assessment committee is composed of ten faculty members and provides leadership to all developmental efforts.
  - b. All major instructional functions and departments are included in the plan.
3. There is a likelibood the program will lead to institutional improvement.

The depth and comprehensiveness of the plan should have a positive impact on institutional improvement. The plan is built an a comprehensive staff development program. The assessment review committee which will oversee and monitor assessment activities and monitor the use of results (many of which have already occurred).

4 The timeline appears to be appropriate. The deadlines in the plan have been met and the future guidelines appear to be reasonable and appropriate.

5 The plan provides for appropriate administration of the assessment program. The key players in the process (VP of Academic Affairs, Assessment Review Committee, academic departments, Office of Institutional Research and Planning and the Quality Council) each have a specified role. Their functions are complementary but set a logical and ongoing plan for responsible assessment. The feedback mechanisms are appropriate and should ensure assessment is infused in the institution's ongoing operations.

The major challenge appears to be one of maintaining enthusiasm for the process and a commitment to implementing the recommendations which come from the committee. It may be difficult to keep departments involved, although the structure should encourage participation.

I was impressed with the institution's approach to assessment, the logic and scope of the plan, and the detailed documentation which has been compiled in a series of appendices.

ASSESSMENT REVIEW COMMITTEE  
GLOSSARY OF TERMS

**ASSESSMENT:** "To evaluate." Assessment at Joliet Junior College is based on evaluation of student academic achievement or customer satisfaction in respect to the desired outcomes identified by the creators of each assessment plan.

**DISCIPLINE:** A discipline is a series of courses which prepares students for programs of study or degrees.

**GRID ITEMS:** A grid with the following steps should be used to identify how each outcome will be assessed.

**STUDENT SERVICE/OUTCOME**

1. List 3-5 desired outcomes for each plan.

**REASONABLE EXPECTATIONS**

2. Identify reasonable expectations regarding the achievement of each outcome. In other words, what level of success should be expected?

**ASSESSMENT MEASURES**

3. Identify the assessment measures which will be used to determine the achievement of each outcome. **PLEASE IDENTIFY MULTIPLE (AT LEAST TWO) ASSESSMENT MEASURES FOR EACH OUTCOME.**

**TARGET POPULATION**

4. Identify the target population(s) (transfer students, developmental, occupational, staff, faculty, general public, etc.) served to be assessed in each outcome.

**WHEN WILL ASSESSMENT BE ADMINISTERED?**

5. Identify a specific timeline for the use of assessment measures. In other words, when will be assessment be administered?

**WHO IS RESPONSIBLE?**

6. Identify the individuals responsible for the evaluation of information gathered through assessment.

**USE OF RESULTS**

7. Indicate how assessment results will be used to **IMPROVE** each office/unit and its programs and/or services.

ASSESSMENT REVIEW COMMITTEE  
GLOSSARY OF TERMS CONT.

MISSION STATEMENT: A mission statement should be written for each assessment plan. The four components to be included in all mission statements are:

1. An identity statement--a statement of "who you are."
2. A short listing of the components within the department, discipline, programs, service, unit, etc. For example, "The Fine Arts Department includes the disciplines of Art, Music, Speech & Theatre, and programs in Fashion Merchandising and Interior Design."
3. A statement of the populations served by the discipline, program, service or unit (transfer students, developmental students, occupational students, internal/external customers, etc.).
4. An echo of those aspects of the College Mission carried out by your department, discipline, program, service, unit, etc.

OUTCOME:

IN ACADEMIC AREAS: A student learning outcome reflects the knowledge, skills, or attitudes attained by students. The key here is to measure such outcomes in some reasonable manner. Since our student population varies from discipline to discipline and from program to program (i.e., transfer, career, developmental), desired outcomes will vary. Consequently, MEASUREMENT OF OUTCOMES CAN BE BOTH OBJECTIVE (QUANTIFIABLE) AND/OR SUBJECTIVE (QUALIFIABLE).

IN NON-ACADEMIC AREAS: In divisions, offices and units where student learning takes place, a STUDENT OUTCOME CAN BE DEFINED AS:

1. A REASONABLE EXPECTATION OF STUDENT LEARNING WITHIN A DIVISION, OFFICE OR UNIT.

AND/OR

2. A STUDENT'S USAGE AND/OR SATISFACTION WITH A SERVICE OR PROGRAM.

ASSESSMENT REVIEW COMMITTEE  
GLOSSARY OF TERMS CONT.

OUTCOME, CONT.: In divisions, offices and units where student learning does not normally take place an OUTCOME or OBJECTIVE can be defined as:

1. A REASONABLE EXPECTATION OF ACHIEVEMENT WITHIN A DIVISION, OFFICE OR UNIT.

AND/OR

2. CUSTOMER SATISFACTION AND/OR USAGE WITH EACH PROGRAM AND/OR SERVICE.

PROGRAM: A program is a series of courses leading to a degree or certificate. Each department and institutional area will determine how many disciplines, programs, services and units it has and will write a plan for each. For example, Community Services/Continuing Education has 5 units: Institute for Economic Technology, CABEL, Talent Search, Health Care Continuing Education, and Continuing Education.

SERVICE: "To provide services to." Examples of student academic support services include: Learning Resource Center, Academic Skills Center, Project Advance, and Special Needs. Non-academic services might include Payroll and Service Center. Each academic department and institutional office must determine both the academic and non-academic services it provides and write the appropriate number of assessment plans.

UNIT: "A part, device, or module that performs a particular function." For example, Community Services/Continuing Education, which has 5 units of its own (CABEL, Talent Search, etc.), is a unit of the office of the Vice President for Academic Affairs.

PLEASE NOTE: In some cases the terms service and unit may be used interchangeably. For example, Payroll provides a service but is a unit of the Business Office.