

*Connecting Assessment Across the
Institution: Linking Practices to Support
Improvement*

Sue Henderson
CATYC
Sept. 13, 2021



Direct Poll Questions

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Or

QR code on handout

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Enrollment: approximately 2500--45% full-time; 20% dual-credit

Faculty: 67 full-time; 140 adjunct

Location: Main Campus in Union, MO, 45 minutes southwest of St. Louis, and location in Rolla, MO

Service Region: most of Franklin County and portions of Crawford, Gasconade, St. Charles, Warren, and Washington Counties, and an extended service region comprising portions of Franklin, Warren, Gasconade, Osage, Maries, Phelps, Dent, and Crawford Counties.

Accreditation: ECC is on the Standard Pathway Model and in the process of conducting a self-study in preparation for a comprehensive review scheduled for April 11-12, 2022 (Year 4).

Academic Pathways: Arts & Humanities, Business, Career & Technical Education, Education, Health Science, Liberal Studies, Social Science, STEM

Sue Henderson

Assistant Professor of English

Taught Composition and Literature at ECC for 25 years

In the first group of faculty and staff to initiate AQIP at our college

Chaired our AQIP Writing Across the Curriculum Project Team

Involved in English disciplinary assessment for over 15 years

Served on the Assessment Committee for many years

Involved in various iterations of the HLC preparation teams; currently the Criteria 4 lead on Reaffirmation team

Serve as HLC Assessment Academy Team Lead

Chair Instructional Assessment Committee

Alignment vs. Coherence

“Alignment stays on the surface, relying on course syllabi, program descriptions, and outcomes.”

“Coherence relies on deep analysis of practices, specific curriculum, and student perceptions.”

(Driscoll, 2021, p. 78)

Alignment vs. Coherence

“Ultimately, we want those connections to be visible to our learners and to support them as they create coherence with some of their own connections.”

(Driscoll, 2021, p. 78)

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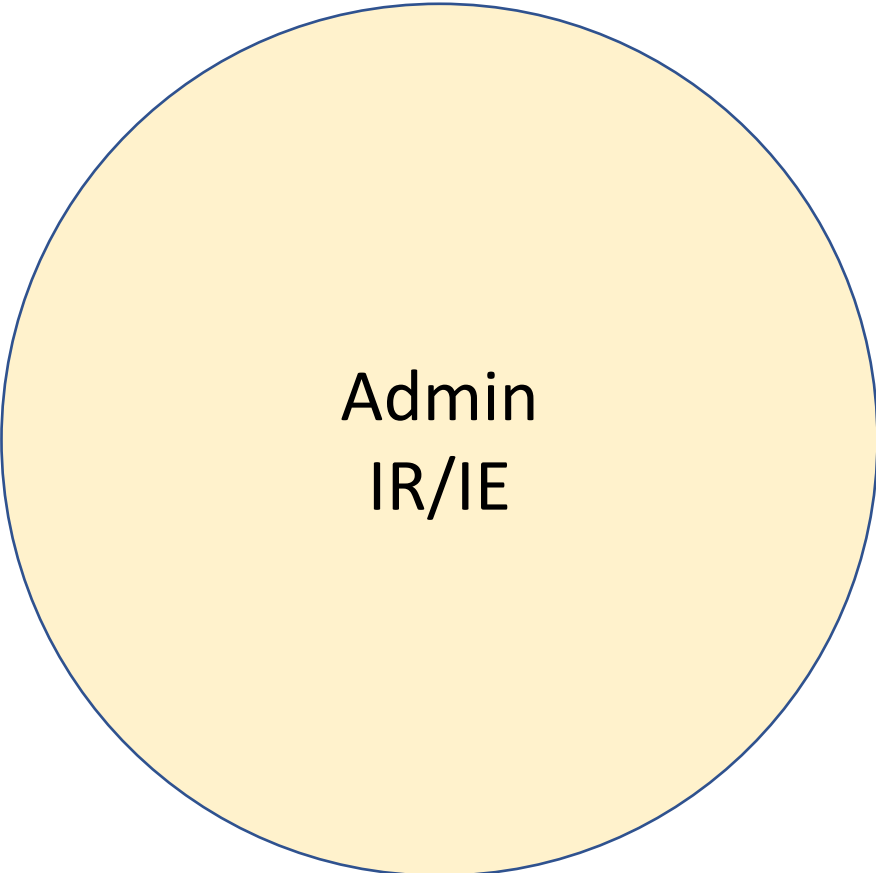
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Faculty



Faculty



Admin
IR/IE



Faculty

Assessment for
Student Learning

Admin
IR/IE

Faculty

Assessment for
Success and
Retention

Assessment for
Student Learning

Admin
IR/IE

Faculty

Assessment for
Success and
Retention

Assessment for
Operational
Effectiveness

Assessment for
Student Learning

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IR/IE



Faculty

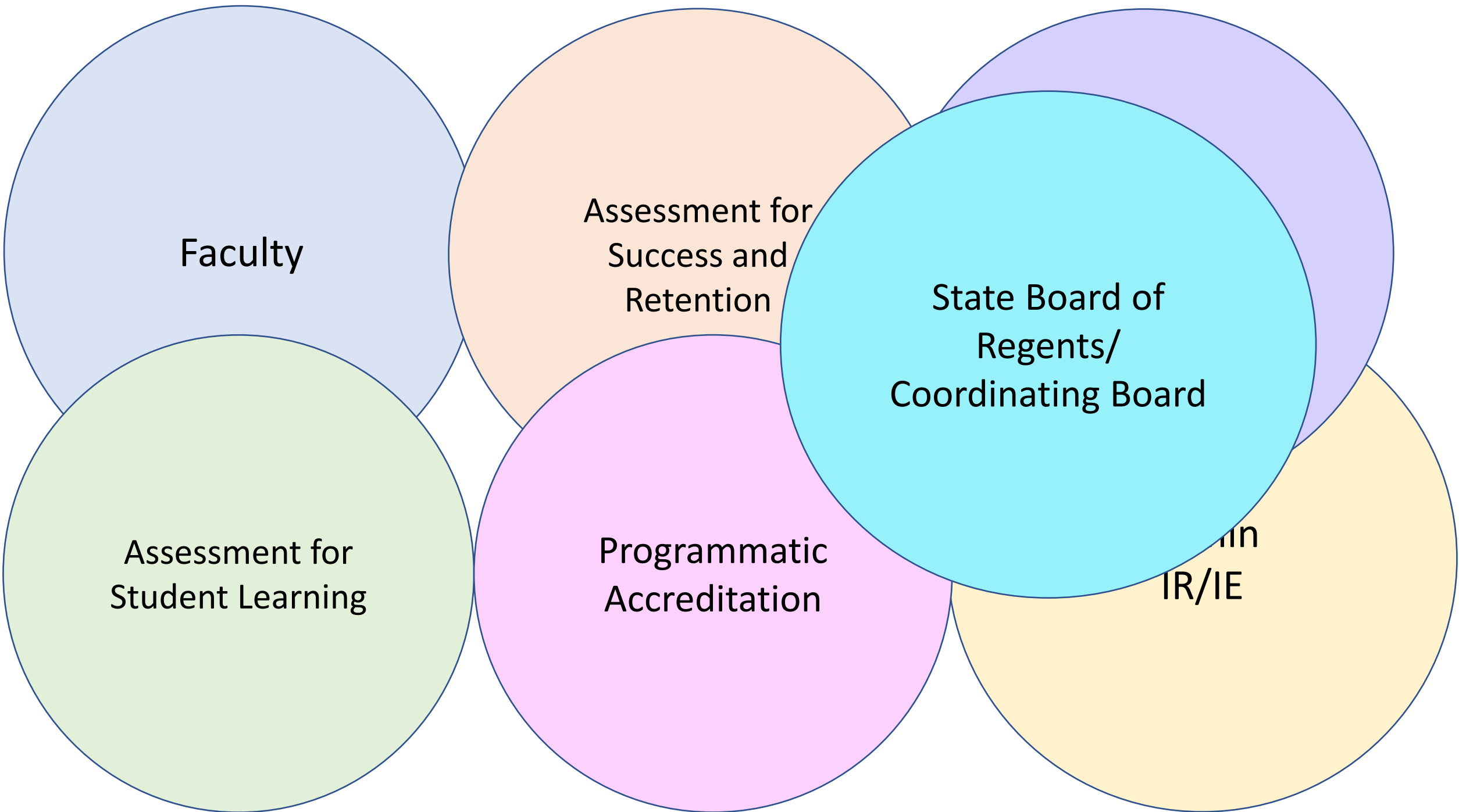
**Assessment for
Success and
Retention**

**Assessment for
Operational
Effectiveness**

**Assessment for
Student Learning**

**Programmatic
Accreditation**

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IR/IE**



Faculty

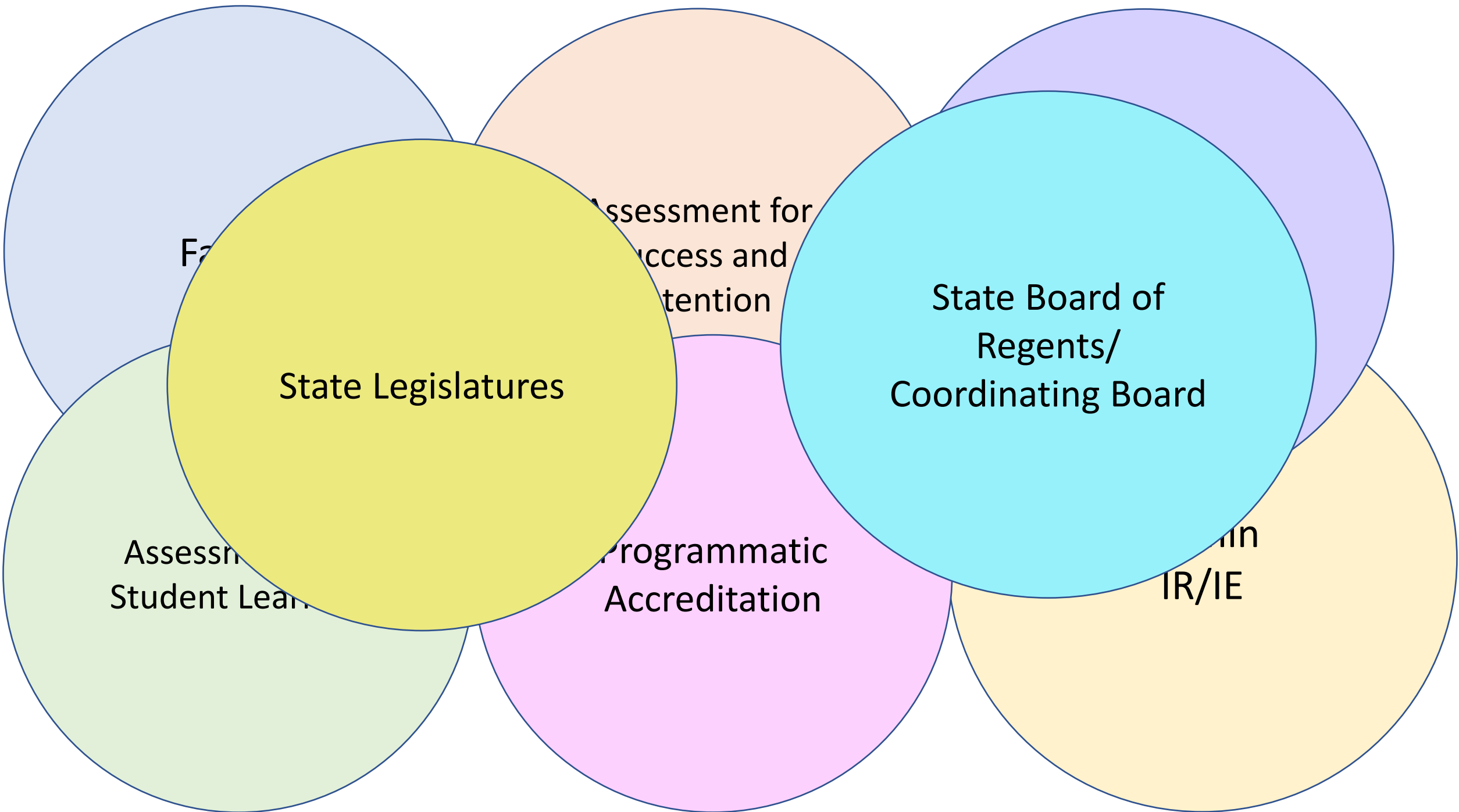
Assessment for
Success and
Retention

State Board of
Regents/
Coordinating Board

Assessment for
Student Learning

Programmatic
Accreditation

IR/IE



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State Legislatures

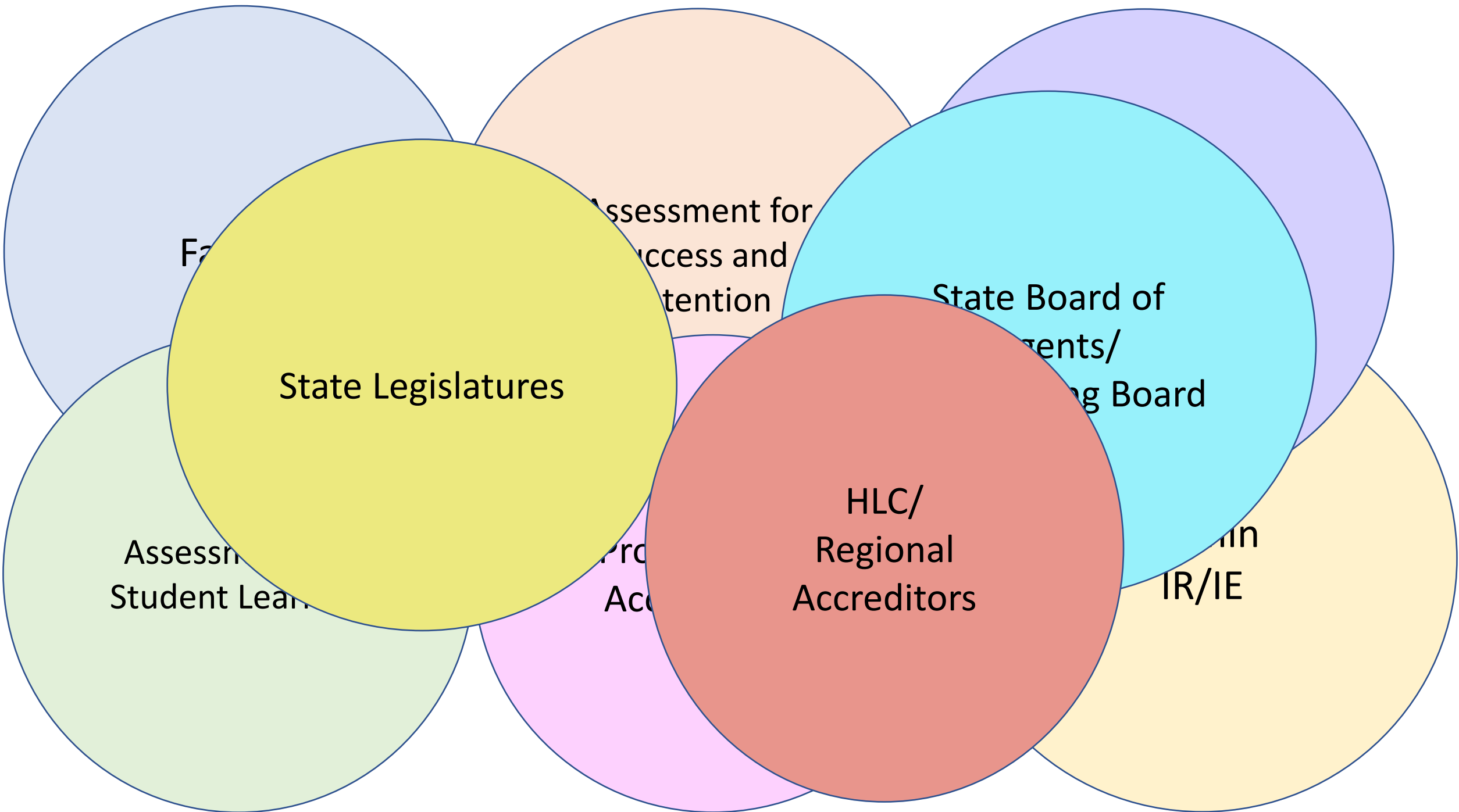
**Assessment for
Success and
Retention**

**State Board of
Regents/
Coordinating Board**

**Assessment
of Student Learning**

**Programmatic
Accreditation**

IR/IE



State Legislatures

Assessment for Success and Retention

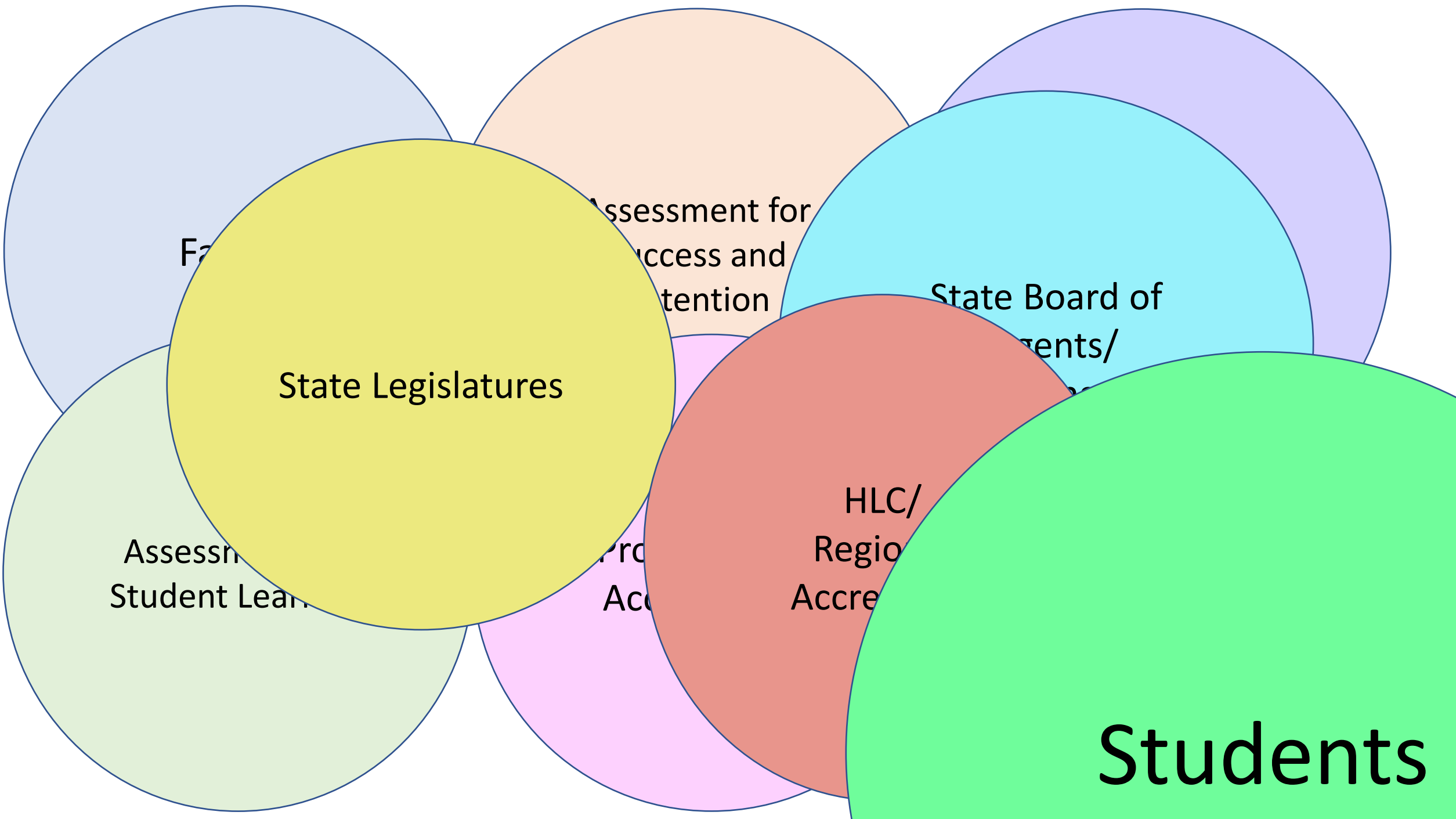
State Board of Regents/
Planning Board

HLC/
Regional
Accreditors

IR/IE

Assessment of Student Learning

Faculty



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State Legislatures

Assessment for
Success and
Retention

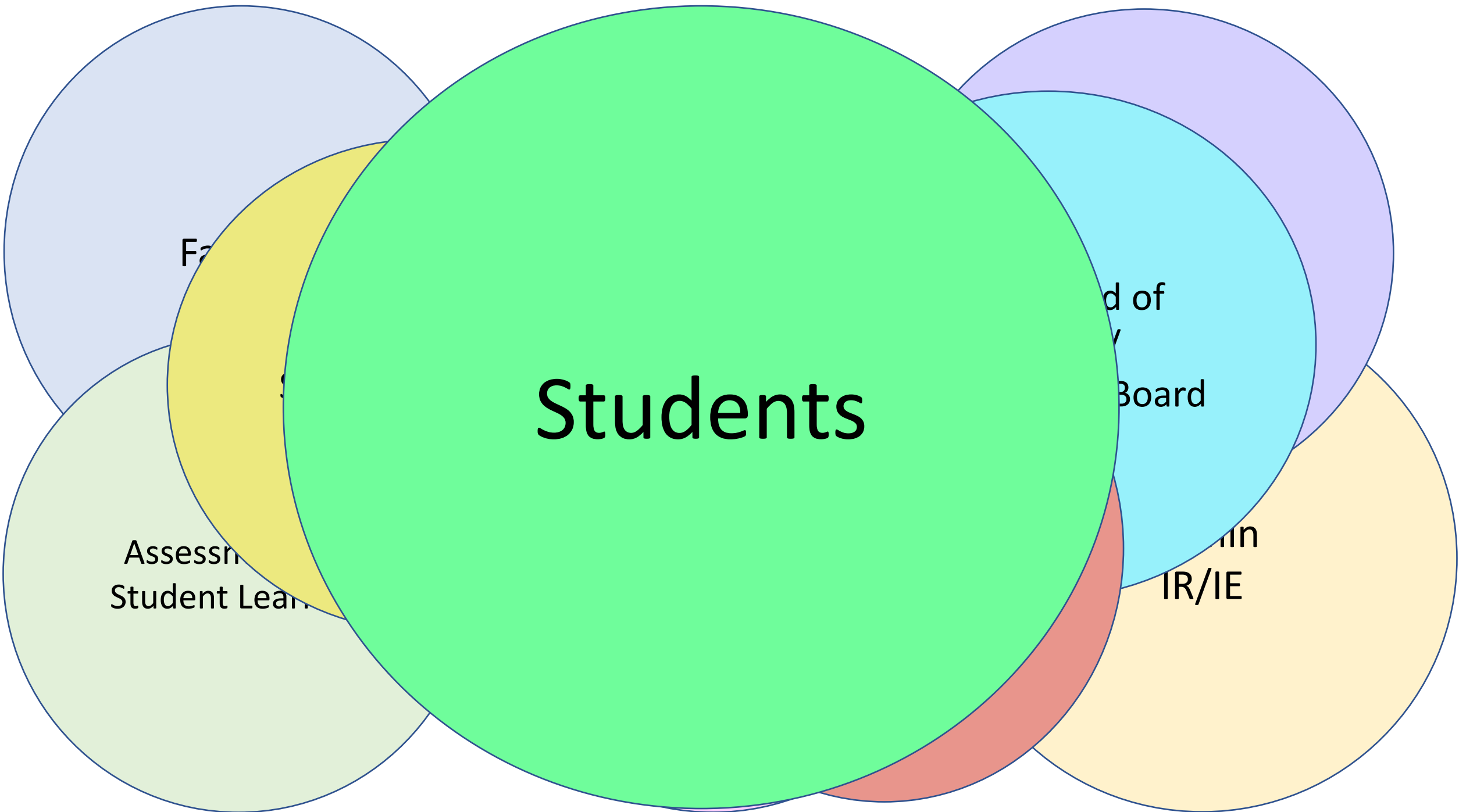
State Board of
Regents/
Accreditation

Assessment
Student Learning

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HLC/
Regional
Accreditation

Students



Students

Faculty

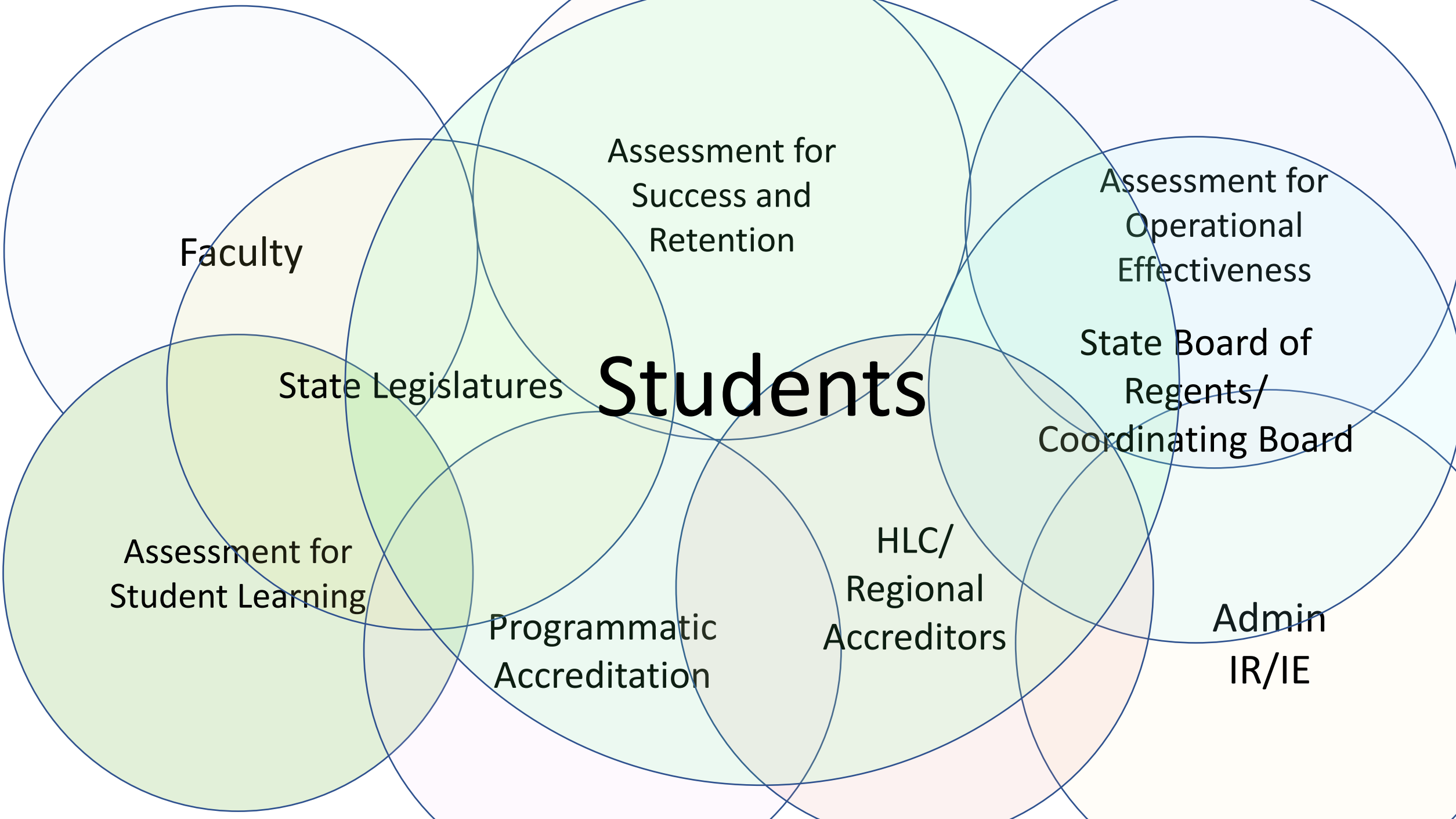
Assessment of Student Learning

Board of Trustees

Department Chair

IR/IE

Assessment of Student Learning



Faculty

Assessment for
Success and
Retention

Assessment for
Operational
Effectiveness

State Legislatures

Students

State Board of
Regents/
Coordinating Board

Assessment for
Student Learning

Programmatic
Accreditation

HLC/
Regional
Accreditors

Admin
IR/IE

Faculty

Assessment for
Success and
Retention

Assessment for
Operational
Effectiveness

State Legislatures

Students

State Board of
Regents/
Coordinating Board

Assessment for
Student Learning

Programmatic
Accreditation

HLC/
Regional
Accreditors

Admin
IR/IE

Creating ISLOs that reflect

Strategic Plan

College Mission
and Vision

Student
Experience
Statement

CORE 42
Competencies

Previous Common
Learning
Objectives

Institutional Student Learning Outcomes

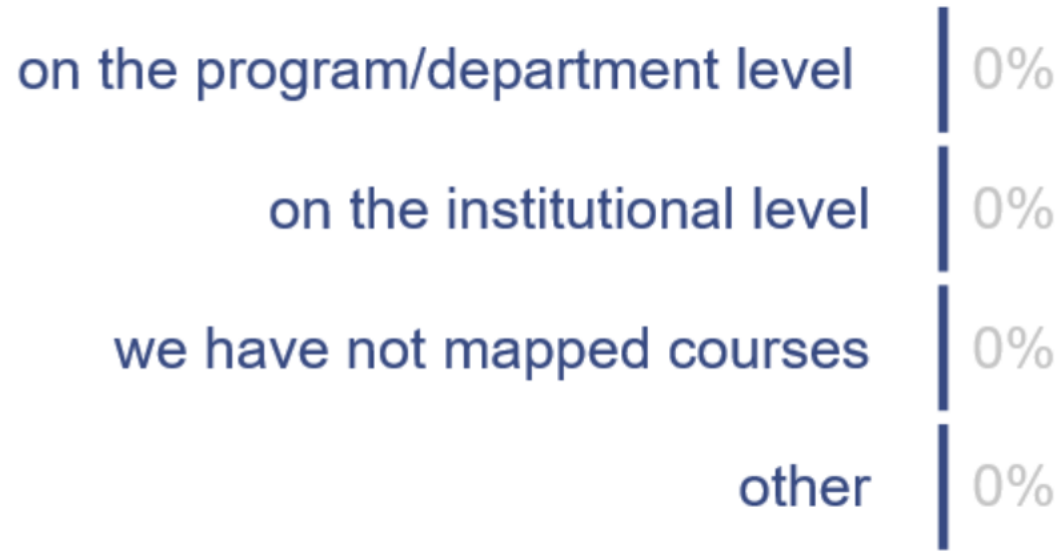
Critical Thinking

Communication

Social
Responsibility

Personal and
Professional
Development

Our institution has mapped student learning outcomes (choose all that apply)



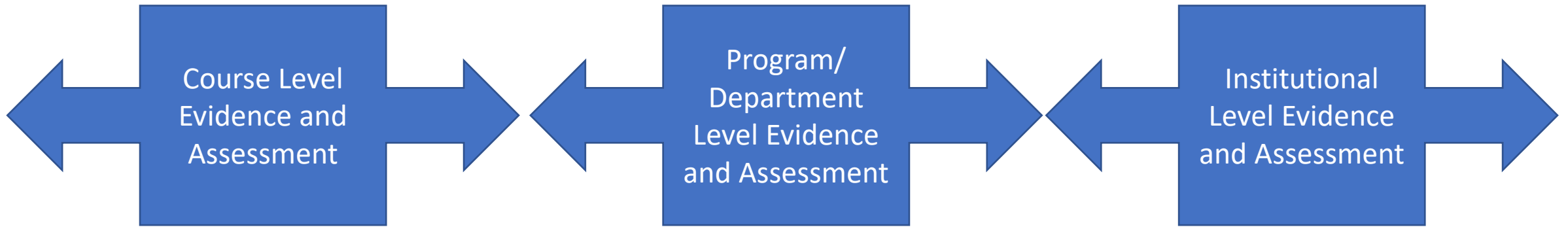
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Mapping ISLOs

Learning Outcome (ISLO)	ISLO Performance Indicator	COURSE	Assessment Measure (Evidence of Student Learning)	Measure Description
Thinking	CT3 Construct arguments using relevant, credible evidence	ART 101 Art Appreciation	Exam (direct)	Final Exam
Application	CM4 Apply appropriate, discipline specific/professional standards, techniques, and procedures	ART 125 2D Design	Assignment (direct)	Final project
Thinking	CT2 Apply a variety of critical and creative strategies for solving complex problems	ART 128 Drawing I	Portfolio (direct)	Drawing portfolio
Thinking	CT3 Construct arguments using relevant, credible evidence	BIO 101 Intro to Life Science	Assignment (direct)	Research Report
Application	CM1 Structure communication with a clear introduction and conclusion and logically sequenced content	BIO 110 General Ecology	Assignment (direct)	Research Report
Thinking	CT2 Apply a variety of critical and creative strategies for solving complex problems	BIO 111 General Biology	Assignment (direct)	Genetics Problems
Thinking	CT3 Construct arguments using relevant, credible evidence	BIO 121 Principles of Biology I	Assignment (direct)	Case Studies
Application	CM1 Structure communication with a clear introduction and conclusion and logically sequenced content	BIO 122 Principles of Biology II	Assignment (direct)	Lab Report
Thinking	CT7 Use a process to make an informed decision	BIO 151 Intro Anatomy & Physiology	Exam (direct)	Pre/Post Test
Thinking	CT5 Create and/or organize material or information into meaningful patterns to interpret and draw inferences	BIO 205 Microbiology for Allied Health	Assignment (direct)	Lab Report
Thinking	CT3 Construct arguments using relevant, credible evidence	BIO 206 Anatomy & Physiology I	Exam (direct)	Essays
	CM2 Understand the role of context.			

All in One Assessment: the proverbial three birds with one stone



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D133 : HST 101 US History to 1877							
	Institutional Student Learning Outcome (ISLO)	ISLO Performance Indicator	COURSE	Assessment Measure (Evidence of Student Learning)	Measure Description	Notes	MOTR #
1	Critical Thinking	CT3 Construct arguments using relevant, credible evidence	ART 101 Art Appreciation	Exam (direct)	Final Exam		ARTS 100
5	Communication	CM4 Apply appropriate, discipline specific/professional standards, techniques, and procedures	ART 125 2D Design	Assignment (direct)	Final project		
6	Critical Thinking	CT2 Apply a variety of critical and creative strategies for solving complex problems	ART 128 Drawing I	Portfolio (direct)	Drawing portfolio		PERF 105D
7	Critical Thinking	CT3 Construct arguments using relevant, credible evidence	BIO 101 Intro to Life Science	Assignment (direct)	Research Report		BIOL 100
8	Communication	CM1 Structure communication with a clear introduction and conclusion and logically sequenced content	BIO 110 General Ecology	Assignment (direct)	Research Report		BIOL 100 LEC
9	Critical Thinking	CT2 Apply a variety of critical and creative strategies for solving complex problems	BIO 111 General Biology	Assignment (direct)	Genetics Problems		BIOL 100L
10	Critical Thinking	CT3 Construct arguments using relevant, credible evidence	BIO 121 Principles of Biology I	Assignment (direct)	Case Studies		BIOL 150L
11	Communication	CM1 Structure communication with a clear introduction and conclusion and logically sequenced content	BIO 122 Principles of Biology II	Assignment (direct)	Lab Report		
12	Critical Thinking	CT7 Use a process to make an informed decision	BIO 151 Intro Anatomy & Physiology	Exam (direct)	Pre/Post Test		LIFS 100 LAP
13	Critical Thinking	CT5 Create and/or organize material or information into meaningful patterns to interpret and draw inferences	BIO 205 Microbiology for Allied Health	Assignment (direct)	Lab Report		LIFS 150 LAP
14	Critical Thinking	CT3 Construct arguments using relevant, credible evidence	BIO 206 Anatomy & Physiology I	Exam (direct)	Essays		
15	Communication	CM2 Understand the role of context, audience, and purpose when creating a communication.	BIO 207 Anatomy & Physiology II	Exam (direct)	Essays		
16			BIO 208 General Microbiology				
17							

Curricular ISLO Map

2021-2022 CoCurricular Learning Opportunity Map - Last Modified: 2m ago						
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SR6 Demonstrate effective stewardship of human, economic, and environmental resources						
	ACTIVITY	Institutional Student Learning Outcome (ISLO)	ISLO Performance Indicator	Assessment Measure	Brief Description of Assessment Process	Notes
1						
20	Photography Contest	Social Responsibility	SR2 Analyze the impact of culture and experience on one's world view and behavior, including assumptions, biases, prejudices, and stereotypes	Survey (indirect)	Survey included in the contest judging form asking for reflections on photography process, how students think photography serves us, and how viewing another individual's photography allows us to broaden our view of the world by engaging in other perspectives.	Students are given the opportunity to both submit their own photos and judge/vote on the photos of others in a contest. However, they are also asked to consider the following: The functions of photography in our lives, how viewing another individual's photos asks us to broaden our worldview by engaging with other perspectives.
21	PTK chapter officers	Personal & Professional Development	PD3 Practice leadership and advocacy skills to empower self and others	Instructor Observation (direct)	After people serve a term as officers, I give them a "grade."	This will only capture data from 1-4 students each semester.
22	PTK Honors in Action project	Critical Thinking	CT6 Reflect on and evaluate their creative and critical thinking skills	Course Assignment/Project (direct)	5 points - The in-depth academic research clearly provided substantial material for the chapter to carefully weigh and consider in determining an action component to implement that clearly addressed a finding and is directly connected to their research conclusions. Clear, compelling evidence shows the research activities allowed participants to strengthen critical thinking skills.	External rubric used. Scores are available in late spring for a project that was completed in late fall/first days of spring semester. I need to compare their rubric with ours to choose the correct PI.
	SGA Officer Roles	Personal & Professional Development	PD3 Practice leadership and advocacy skills to empower self and others		It is a requirement for SGA officers to complete two performance reviews per semester with me. We discuss leadership progress, involvement, completion of tasks, SMART goal progress,	

Cocurricular Learning Opportunity ISLO Map

CORE 42
Competencies

Valuing

Communication

Managing
Information

Higher Order
Thinking

Managing Information	
locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions	CM1 Structure communication with a clear introduction and conclusion and logically sequenced content
	CM6 Use technology to identify, retrieve, analyze, and communicate ideas and information ✓
	CT4 Employ well-designed search strategies to gather data and information ✓
	CT5 Create and/or organize material or information into meaningful patterns to interpret and draw inferences ✓✓✓✓
	CT6 Reflect on and evaluate their creative and critical thinking
	CT7 Use a process to make an informed decision ✓✓
	SR5 Demonstrate an understanding of global interconnectedness
access and generate information from a variety of sources, including the most contemporary technological information services	CM6 Use technology to identify, retrieve, analyze, and communicate ideas and information ✓
	CT3 Construct arguments using relevant, credible evidence
	CT4 Employ well-designed search strategies to gather data and information ✓✓✓

ISLOs and CORE 42 Alignment

communicate effectively by engaging in symbolic activities relevant and appropriate to various purposes, audiences, relationships, groups, and contexts

CM2 Understand the role of context, audience, and purpose when creating a communication ✓

CM3 Exchange knowledge effectively

CM4 Apply appropriate, discipline specific/professional standards, techniques, and procedures ✓ ✓

CM5 Appraise own and others' communication utilizing critical listening and reading skills

CT3 Construct arguments using relevant, credible evidence ✓

PD1 Collaborate with respect and openness ✓

PD3 Practice leadership and advocacy skills to empower self and others

SR3 Include diverse perspectives and identities to strengthen communities ✓

SR4 Identify the needs of the community ✓

SR5 Demonstrate an understanding of global interconnectedness

Excel Departmental Curriculum Map Course and Program Outcomes - Saved Search (Alt + Q)

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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Department/Program Learning Outcome	Level of Development in this course (if applicable; for Departmental or Program Outcomes)	ECC Course Name and Number	CORE 42 MOTR # (as applicable)	Course Outcome	Summative Assessment Measure (Evidence of Student Learning)	Summative Measure Description	Collection Process	Criteria for Success: Standard and Target	Formative Assessment Measures	CORE 42 Knowledge Area	CORE42 Knowledge Area Competency	Institutional Student Learning Outcome (ISLO)	ISLO Performance Indicator	Second ISLO (if applicable)	ISLO Performance Indicator
1															
2															
3															
4															
5															
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Curricular CORE 42/ISLOMap

Mapping

On its own, as an isolated exercise, mapping is not likely to change faculty practice in the classroom. Indeed, some faculty may find the process mechanical and constricting, and it can sometimes seem top down.

Nor is it something that students are likely to see or find helpful in understanding the connections between their diverse educational experiences and how one course is intended to lead to another in ways that “add up.”

(Hutchings, 2016, p. 8)



Annual Planning and Reporting and Comprehensive Review

Annual Assessment Report and Plan: General Information

I. General Information

[Back to Table of Contents](#)

A. Department/Program Name and Academic Pathway (*ECC Strategy: Pathways*)

B. Mission Statement and Stakeholders (*HLC Criteria 1.A., 2.B., and 3.B.*)

State the department/program mission and how it aligns to and support ECC's mission and strategic plan.

C. Operational Outcomes (*HLC Criterion 4.C.*)

List all current operational outcomes for the department/program and describe how they align and support ECC's strategic initiatives and department/program mission. Provide any assessment update on particular outcomes in the Report section.

D. Curriculum Map (*HLC Criterion 3.B. and 4.B.*)

Provide the link to your department's/programs curriculum map, which should be uploaded into the [Curriculum Maps folder in Falcon Nest](#). If any information was added or revisions made to the map since the previous AARP, describe those in this section.

Comprehensive Review General Information

General Information

[Back to Table of Contents](#)

Department/Program Name

Pathway Description (*ECC Strategy: Pathways*)

SOAR to 24 Strategic Initiative (*if applicable; Core Component 1A5*)

HLC Criteria directly addressed by the department (if not included elsewhere in CR document).

Mission Statement (*HLC Core Component 1A4*)

State the department/program mission and how it aligns to and supports ECC's mission and strategic plan.
(<https://www.eastcentral.edu/about-ecc/>).

Stakeholders (*ECC Value: Collaboration; ECC Strategy: Partnerships; HLC Core Component 1A3, 1B1, 1B3*)

- List department/program stakeholders, internal external.
- Describe communication with stakeholders (including on-campus, on-line, and outreach).
- Describe significant changes within the past 5 years or since the prior review.

Annual Assessment Report and Plan: Comprehensive Review Status Update

III. Comprehensive Review Status Update

[Back to Table of Contents](#)

Provide a brief overview of **all** Action Items from your most recent Comprehensive Review. Include an explanation if any modifications to the original plan have been made.

(HLC Criterion 4.A. and 5.C.)

Copy and repeat Goal section as necessary.

Goal:

Outcomes:

Standards and Targets:

Actions needed:

Timeline for implementation:

Budgetary recommendations (if needed):

Student Learning Outcome Assessment
(HLC Criterion 4.B.)

Student Success Outcome Assessment
(HLC Criterion 4.C.)

Outcome Assessed:

- i. Assessment Question:
- ii. Significant Learning Opportunities:
- iii. Evidence of Student Learning:
- iv. Process to Gather Evidence:
- v. Criteria for Success:
- vi. Assessment of Evidence:
- vii. Results Analysis:
- viii. Conclusions and Next Steps:
- ix. Budgetary Recommendations: if applicable

Outcome Assessed:

- i. Assessment Question:
- ii. Significant Opportunities to Improve Success:
- iii. Evidence of Success:
- iv. Process to Gather Evidence:
- v. Criteria for Success:
- vi. Assessment of Evidence:
- vii. Results Analysis:
- viii. Conclusions and Next Steps:
- ix. Budgetary Recommendations: if applicable

Cocurricular Assessment Report and Plan

II. Report

The Report section **reflects on and analyzes** the assessment process and data **from the most recent Plan** and includes assessment of both Learning Outcomes and Operational outcomes.

A. Student Learning Outcome Assessment (*HLC Criterion 4.B.*)

Repeat this section for any student learning outcome assessed in the Plan.

Outcome Assessed:

- i. Assessment Question:
- ii. Significant Learning Opportunities:
- iii. Evidence of Student Learning:
- iv. Process to Gather Evidence:
- v. Criteria for Success:
- vi. Assessment of Evidence:
- vii. Results Analysis:
- viii. Conclusions and Next Steps:
- ix. Budgetary Recommendations: if applicable

Linking All Practices Back

Strategic Plan

HLC Criteria

College
Mission and
Vision

Learning Outcomes

[Back to Table of Contents](#)

Department/Program Student Learning Outcomes (*ECC Value: Learning; ECC Strategy: Pathway; HLC Core Component 3B1, 3B2, 4B1, 4B2, 4B3*)

- List program/departmental outcomes (or course, if no program/departmental level) and explain how they align with the ISLOs.
- Provide reference from AARPs on direct and/or indirect outcomes assessment practices, assessment highlights, and significant reflections.

Institutional Student Learning Outcomes (*ECC Value: Learning; ECC Strategy: Pathways; HLC Core Component 3B1, 3B2, 3B3, 4B1, 4B2, 4B3*)

- Identify ISLO performance indicators assessed within curricular and co-curricular contexts

Infrastructure and Planning

[Back to Table of Contents](#)

Resources (*ECC Value: Empowerment; ECC Strategy: Financial Strength; HLC Core Component 3D4, 4C3, 5B2, 5B3, 5B4*)

- Describe facilities, technology, etc. that support department's/program's work. Describe significant changes within the past five years or since the prior review.
- Describe the degree to which the department/program is supported and enhanced with institutional resources. (i.e. sufficient capital and human resources to maintain curricular and co-curricular needs/request; up-to-date and well-maintained equipment and spaces).
- Indicate other sources of revenue/support for the department/program (grants, events, etc. and what percent of the overall budget they provide).
- Indicate if there is a sustainability plan in place in the absence of an outside funding source (i.e. loss of grant, limits on other revenue).

Specialized Accreditation, if applicable (*ECC Value: Learning; HLC Core Component 2B1, 3A1, 3A2, 3A3, 4A5, 4A6*)

Identify any industry accreditations required for this program. Please also indicate if the college has chosen to voluntarily seek accreditation.

Transfer/Articulation information, if applicable (*ECC Value: Learning; HLC Core Component 2B1, 3A1, 4A2, 4A3*)

Provide transfer results, articulation information, communications, etc. and any other related reflection.

AARP Outcomes

**A. Student Learning
Outcome Assessment
(HLC Criterion 4.B.)**

**B. Student Success
Outcome Assessment
(HLC Criterion 4.C.)**

**C. Co-Curricular
Outcome Assessment
(HLC Criteria 1.B., 1.C.,
2.B., 3.B., 4.B.)**

**D. Operational
Outcome Assessment
(HLC Criteria 5.B. and
5.C.)**

Table of Contents Compared

Student Learning and Development

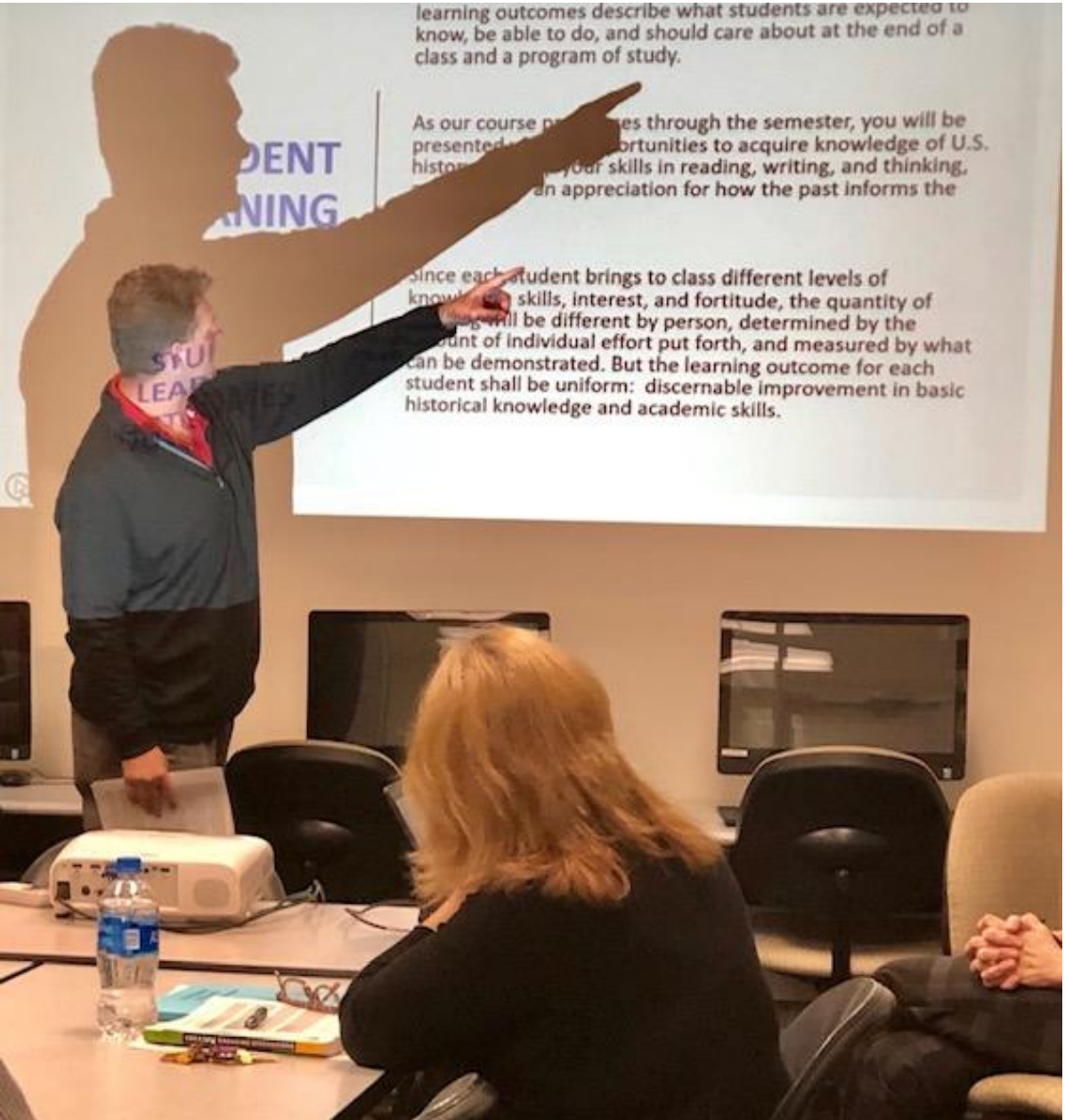
- Background
- General Information
- Terminology and Definitions
- Department/Program Overview
- Goals/Support Outcomes
- **Learning Outcomes**
- **Student Success/Retention**
- Student Experience
- Co-Curricular Offerings (if applicable)
- Best Practices and Professional Development
- Infrastructure and Planning
- SOAR Analysis
- Comprehensive Review Conclusions
- Committee Recommendations for Improvement
- Faculty Developed Action Plan
- Appendices

Administration and Support

- Background
- General Information
- Terminology and Definitions
- Department/Program Overview
- Goals/Support Outcomes
- Student Experience
- Co-Curricular Offerings (if applicable)
- Best Practices and Professional Development
- Infrastructure and Planning
- SOAR Analysis
- Comprehensive Review Conclusions
- Committee Recommendations for Improvement
- Departmentally Developed Action Plan
- Appendices

- **2.B. The institution presents itself clearly and completely to its students and to the public.**
- **3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.**
- **3.D. The institution provides support for student learning and resources for effective teaching.**
- **4.A. The institution ensures the quality of its educational offerings.**
- **4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.**
- **4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.**
- **5.C. The institution engages in systematic and integrated planning and improvement.**

Assessment Showcase



“If students do not see how the components of their education fit together or contribute to general education and their program level-outcomes, they are likely to view their education as a process of travelling through silos, some of which may seem irrelevant to them. They may view certain courses or experiences solely as a means to amass credit hours toward fulfilling degree requirements.”

(Maki, 2017, p. 68)

“If *faculty and staff* do not see how *assessment and accreditation* fit together or contribute to *the educational mission* and their *students’ learning*, they are likely to view *these efforts* as a process of travelling through silos, some of which may seem irrelevant to them. They may view certain *assessment practices* solely as a means to amass *data* toward fulfilling *reporting* requirements.”

(Maki, 2017, p. 68)

Alignment requires leadership for that process at all levels of the institution

Alignment requires overarching planning and vision from the top, and resources to enact that vision. It means systematic mapping of outcomes as they relate to general education and program curricula, and leadership for that process at all levels of the institution. It means support for the assessment of student learning outcomes.

But it also means creating and providing opportunities for conversation among faculty and others who work directly with students—such as student affairs staff and library personnel—in which they can talk to one another about what they do, why, and how, in ways that uncover new opportunities for stronger connections.

(Hutchings, 2016, p. 11)

Resources

Driscoll, A. (2021). *Aligned and coherent assessment, pedagogy, and curriculum*. In A. Driscoll, N. Graff, D. Shapiro, & S. Wood (Eds.), *Advancing assessment for student success*, (pp. 76-107). Stylus.

Hutchings, P. (2016, January). *Aligning educational outcomes and practices*. (Occasional Paper No. 26). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Maki, P. (2017). *Real-time student assessment: Meeting the imperative for improved time to degree, closing the opportunity gap, and assuring student competencies for 21st-century needs*. Stylus.

Richman, W. A., & Ariovich, L. (2013, October). *All-in-one: Combining grading, course, program, and general education outcomes assessment*. (Occasional Paper No. 19). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).