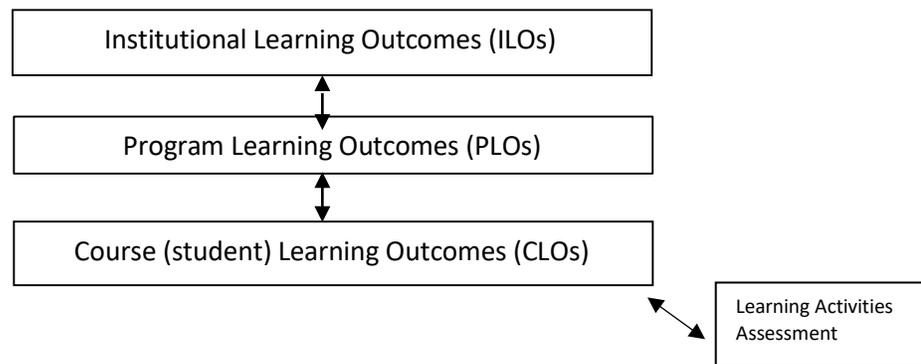


Assessment of Student Learning Outcomes

Learning outcomes are assessed at three levels: course, program and institutional. The most fundamental level of student learning is at the course level. Each course has specified course (student) learning outcomes (CLO). It is the learning from individual courses that enables students to achieve the program learning outcomes (PLO) and institutional learning outcomes (ILO). Learning activities assessment is an optional step for faculty, and is used by instructors as an improvement gauge and as a way to document best practices. All faculty are invited to choose one learning activity and assess it, using the Teaching Goals Inventory as a guide for prioritizing expectations and helping to design appropriate, purposeful learning activities and assessments. Faculty are also encouraged to share best practices at discipline group discussions on Assessment Days.

Herkimer College Learning Outcomes Assessment Plan



Assessment Measures

Course Learning Outcomes (CLOs): Individual faculty identify the specific evaluation tools that measure common student learning outcomes for each course objective. Each course has a uniform course syllabus template which identifies the CLOs and assessments for that course.

Program Learning Outcomes (PLOs): Courses are mapped to program learning outcomes for each academic program. Successful completion of the courses within the program, combined with assessment strategies unique to each program, serve as multiple assessment measures to demonstrate the mastery of the PLOs.

Curriculum mapping has been completed for each program. This identifies where the PLOs are introduced, applied, and practiced with proficiency. (See Map Template)

Institutional Learning Outcomes: Program learning outcomes have been mapped to Herkimer College's institutional learning outcomes. The assessment results of the courses linked to the program learning outcomes will measure the institutional learning outcomes. Additionally, ILOs are assessed by varied non-instructional departments, as appropriate. Department assessment plans identify alignment to the ILOs, as appropriate. Each ILO is grouped as a silo with courses identified to measure as a cohort

Persons Responsible

The faculty driven Academic Assessment Committee (AAC) makes recommendations and facilitates the documentation and learning outcomes training of faculty members. The Associate Dean of Academic Affairs, Assessment and Institutional Effectiveness co-chairs the AAC and facilitates the documentation and learning outcomes training of the Department Leaders.

Final course level assessment is the responsibility of the individual faculty members. The course level assessment provides a direct measure for the program learning outcomes and the institutional learning outcomes. ILO and General Education LOs are assessed via a rubric administered to appropriate faculty through the Offices of Institutional Effectiveness and Institutional Research.

Time Line

Course Learning Outcomes- Faculty members assess their courses every semester, with particular attention to those that represent a core requirement for a program or discipline. Faculty are encouraged to create an assessment pattern that identifies learning outcome trends for courses in the discipline as well as for those courses that may inform General Education Outcomes assessment and Institutional Learning Outcomes assessment.

Program Learning Outcomes- Program reviews are completed as outlined in the *SUNY Mandated Campus-Based Assessment of the Major (Program)* portion of the Institutional Assessment Plan. Program learning outcomes are assessed annually, and are reviewed on a five year cycle as part of the SUNY Major assessment and/or program mid-cycle reports.

Institutional Learning Outcomes- ILOs are assessed on a cyclical basis. The ILOs are: A. Communication, B. Knowledge Management, C. Problem Solving, D. Ethics & Social Responsibility, and, E. Aesthetic Responsiveness. (See ILO Competencies)

Analysis, Documentation and Sharing of Data

CLO

Assessment Day(s) and Professional Development Day(s) are used for faculty to meet, plan, review, and analyze the course assessment activities and results.

The following questions are used as a guide:

- Do the assessment measures effectively measure each LO?
- If not, are modifications required?
- To what extent is each of the LOs being achieved?
- Are there LOs that are not being achieved?
- If so, are there any course changes (syllabi, presentation methods, etc.) that would address this problem?

The results are documented and retained as a way for faculty to better improve student success.

PLO

Individual academic programs and disciplines collaborate during Assessment Days; each academic program/discipline identifies and documents potential action items to address in the upcoming academic year. A continuing the loop document captures progress on the potential action items the following year. (See Annual PLO Assessment form)

Each academic program has identified how the program's PLOs are assessed. These results are included in the Program Review of the Major on a five year cyclical basis, as well as reviewed during the program mid-cycle reports. Academic program faculty meet and discuss programmatic actions needed for the upcoming year. This captures the intended improvements based upon assessment outcome results.

ILO

Annually, the results of the ILO assessments are shared and discussed with faculty during Assessment Day activities. The ILO results are also shared and reviewed by the SPIE Committee and included in Herkimer's annual IE Report Card, as appropriate. The Provost and/or the Associate Dean of Assessment and IE reviews the data with the Academic Division Associate Deans and the Academic Team. All learning outcomes data are also shared and discussed with all Department Leaders to help integrate outcomes data in student services department planning. The annual IE Report Card includes ILO assessment outcomes and is posted on the College's website.

A summary of learning outcome assessment results for CLO, PLO, and ILOs is kept by the Office of the Provost, Associate Dean of Academic Affairs, Assessment and Institutional Effectiveness, and the Academic Division Offices. All individual faculty CLO assessment results are documented through the College's Internet Academy LMS, HerkimerGO, and aggregate results are available to faculty in the electronic Assessment Handbook in HerkimerGO.

General Education Learning Outcomes Assessment

General Education (GenEd) Learning Outcomes assessment is a process administered through the Offices of Institutional Effectiveness and Institutional Research.

SUNY GenEd outcomes are assessed for those areas as identified by SUNY GEAR. (See SUNY assessment link) Herkimer assesses student performance in courses approved to meet SUNY's GenEd competencies in: Basic Communication, Foreign Language, Western Civilization, Other World Civilizations, Arts, Humanities, Mathematics, Social Sciences, Natural Sciences and American History. A master list of those courses are available to students and faculty in the Herkimer catalog, at the website, and in the HCCC Assessment Handbook in HerkimerGO. Herkimer also assesses Critical Thinking and Information Management, as identified by MSCHE as GenEd requirements. All GenEd categories are assessed on a three year cycle. GenEd data are analyzed, documented and shared along with the ILO outcomes data.