



Hagerstown Community College

Student Learning

Outcomes Assessment  
(SLOA)

Academic Guidebook 2024-2025

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## INTRODUCTION

Hagerstown Community College (HCC) is a learner-centered, accessible, lifelong learning institution dedicated to student and community success. As a Middle States Commission on Higher Education (MSCHE) accredited institution, the College is committed to making learning its central focus and ensuring the quality and continuous improvement of learning. The College maintains a wide spectrum of programs and services, with a special emphasis on teaching excellence as measured by verifiable student academic achievement. Thus, the articulation of clear expectations for student learning and the assessment of this learning at the course, program, and institution level are basic to the mission of HCC.

Student Learning Outcomes Assessment (SLOA) is a component of the College's strategic planning and integrates with planning beginning at the unit level of the annual college planning and budgeting cycle. SLOA aligns with the established strategic goals and institutional priorities of the College. The overall mission of this initiative is to produce clear evidence of learning from every student's experience at the College.

## SLOA MISSION STATEMENT

Hagerstown Community College is committed to implementing a college-wide Student Learning Outcomes Assessment (SLOA) plan that will produce clear evidence of student learning. The College will advise learning facilitators and provide requisite resources for the systematic documentation of student learning outcomes assessment and improvement of student learning. The College will disseminate reports of assessment activities to the College and community.

## IMPORTANCE OF ASSESSMENT

Assessment is a purposeful course of action that defines student accomplishments in terms of expected learning outcomes and core competencies. Student achievement is measured using both internal standards and external benchmarks to establish what students know, what skills they possess, how they conceptualize, and how they will continue to learn. The resulting data is analyzed by faculty, who use the data to modify courses, programs, and to improve their methods of instruction to better strengthen student learning. The data are shared during Division Meetings, Unit Planning, Biannual Colloquia, Advisory Committee meetings, Celebration of Learning and Board of Trustee meetings. The goal of assessment is to create a quality learning environment under ideal conditions through the use of best practices that inspire creativity, innovation, and critical thinking.

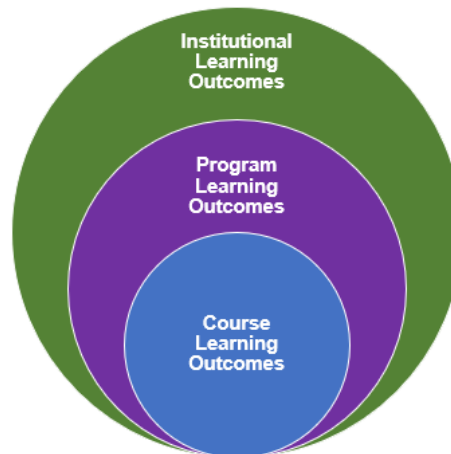
## ASSESSMENT PHILOSOPHY

Student Learning Outcomes Assessment (SLOA) is a continuous part of the teaching and learning process. Everyone in the institution plays a role in supporting student learning. Improving educational outcomes is a collaborative effort essential to the success of instruction. The results of SLOA are not used to penalize students, faculty, or staff. Instead, the data gathered through assessment serves to offer constructive feedback, helping to strengthen and enhance teaching practices that support student learning.

## LEVELS OF ASSESSMENT

At HCC, outcomes are assessed at three levels: institution, program, and course. The Institutional Learning Outcomes (ILOs) align with HCC's mission statement, have been endorsed by the Faculty Assembly, and voted into policy by the Board of Trustees. Program and course outcomes are developed with the ILOs in mind. Program outcomes are assessable benchmarks for knowledge and skills that a student should be able to demonstrate at the completion of a program. Course outcomes are assessable benchmarks for knowledge and skills that a student should be able to demonstrate at the completion of a course. Course outcomes are contained within and unique to each course and program outcomes are contained within and unique to each program. ILOs are common across all academic programs and divisions, although not all programs are required to report on every ILO. ILOs are assessed and reported on at the program level, and that data is compiled into division-level summaries, which are then compiled into an institution-level overview.

*Figure 1. Levels of Assessment*



## Institutional Learning Outcomes:

- **ILO1. Responsibility.** Exhibit personal and social responsibility by practicing self-direction, persistence, lifelong learning, and responsible citizenship.
- **ILO2. Globalization and Diversity.** Explore and analyze new ideas, and understand the value of moral sensitivity and cultural diversity.
- **ILO3. Critical Thinking and Communication.** Practice intellectual skills such as critical and independent thinking, effective communication, and knowledge acquisition and application.
- **ILO4. Scientific and Quantitative Reasoning.** Process, analyze, and synthesize scientific and numerical data, and apply mathematical concepts appropriately.
- **ILO5. Information Literacy and Technology.** Apply the research process to access information and use technology to analyze, evaluate, synthesize, and use information resourcefully.
- **ILO6. Professionalism.** Apply the knowledge and skills gained from academic discipline to complete personal and professional goals.

## PROGRAM-LEVEL OUTCOMES ASSESSMENT

Program-Level Student Learning Outcomes Assessments are used to determine whether students are achieving the learning outcomes established by the program faculty. For assessment purposes, an academic program is defined as a sequence of study that results in student achievement of specific learning outcomes. This definition includes program sequences of several lengths including degrees, certificates, and letters of recognition.

Each program is expected to have 3-5 program level outcomes, which reflect what a student knows or is able to do upon successful completion of a program. Each outcome should be a clear, concise, and measurable statement of student achievement, aligning learning with assessment. One such framework for outcomes is Bloom's Taxonomy<sup>1</sup>. See Appendix A for ideas for implementing Bloom's Taxonomy.

## COURSE-LEVEL OUTCOMES ASSESSMENT

Course-Level Student-Learning Outcomes Assessments are used to determine achievement of learning outcomes at the course level. All courses have course-specific outcomes, while general education courses also have general education outcomes.

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<sup>1</sup> <https://www.bloomstaxonomy.net/> for more information.

General education outcomes assessment evaluates how well individuals have acquired essential skills through general education courses. Like course-level outcomes, this assessment aims to identify strengths and areas for improvement within the general education curriculum, with the ultimate goal of enhancing student learning.

Each course is expected to have 3-5 course outcomes, which reflect what a student knows or is able to do upon successful completion of the course. Each outcome should be a clear, concise, and measurable statement of student achievement, aligning learning with assessment. Each section of a course must have at least one common assessment used to measure course-level outcomes. See [Appendix A](#) for strategies for writing measurable outcomes using Bloom's Taxonomy.

## ASSESSMENT PLAN

A learning outcomes assessment plan is a tool designed to evaluate student learning outcomes effectively. It outlines the organization, collection, and analysis of these outcomes to guide improvements. The plan encompasses institutional, program, and course-level outcomes, as well as benchmarks and a timeline for assessment.

## STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE

At HCC, the SLOA process is viewed as a continuous cycle, similar to that developed by the Middle States Commission on Higher Education (MSCHE)<sup>2</sup> and Suskie (2009)<sup>3</sup>.

At stage one of this continuous cycle, faculty design learning outcomes based on what they believe students should be able to do when they finish a course or program. During stage two, faculty develop measures to assess these outcomes. The third stage of the cycle is when student learning takes place. During the fourth stage of the cycle, faculty collect and analyze the assessment data. The final piece of the assessment cycle is when faculty use their assessment data to improve student learning, which is called "closing the loop" (Suskie, 2009). The cycle continues when faculty use these data to review their learning outcomes, possibly develop new assessment techniques, or make modifications to instruction.

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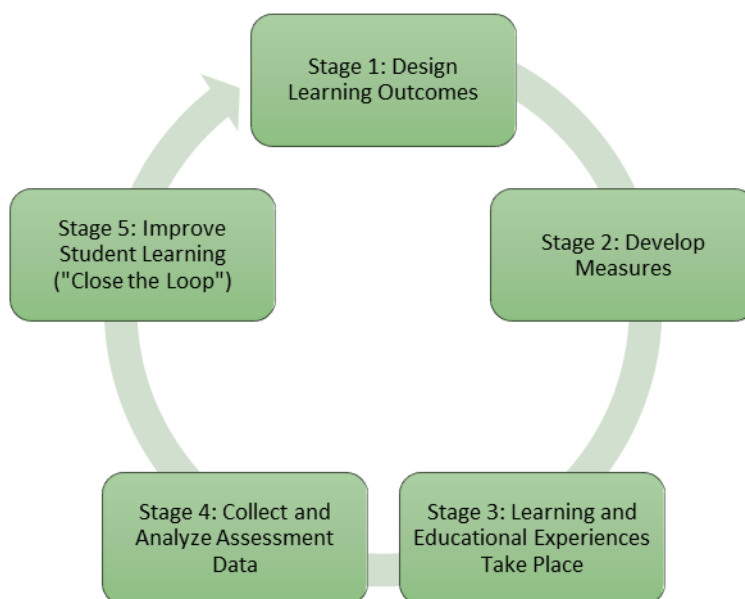
<sup>2</sup> Middle States Commission on Higher Education (2003). *Student Learning Assessment: Options and Resources*. Author.

<sup>3</sup> Suskie, L. (2009). *Assessing Student Learning: A Common-Sense Guide*. Bolton, MA: Anker.

The cycle is not purely sequential and there are various ways that faculty may move between points in the cycle. For example, faculty may find that an assessment method is not valid and return to an earlier stage of the cycle to modify their assessment tools.

Outcome assessment data are also incorporated into financial planning. For example, if faculty demonstrate that a computer resource helps students learn, the data they have collected for outcomes assessment can be used to demonstrate that need when funding is requested to purchase the resource. Typically, resource requests are made during the College's annual unit planning and budgeting process.

*Figure 2. Student Learning Outcomes Assessment Cycle at HCC*



## ASSESSMENT TASKS AND RESPONSIBILITIES

Each year, student outcomes on all levels are assessed. All faculty have a role to play in the assessment of outcomes, and all course and program outcomes are assessed every year. Two ILOs are assessed per year, and each ILO is assessed once every three years, according to the schedule below:

**Year 1 (AY24/25) – ILOs 2 & 3**

**Year 2 (AY25/26) – ILOs 4 & 6**

**Year 3 (AY26/27) – ILOs 1 & 5**

The ILO assessment cycle was determined after an examination of the current campus-wide activities and priorities, academic and otherwise, and the decision was made to begin the cycle with ILO 2 (Globalization and Diversity) following the recent national and global events highlighting the importance of education in diversity, global culture and sensitivity; and ILO 3 (Critical Thinking and Communication) because of a recent focus in HCC's academic culture on improving and unifying instruction on communication and intellectual skills across curricula.

Assessment of student learning at all three levels is essential to identify strengths and challenges and ensure that the College remains true to its goal of providing a well-rounded high-quality education. The world changes rapidly and higher education is impacted by the unique experiences of each generation of students, gains in technology, and cultural shifts. Frequent, thorough, and accurate assessment allows the College to observe and plan for changes, remain poised to fulfill student needs, and defend its accreditation and reputation.

Assessment tasks and responsible faculty/staff members are contained in Table 1. Refer to timeline in [Appendix B](#) for annual due dates.

*Table 1. Faculty/Staff Roles & Responsibilities in SLOA Process*

Faculty/Staff	Annual Responsibilities
Faculty (Adjunct & Full Time)	<ul style="list-style-type: none"> <li>Collect course-level assessment data for course-specific and general education outcomes each semester.</li> <li>Report assessment data to lead faculty/SLOA facilitator annually or as scheduled by leadership.</li> </ul>
Lead Faculty/SLOA Facilitator	<ul style="list-style-type: none"> <li>Complete Course Outcome (COG) utilizing assessment data reported.</li> <li>Collaborate with Division Director/Faculty as needed to complete comprehensive COG.</li> <li>Review Master Syllabus and make appropriate revisions.</li> </ul>
Program Coordinator	<ul style="list-style-type: none"> <li>Complete Program Outcomes Guide (POG) utilizing assessment data reported by lead faculty.</li> <li>Collaborate with Division Director/Lead faculty to complete comprehensive POG.</li> <li>Reviewed and update curriculum map.</li> <li>Review Master Syllabus and make appropriate revisions.</li> </ul>
Division Director	<ul style="list-style-type: none"> <li>Review all COGs and POGs.</li> <li>Collaborate with lead faculty/SLOA facilitators/program coordinators on appropriate revisions.</li> <li>Complete COG and POG review forms. Send to appropriate individuals.</li> <li>Complete Division SLOA Summary.</li> <li>Verify that curriculum maps and master syllabi are up-to-date and in the correct format.</li> <li>Upload SLOA documentation to the SLOA Cloud Site.</li> </ul>
Dean of Instruction	<ul style="list-style-type: none"> <li>Complete online General Education Monitoring Survey for applicable courses.</li> <li>Complete online ILO Monitoring Survey.</li> <li>Review and publicize COGs, POGs, Division SLOA Summaries, Curriculum Maps.</li> <li>Conduct institution-wide analysis of assessment data.</li> <li>Plan and facilitate Celebration of Learning.</li> <li>Report findings to Board of Trustees.</li> </ul>

## ASSESSMENT AND DATA STANDARDS

All faculty and staff members should strive to uphold assessment and data standards using best practices in instruction, assessment, data collection, and analysis. Assessment tools may be created by faculty or obtained from a creditable source, such as the textbook author, but should be thoroughly reviewed to ensure alignment with the curriculum, outcomes, and best practices. All assessments should be validated – that is, it should be verified that the assessment tool produces accurate, consistent, and sufficient evidence of attainment of the intended outcome. This validation can be conducted by referencing national standards (such as through accrediting programs), reviewing the validation procedures from the source where the tool was obtained, if not created in-house; by consulting with subject-matter experts, or by repeated administration of the tool and analysis of the results in comparison with a known benchmark.

Data should be maintained securely and accurately. All analysis of data should take into consideration the type of data collected and the desired output to best represent a measure of student attainment in relation to the outcome. Benchmarks which are used to evaluate levels of student attainment (e.g., an outcome is considered “met” if 70% of students obtain a 70% or higher average on a set of test questions) should be defensible and accurately represent a student successfully obtaining the knowledge or ability described in the outcome.

For assistance in developing valid assessments and maintaining data standards, review the list of print, online, and in-person resources in [Appendix C](#).

## CELEBRATE LEARNING!

Each year, we dedicate time to celebrate the important learning milestones our amazing students achieve. During workshop week, all faculty and staff involved in the SLOA process are invited to share their accomplishments and insights from their annual SLOA journey.

## SLOA DOCUMENTATION INSTRUCTIONS AND TEMPLATES

This section contains several templates and completion guides to allow for a consistent format and appearance for the following:

- Course Outcome Guide (COG) Instructions
- Course Outcome Guide (COG) Fillable Word Document Template
- Program Outcome Guide (POG) Instructions
- Program Outcome Guide (POG) Fillable Word Document Template
- Curriculum Map Template & Instructions
- Curriculum Map Example
- Assessment Plan Template & Instructions
- Assessment Plan Example
- Division SLOA Form Template
- Division Director Review Instructions
- COG Review Form Template
- POG Review Form Template

## COURSE OUTCOMES GUIDE (COG) INSTRUCTIONS

One Course Outcomes Guide (COG) needs to be completed for each course by the lead faculty/SLOA facilitator by June 1.

Expectations:

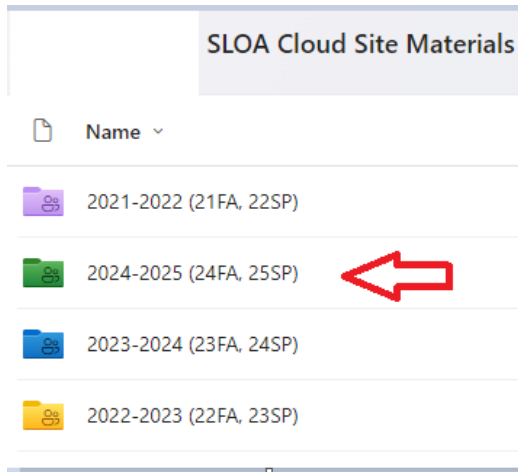
1. Lead faculty/SLOA facilitator for each course will complete one COG which contains all course outcomes within the expected timeframe. If the course contains General Education Outcomes, the lead faculty/SLOA facilitator will also complete the General Education Monitoring Survey.
2. The COG will be completed in its entirety with thorough and representative data and analyses gathered from the course administrations in the given academic year(s).

Before you begin, gather the necessary information:

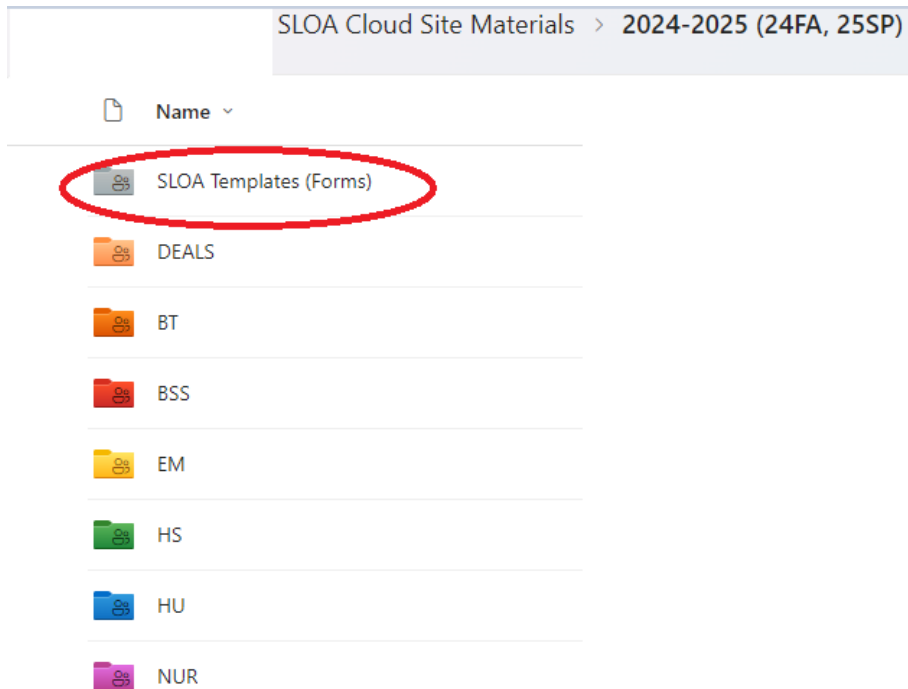
- Course name, term, faculty information
- All course outcomes (General Education and course-specific)
- Description of measurement tools used to assess each outcome (e.g., test question(s), essay assignment).
- Optional: Samples of measurement tools to be pasted in the form
- The results of the assessment of each outcome
- Optional: supporting documentation (such as tables or charts) to be pasted in the form
- Plan for improvement

To complete the form:

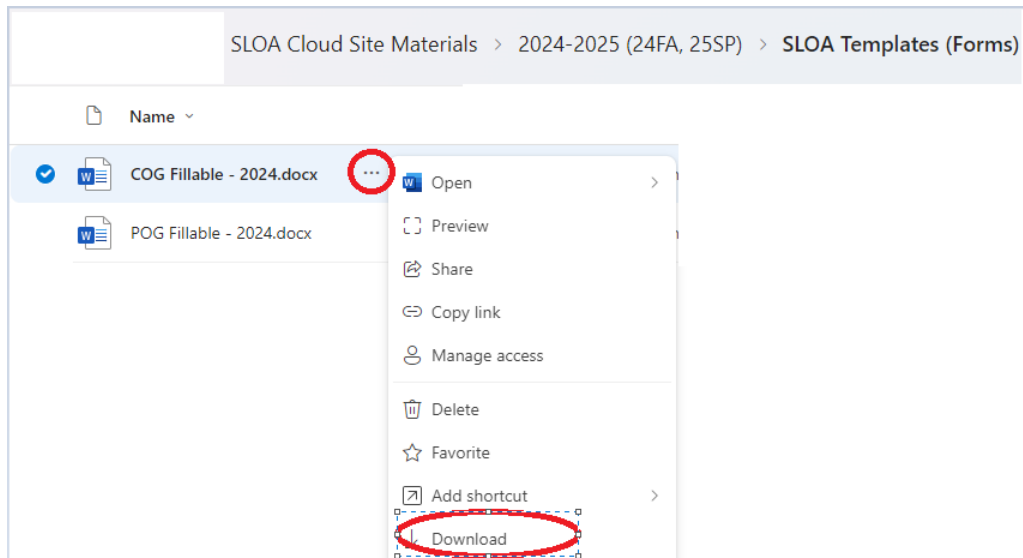
1. Go to the [SLOA Cloud Site](#)
2. Log in with HCC credentials if the site requests them.
3. Open the **appropriate academic year folder**.



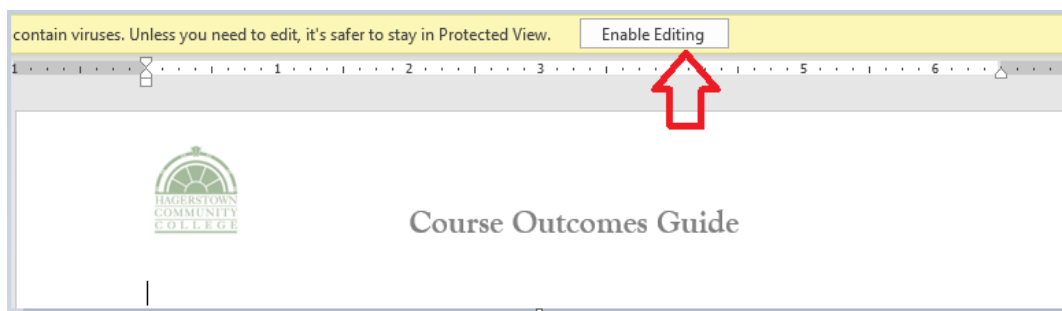
#### 4. Open the SLOA Templates (Forms) Folder



5. Float the pointer over the file called “Fillable COG.docx” to see the dot menu appear. Click on the three dots, then select “Download” from the pop-up menu.



6. Open the document and click on the Enable Editing button at top of screen.



7. To complete the form, click on the grey text and type in text.
  - a. Enter in Course Title, Term, Course Team.
  - b. List the number of the expected Course Learning Outcome from the Master Syllabus where it states “Enter #”. Enter the course learning outcome as noted on the Master Syllabus.

- c. List the number of the linked Program Learning Outcome from the Curriculum Map where it states “Enter #”. Enter the program learning outcome as noted on the Curriculum Map.
- d. List the number of the linked General Education Learning Outcome where it states “Enter #”. Enter the general education outcome as noted on the listing of general outcomes.
- e. Complete the assessment, benchmark, and results sections.
- f. Identify achievement of benchmark by clicking on either Met or Not Met.
- g. Complete the Closing the Loop – Plan for Improvement and Institutional Learning Outcomes.
  - i. Identify whether the ILOs are Met, Not Met, Not Assessed, or Not Aligned.
- h. To add an additional section for another outcome, hover over the textbox click the blue plus sign that appears in the bottom right of the Section when the cursor is in that area.

Institutional Learning Outcomes:

For each ILO, select the option which applies to this course outcome. Review the SLOA Handbook to identified the ILOs that are required to be assessed during this academic year.

	Met	Not Met	Not Assessed	Not Aligned
ILO1: Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO2: Globalization and Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO3: Critical Thinking and Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO4: Scientific and Quantitative Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO5: Information Literacy and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO6: Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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8. Save form as a Word document on your computer. Name the file using the following format: **Course\_COG\_Term**. Example: AET101\_COG\_24FA.docx
9. Forward the completed document to Division Director.

## COURSE OUTCOMES GUIDE (COG) TEMPLATE



### Course Outcomes Guide

Course: Click or tap here to enter text.

Term: Click or tap here to enter text.

Course Team: Click or tap here to enter text.

**Course Learning Outcome #:** Enter Number

Identify one clear, concise, and measurable student outcome from the master syllabus.

**Program Learning Outcome #:** Enter Number

Identify the program outcome linked to the course learning outcome. Reference the Curriculum Map.

**General Education Outcome #:** Enter Number

Identify the approved general education outcome linked to the course learning outcome. If not applicable, type N/A.

**Assessment:**

Describe how the outcome is measured, such as test question(s), written assignment(s), etc.

**Benchmark:**

Identify the expected benchmark or measure for student achievement. For example, the outcome is deemed successfully met if all students scored 70% or above on the assessment tool.

**Results:**

Provide a detailed description of the assessment results and your conclusion(s). You may insert tables or images into this text area as necessary to support your analysis.

Achievement of the benchmark was Met ☐ Not Met ☐

**Closing the Loop - Plan for Improvement:**

Provide a detail description on how the results will inform and improve teaching and learning. If the outcome was assessed previously, how have "plans for improvement" implemented from past assessment cycles impacted the results?



## Course Outcomes Guide

### Institutional Learning Outcomes:

For each ILO, select the option which applies to this course outcome. Review the SLOA Handbook to identify the ILOs that are required to be assessed during this academic year.

	Met	Not Met	Not Assessed	Not Aligned
ILO1: Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO2: Globalization and Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO3: Critical Thinking and Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO4: Scientific and Quantitative Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO5: Information Literacy and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO6: Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## PROGRAM OUTCOMES GUIDE (POG) TEMPLATE



### Program Outcome Guide

Program Title: Click or tap here to enter text.

Term: Click or tap here to enter text.

Program Coordinator/Lead Faculty: Click or tap here to enter text.

Program Faculty: Click or tap here to enter text.

Program Courses: Click or tap here to enter text.

#### Program Outcomes:

Identify one clear, concise, and measurable program outcome. Preference the Curriculum Map.

#### Assessment:

Describe how the outcome is measured, such as examinations, portfolio, embedded assessments.

#### Benchmark:

Identify the expected benchmark or measure for student achievement. For example, the outcome is deemed successfully met if all students scored 70% or above on the assessment tool.

#### Results:

Provide a detailed description of the assessment results and your conclusions. You may insert tables and images into this text area as necessary to support your analysis.

Achievement of the benchmark was Met ☐ Not Met ☐

#### Closing the Loop – Plan for Improvement:

Provide a detailed description on how the results will inform and improve teaching and learning. If the outcome was assessed previously, how have “plans for improvement” implemented from past assessment cycles impacted the results?

#### Institutional Learning Outcomes:

For each ILO, select the option which applies to this course outcome. Review the SLOA Handbook to identified the ILOs that are required to be assessed during this academic year.



## Program Outcome Guide

	Met	Not Met	Not Assessed	Not Aligned
ILO1: Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO2: Globalization and Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO3: Critical Thinking and Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO4: Scientific and Quantitative Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO5: Information Literacy and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILO6: Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Budget Request and Justification:

Based on the closing the loop – plans for improvement for the program outcomes, describe any additional resources needed to improve teaching and instruction.

## CURRICULUM MAP WITH INSTRUCTIONS

Program:	ILO1. Responsibility. Exhibit personal and social responsibility by practicing self-direction, persistence, lifelong learning, and responsible citizenship	ILO2. Globalization and Diversity. Explore and analyze new ideas, and understand the value of moral sensitivity and cultural diversity.	ILO3. Critical Thinking and Communication. Practice intellectual skills such as critical and independent thinking, effective communication, and knowledge acquisition and application.	ILO4. Scientific and Quantitative Reasoning. Process, analyze, and synthesize scientific and numerical data, and apply mathematical concepts appropriately.	ILO5. Information Literacy and Technology. Apply the research process to access information and use technology to analyze, evaluate, synthesize, and use information resourcefully.	ILO6. Professionalism. Apply the knowledge and skills gained from academic discipline to complete personal and professional goals.
PO1:	List program courses that meet this PO and ILO.					
PO2:						
PO3:						
PO4:						
PO5:						

### Directions for Completion

1. Enter program name and program outcomes
2. For each Program Outcome row, list any program courses that meet the corresponding ILO
3. Add or delete table rows as necessary to accommodate the number of program outcomes.
4. It is not necessary that all cells have a course listed; however, there should be at least one course per row and column.
5. Save to your computer as a Word document using the naming format Program\_Degree\_MAP\_Year. Example: Administration of Justice\_AA\_MAP\_2022.
6. Upload to the SLOA Cloud Site to the folder in your division labeled "Curriculum Maps". Refer to POG Instructions for further details on uploading.
7. **Please note: Curriculum Maps should be reviewed, updated, and uploaded each academic year.**

## CURRICULUM MAP EXAMPLE

Program: BTC:AAS	ILO1. Responsibility. Exhibit personal and social responsibility by practicing self-direction, persistence, lifelong learning, and responsible citizenship	ILO2. Globalization and Diversity. Explore and analyze new ideas, and understand the value of moral sensitivity and cultural diversity.	ILO3. Critical Thinking and Communication. Practice intellectual skills such as critical and independent thinking, effective communication, and knowledge acquisition and application.	ILO4. Scientific and Quantitative Reasoning. Process, analyze, and synthesize scientific and numerical data, and apply mathematical concepts appropriately.	ILO5. Information Literacy and Technology. Apply the research process to access information and use technology to analyze, evaluate, synthesize, and use information resourcefully.	ILO6. Professionalism. Apply the knowledge and skills gained from academic discipline to complete personal and professional goals.
PO1: Understand and apply basic skills essential for following Standard Operating Procedures (SOP)	BTC-102; BTC-201	BTC-101	All BTC courses	BTC-102	BIO-201 or BIO 205; BTC 201	BTC 101; Elective BTC 269/270
PO2: Develop and maintain a notebook of laboratory records	All BTC courses		All BTC courses	BTC-102	BTC-102; BTC-201; BTC-202	
PO3: Analyze and evaluate the effect of variables on experimental results	BTC-102		All BTC courses	BIO-102 or BIO-205	BIO-201 or BIO-205	BTC-102; BIO-201 or BIO-205
PO4: Effectively communicate and function as a professional laboratory team member			All BTC courses		BIO-201 or BIO-205	BIO-201 or BIO-205
PO5: Relate aspects of biotechnology to society and personal career choices	BTC-101	BTC-101				
PO6: Apply a basic core of scientific and quantitative knowledge to situations in a working laboratory	All BTC courses					All BTC courses

## ASSESSMENT PLAN TEMPLATE & INSTRUCTIONS

Program: \_\_\_\_\_

Year: \_\_\_\_\_

Program/ Course	Program/ Course	Outcome Number	Outcome Text	ILO#/ PO#	Measurements/ Implements	Benchmark for Success	SLOA Year
Program	POG	Identify Outcome Number	List measurable program outcome.	Identify the ILO# that is linked to program outcome.	Identify how this outcome will be measured.	Identify benchmark(s) that verify outcome has been met. For example, what letter or numerical grade is expected to show sufficient learning? What percentage of the student body should achieve the outcome for broad understanding?	Identify SLOA Year
Program	POG						
Course	COG	Identify Outcome Number	List measurable course outcome.	Identify the PO# that is linked to the course outcome.	Identify how this outcome will be measured.	Identify benchmark(s) that verify outcome has been met. For example, what letter or numerical grade is expected to show sufficient learning? What percentage of the student body should achieve the outcome for broad understanding?	Identify SLOA Year
Course	COG						
				<b>Directions for Completion</b>  1. Enter program name and date (development, updated, reviewed). 2. List each program outcome independently. There should be 3-5 program level outcomes. 3. For each program outcome, identify the outcome number, outcome text, ILO# that is linked with the program outcome, how the outcome will be measured, benchmark for achievement, and SLOA year to be evaluated according to timeline. 4. List each course for the program. With each course identify the course outcomes independently. There should be 3-5 courses outcomes for each course in the program. 5. For each course outcome, identify the outcome number, outcome text, program outcome that is linked with the course outcome, how the outcome will be measured, benchmark for achievement, and SLOA year to be evaluated according to timeline.			

## ASSESSMENT PLAN EXAMPLE

Program: <u>AAS.JSCS</u>							
Program / Course	POG or Cog	Outcome Number	Outcome Text	ILO # / PO #	Measurements Implements	Benchmark for success	Sloa Year
AAS.ISCS	POG	1	The student will demonstrate the ability to navigate, install, configure, and troubleshoot various operating systems and applications.	ILO#3	IST 108, IST 151, IST 261 COGs	The average benchmark success rate for all aligned course outcomes should be >=70%	1
AAS.ISCS	POG	2	The student will demonstrate problem-solving skills in building, repairing and upgrading various types of devices.	ILO#3	IST 150 COGs	The average benchmark success rate for all aligned course outcomes should be >=70%	1
AAS.ISCS	POG	3	The student will demonstrate the ability to configure both wired and wireless networks.	ILO#3	IST 154 COGs	The average benchmark success rate for all aligned course outcomes should be >=70%	2
AAS.ISCS	POG	4	The student will demonstrate technology knowledge by creating and providing training.	ILO#3	IST 204 COGs	The average benchmark success rate for all aligned course outcomes should be >=70%	3
IST 108	COG	1	The student will demonstrate good file management and disk organization skills	PO#1	Hands-on Activities	Average on all related activities >= 70%	1
IST 108	COG	2	The student will perform basic diagnostics using tools and utilities to improve performance, increase security	PO#1, PO#2	Hands-on Activities	Average on all related activities >= 70%	1
IST 108	COG	3	The student will protect data and facilitate user and system security through the use of available operating system tools	PO#1	Hands-on Activities	Average on all related activities >= 70%	1
IST 108	COG	4	The student will demonstrate a working knowledge of the Command line and the Registry	PO#1	Hands-on Activities	Average on all related activities >= 70%	1
IST 108	COG	5	The student will demonstrate the ability to perform basic system troubleshooting skills	PO#1, PO#2	Hands-on Activities	Average on all related activities >= 70%	1
IST 108	COG	6	The student will develop a sound, efficient system maintenance plan	PO#4	Documentation	Average on all related activities >= 70%	1
IST 150	COG	1	The student will assemble, setup, and upgrade personal computer systems	PO#1, PO#2	Hands-on Activities, Simulations	Average on all related activities >= 70%	1
IST 150	COG	2	The student will diagnose and isolate faulty components	PO#2	Hands-on Activities, Simulations	Average on all related activities >= 70%	1
IST 150	COG	3	The student will demonstrate customer service, troubleshooting and preventative maintenance skills	PO#1, PO#4	In-class observation Hands-on Activities	Average on all related activities >= 70%	1
IST 150	COG	4	The student will be able to prepare for CompTIA's vendor-independent computer certification exam, A+,	PO#1	Exams, Hands-on Activities, Simulations	Average on all related activities >= 70%	1

*\*This is only a sampling of the complete Curriculum Map.*

## DIVISION DIRECTOR INSTRUCTIONS

### Expectations:

1. Division directors are responsible for reviewing the Course Outcomes Guides (COGs) and Program Outcomes Guides (POGs) submitted by program coordinators and lead faculty/SLOA facilitators.
2. Division directors are expected to complete a review form for each COG and POG in a fair and timely manner using the guidelines. Completed review forms are emailed to the author of the COG or POG and the Dean of Instruction.
3. Division directors are expected to complete revisions to COGs and POGs as needed with input from program directors and lead faculty/SLOA facilitators, review the curriculum maps, and submit the finalized versions of COGs, POGs, and curriculum maps for publication.
4. Division directors are expected to compile, analyze, and reflect on the data reported in the COGs and POGs and complete the Division SLOA Summary.

### File Format:

1. Once a document has been reviewed and any necessary revisions are made, finalize the item by saving it as a PDF with the appropriate naming convention below:

Template	Naming Convention	Example
<b>COG</b>	Course_COG_Term	AET101_COG_SP25
<b>POG</b>	Program_Degree_POG_Year	Music_AA_POG_2025
<b>Curriculum Map</b>	Program_Degree_MAP_Year	Music_AA_MAP_2024
<b>COG Review</b>	Course_COG_Review_Term	AET101_COG_Review_SP2025
<b>POG Review</b>	Program_Degree_POG_Review_Year	Music_AA_POG_Review_2024
<b>Master Syllabus</b>	Course_Syllabus_Term	AET101_Syllabus_FA24

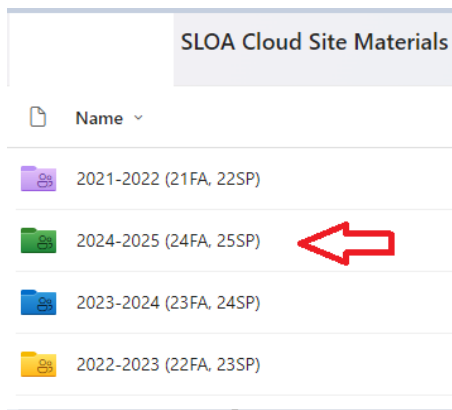
## Timeline:

The following tasks need to be completed annually:

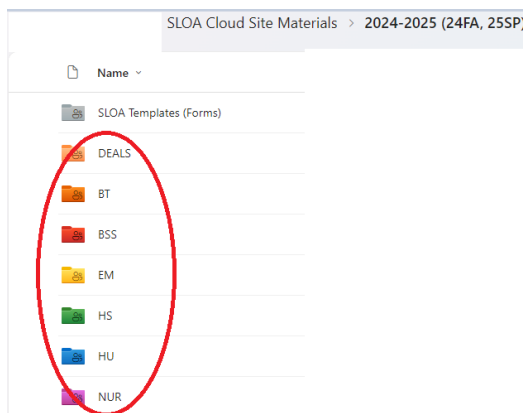
- Review, revise (if needed), and finalize all COGs - ***By August 1***
- Review, revise (if needed), and finalize all POGs - ***By August 1***
- Complete and send review forms for all COGs and POGs to DOI - ***By August 1***
- Complete Division SLOA Summary - ***By August 1***
- Review and verify curriculum maps – ***By August 1***

## Procedure for Uploading SLOA Documentation to SLOA Cloud:

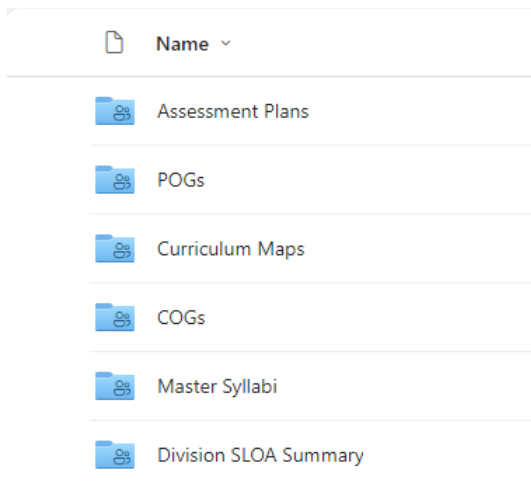
1. Go to the [SLOA Cloud Site](#).
2. Log in with HCC credentials if the site requests them.
3. Open the appropriate academic year folder.



4. Open appropriate division folder.

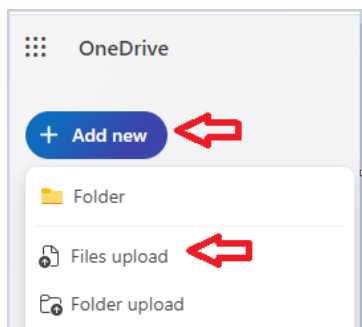


5. Identify the appropriate folder to upload documents on the SLOA Cloud Site.



6. Once in the appropriate folder, upload a copy of the document that has been reviewed and finalized.

Use the Blue Add Button located on the left-hand side of the screen. Select “Files upload” and locate the file from your desktop folders. Once the file has been located, click open.

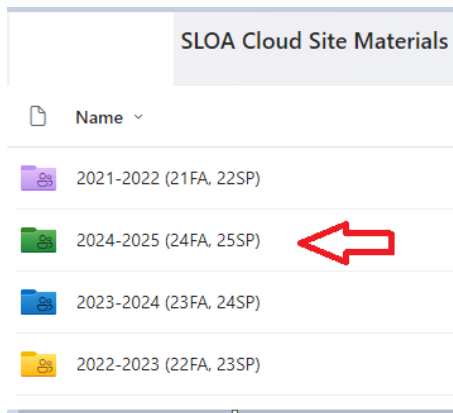


### **Procedure for completing the Division SLOA Summary:**

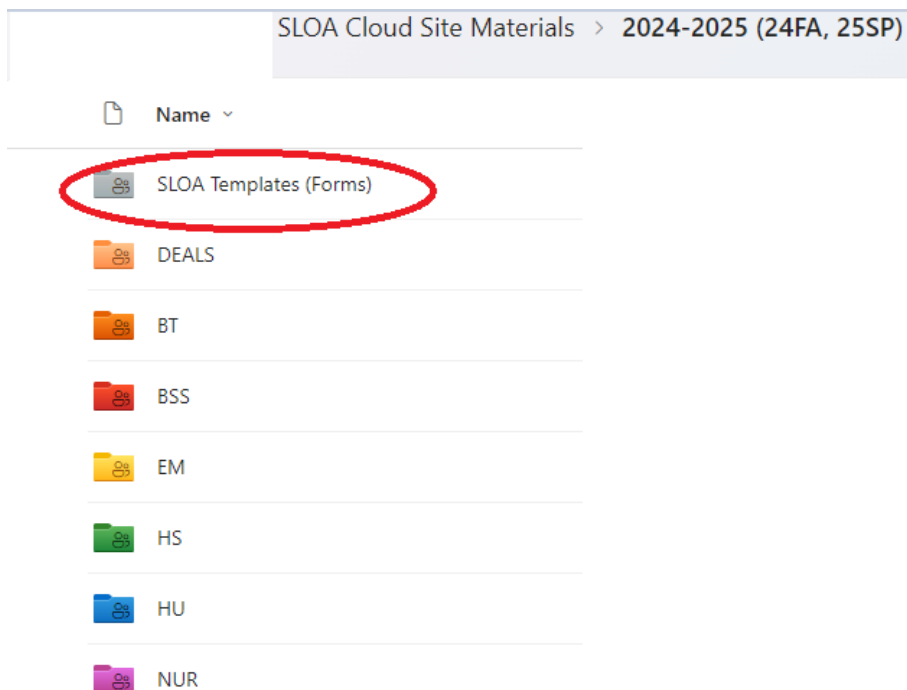
After the COGs and POGs have been reviewed, complete the Division SLOA Summary form as a reflection on student learning across all levels of the institution.

1. Go to the [SLOA Cloud Site](#).

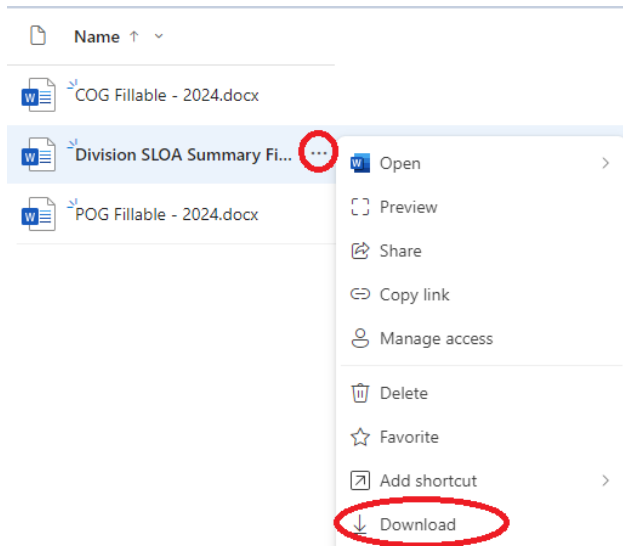
2. Log in with HCC credentials if the site requests them.
3. Open the appropriate academic year folder.



4. Open the Templates Folder

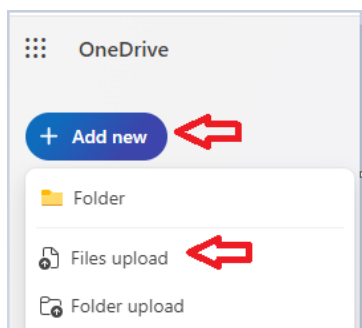


5. Float the pointer over the file called “Division SLOA Summary Fillable.docx” to see the dot menu appear. Click on the three dots, then select “Download” from the pop-up menu.



6. Complete the form. Click on the grey text to replace it with your text.
7. Save form as a PDF on your computer. Name the file using the following format: **Division\_SLOA Summary\_Year. Example: BSS\_SLOA Summary\_2024.pdf**
8. Upload a copy of the completed form to the [SLOA Cloud Site](#). Select the appropriate academic year folder, then the division, then the folder name “Division SLOA Summary”.

Use the Blue Add Button located on the left-hand side of the screen. Select “Files upload” and locate the file from your desktop folders. Once the file has been located, click open.



## COURSE OUTCOMES GUIDE (COG) REVIEW TEMPLATE



### COG Review Form

**Course:** Course Title

**Term:** Enter term and year

**Course Team:** List name(s) of faculty teaching this course

**Division Director:** Enter name

*This form is to be completed by the division director for each COG and returned to the COG author(s) and Dean of Instruction.*

1. Review the Expected Learning Outcomes and verify:
  - a. Outcomes
    - ☐ Outcomes are entered correctly and completely
    - ☐ Outcomes are clear, concise, and measurable
  - b. Assessment
    - ☐ The measures selected are appropriate to the outcome
  - c. Results
    - ☐ Results are thoroughly described
    - ☐ Data are included which support the conclusions
    - ☐ Data interpretations and conclusions are logical
  - d. Closing the Loop: Plan for Improvement
    - ☐ Plans are thoroughly described
    - ☐ Plans are a logical extension of the conclusions in the results section
    - ☐ Plans are actionable and represent best practices
  - e. Notes

Enter any specific comments related to the items in the checklist here (e.g., outcome #2 is missing assessment measures).
2. Please provide additional feedback. For example, reflect on strengths that appeared across the course in student learning, offer suggestions for refining assessment or analysis strategies, or respond to plans for improvement.

Enter additional feedback here.

## PROGRAM OUTCOMES GUIDE (POG) REVIEW TEMPLATE



### POG Review Form

Program Title: Program title

Term: Enter term and year

Program Coordinator/Lead Faculty: Enter name(s)

Division Director: Enter name

*This form is to be completed by the division director for each POG and returned to the POG author(s) and Dean of Instruction.*

1. Review the Program Outcomes and verify:

a. Outcomes

- ☐ Outcomes are entered correctly and completely
- ☐ Outcomes are clear, concise, and measurable

b. Assessment

- ☐ The measures selected are appropriate to the outcome

c. Results

- ☐ Results are thoroughly described
- ☐ Data are included which support the conclusions
- ☐ Data interpretations and conclusions are logical

d. Closing the Loop: Plan for Improvement

- ☐ Plans are thoroughly described
- ☐ Plans are a logical extension of the conclusions in the results section
- ☐ Plans are actionable and represent best practices

e. Institutional Learning Outcomes

- ☐ ILO matrix is completed and reflects the curriculum map
- ☐ ILOs required to be assessed in this academic year were assessed if aligned

f. Notes

Enter any specific comments related to the items in the checklist here (e.g., outcome #2 is missing assessment measures).

2. Please provide additional feedback. For example, reflect on strengths that appeared across the program in student learning, offer suggestions for refining assessment or analysis strategies, or respond to plans for improvement.

Enter additional feedback here.

## DIVISION SLOA SUMMARY TEMPLATE



### Division SLOA Summary

Division: Division Name




Academic Year: Enter academic year




Division Director: Enter name

1. Based on the compiled, reviewed, and finalized COGs in your division, please highlight the areas of student learning that you feel have been the most impactful in this academic year.  
Enter text here. Examples, images, or tables can be copy/pasted into this field if needed.
2. Based on the compiled, reviewed, and finalized COGs in your division, please highlight any student learning challenges revealed by the assessment process and what your teams are doing to meet those challenges going forward?  
Enter text here. Examples, images, or tables can be copy/pasted into this field if needed.
3. Based on the compiled, reviewed, and finalized POGs in your division, please highlight the areas of student learning that you feel have been the most impactful this academic year.  
Enter text here. Examples, images, or tables can be copy/pasted into this field if needed.
4. Based on the compiled, reviewed, and finalized POGs in your division, please highlight any student learning challenges revealed by the assessment process and what your teams are doing to meet those challenges going forward?  
Enter text here. Examples, images, or tables can be copy/pasted into this field if needed.
5. Please highlight the areas of student learning that you feel have been the most impactful in the General Education area that you reviewed this academic year. Alternatively, please highlight any student learning challenges revealed by the assessment process in your area of General Education and what your teams are doing to meet those challenges going forward.  
Enter text here. Examples, images, or tables can be copy/pasted into this field if needed.
6. In regards to the Institutional Learning Outcomes (ILOs) being assessed this academic year: Please describe how the courses on your Curriculum Map, as well as any additional non-classroom, co-curricular experiences in your courses or programs meet the two (2) Institutional Learning Outcomes identified for this academic year. Please highlight any ILO student learning challenges revealed by the assessment process and what your teams are doing to meet those challenges going forward.  
Enter text here. Examples, images, or tables can be copy/pasted into this field if needed.

## APPENDIX A BLOOM'S TAXONOMY CHART

### *Revised Bloom's Taxonomy Process Verbs, Assessments, and Questioning Strategies*

Level of Taxonomy	Definition	Process Verbs		Assessments		Question Stems
<b>Creating</b> 	Generating new ideas, products, or ways of viewing things  Designing, constructing, planning, producing, inventing	Act Arrange Assemble Combine Compose Construct Create Design Develop Devise Formulate	Generate Improve Infer Invent Imagine Plan Predict Prepare Revise Show Write	Advertisement Poem Blueprint Cartoon Collage Film Formula Invention New game	Newspaper Painting Plan Play Song Story Video	-Can you design a...to...? -Can you see a possible solution to...? -How would you devise your own way to...? -What would happen if...? -How many ways can you...? -Can you create new and unusual uses for...?
<b>Evaluating</b> 	Justifying a decision or course of action  Checking, hypothesizing, critiquing, experimenting, judging	Argue Assess Choose Compare Conclude Criticize Debate Decide Defend	Determine Evaluate Justify Prioritize Rate Recommend Support Tell why Value	Conclusion Debate Editorial Investigation Judgment Opinion	Recommendation Report Survey Verdict	-Is there a better solution to...? -What do you think about...? -Do you think...is a good or bad thing? -How would you feel if...? -How effective are...? -What are the pros and cons of ...?
<b>Analyzing</b> 	Breaking information into parts to explore understandings and relationships  Comparing, organizing, deconstructing, interrogating, finding	Calculate Categorize Classify Compare Contrast Diagram Differentiate Discover Distinguish Examine Experiment	Group Interpret Investigate Order Organize Question Relate Research Sequence Solve Survey	Chart Checklist Database Diagram Graph Illustration Investigation	List Outline Plan Questionnaire Report Spreadsheet Summary	-Which events could not have happened? -How is ...similar to ...? -What are some other outcomes? - Why did ...occur? -What was the problem with...?

Level of Taxonomy	Definition	Process Verbs		Assessments		Question Stems
<b>Applying</b> 	Using information in another familiar situation  Implementing, carrying out, using, executing	Adapt Apply Calculate Change Compute Demonstrate Dramatize Draw Experiment Illustrate	List Make Manipulate Practice Produce Sequence Show Solve Teach Use	Demonstration Diagram Experiment Illustration Journal Lesson Map Model	Performance Poster Prediction Presentation Report Scrapbook Simulation	-Do you know of another instance where...? -Can you group...? -Which factors would you change...? -What questions would you ask of...? -From the information given, can you develop a set of instructions about...?
<b>Understanding</b> 	Explaining ideas or concepts  Interpreting, summarizing, paraphrasing, classifying, explaining	Ask Calculate Convert Describe Discuss Explain Give examples Identify Locate	Observe Recognize Report Research Retell Review Summarize Tell	Debate Definition Dramatization Example Explanation Label List	Outline Quiz Recitation Reproduction Story Problems Summary Test	-Can you write in your own words? -How would you explain...? -What could happen next? -Who do you think...? -What was the main idea...?
<b>Remembering</b> 	Recalling information  Recognizing, listing, describing, retrieving, naming, finding	Choose Cite Define Describe Give example Group Know Label List Listen Locate	Match Memorize Name Quote Recall Recite Record Repeat Select Underline	Definition Fact Label List Quiz	Reproduction Test Workbook Worksheet	-What happened after...? -How many...? -What is...? -Who ...? -Can you name...? -Which is true or false?

## APPENDIX B TIMELINE

<b>Date</b>	<b>Person(s)</b>	<b>Responsibility</b>
<i>May (End of Spring term)</i>	All faculty (adjunct and full-time)	Course Outcomes data due to Lead Faculty/SLOA facilitator.
<i>June 1</i>	Lead faculty/SLOA facilitator	Completed COGs uploaded to SLOA Cloud Site, online General Education Monitoring Survey completed, revise master syllabus if needed.
<i>June 15</i>	Program Coordinator	Completed POGs uploaded to SLOA Cloud Site, online ILO Monitoring Survey completed, revise curriculum map if needed.
<i>August 1</i>	Division Director	Review, revise, and finalize COGs and POGs, complete COG and POG review forms, complete division summaries, verify curriculum maps and master syllabi.
<i>August 15</i>	Dean of Instruction/Dean of PIE	Review and publicize COGs, POGs, division summaries, curriculum maps, and master syllabi.
<i>Late-August</i>	Faculty/Staff involved with assessment	Participate in Celebrate Learning! at during workshop week.
<i>September 1</i>	Dean of Instruction	Complete institution-wide analysis of assessment data and present findings to Board of Trustees.

## APPENDIX C ASSESSMENT RESOURCES

Assessment resources include the information offered to faculty and staff to enhance their understanding, development, implementation, communication, and utilization of evidence related to student learning.

### WEB RESOURCES FOR SLOA

Association for the Assessment of Learning in Higher Education link:

<https://www.aalhe.org/assessment-resources>

National Institute for Learning Outcomes Assessment link:

<https://www.learningoutcomesassessment.org/about/>

### FLETCHER FACULTY DEVELOPMENT CENTER – ASSESSMENT TITLES

Banta, Trudy W. and Jon P. Lund, Karen E. Black, and Frances W. Oblander. 1996. *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco, CA: Jossey-Bass/Wiley.

Brief discussion of principles of assessment, with most of the book devoted to more than eighty case studies of assessment of achievement in the major, general education, student development, student involvement, classroom assessment, faculty development to promote assessment, and developing a campus approach.

Banta, Trudy W. and Elizabeth A. Jones, Karen E. Black. 2009. *Designing Effective Assessment: Principles and Profiles of Good Practice*. San Francisco, CA: Jossey-Bass/Wiley.

Dozens of case studies that illustrate approaches to assessment including planning, implementing, improving and sustaining it; general education; academic majors; faculty and staff development; using technology to improve data collection and analysis (e.g., moving to web forms); program review; first-year-experience and other experiential programs; student affair; community colleges (three profiles); and graduate programs.

Bresciani, Marilee J, Editor. 2007. *Assessing Student Learning in General Education: Good Practice Case Studies*. Bolton, MA: Anker.

Each chapter features a case study of General Education assessment using a format of overview of institutional culture, overview of general education program, overview of General Education assessment, examples of General Education assessment, how results are used, implementation tips, and General Education assessment challenges and strategies. Two community colleges are among the 13 case studies.

Chapman, Carolyn and Rita King. 2012. *Differentiated Assessment Strategies: One Tool Doesn't Fit All*, Second Edition. Thousand Oaks, CA: Corwin/Sage.

Ideas and examples for ways to develop and use formative and summative assessment, including ways to help students identify and work on things they know and don't know in order to see knowledge as a process. Includes rubrics and checklists for a variety of assessment types including performance, writing, and portfolios.

Diamond, Robert M. 1998. *Designing and Assessing Courses & Curricula: A Practical Guide*, Revised Edition. San Francisco, CA: Jossey-Bass/Wiley.

The main focus of the book is on courses, but the organization of courses into a coherent curriculum is also discussed. A learning-centered approach is emphasized. Topics include developing an ideal course, adjusting from the ideal to the possible, designing the learning experience, and implementing, evaluating, and refining the course. Some of the examples and terminology may be outdated, but the breadth and focus of discussion are useful.

Haladyna, Thomas M. 1999. *Developing and Validating Multiple-Choice Test Items*, Second Edition. Mahwah, NJ: Lawrence Erlbaum Associates.

Detailed, research-based information about multiple choice vs constructed response, validity; questions to measure factual recall, comprehension, and critical thinking; rules for question- writing; a model for speeding up the process of writing good test items; ways to analyze test responses; and ideas for solving question-response problems.

Lord, Thomas R. and Donald P. French, Linda W. Crow, Editors. 2009. *College Science Teachers Guide to Assessment*. National Science Teachers Association.

Brief, concrete essays by science faculty that addresses summative and formative aspects of science education assessment. Topics include how to develop effective,

fair multiple-choice tests and alternatives (portfolios, labs, peer assessment) and use results to improve teaching, as well as how to use the testing process to help students learn. Examples and some topics are science-specific, but many approaches and observations are useful across disciplines, for example a chapter on “practices that jeopardize bone fide student assessment.”

Meseske, Richard J. and Barbara A. Mezeske, Editors. 2007. *Beyond Tests and Quizzes: Creative Assessments in the College Classroom*. San Francisco, CA: Jossey-Bass/Wiley.

More than a dozen outside-the-box ways to make Student Learning Outcomes Assessment interesting and intellectually stimulating, from concept maps to lab practicals, grammar learning, engineering projects, field experiences, and studying and designing a website to learn about an international culture.

Middle States Commission on Higher Education. 2003. *Student Learning Assessment: Options and Resources*.

Key issues and advice for institutions designing course and program assessment programs. Some of the information in this book has been superseded by documents available at the MSCHE website.

Suskie, Linda. 2009. *Assessing Student Learning: A Common-Sense Guide*. Bolton, MA: Anker.

Assessment planning, goals, types of assessment (rubrics, reflections, portfolios, objective tests, survey, focus groups, and interviews), and analyzing and using results. Includes many examples. Each chapter includes recommended reading in addition to references cited in the chapter. Author is a former Vice President of the Middle States Commission on Higher Education (MSCHE).

Walvoord, Barbara E. 2010. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. San Francisco, CA: Jossey-Bass/Wiley.

“Assessment 101” guide with a focused overview and recommendations for basic issues, institution-wide assessment, department and program evaluation, and general education. For institutional measures, Walvoord recommends retention and graduation rates, a national student survey, a portfolio sample evaluated by many faculty members using faculty-generated criteria, and for community colleges, grades and retention of transfer students in their future schooling. For the reader who wants to know a lot quickly, this book is a good resource.

## APPENDIX D GLOSSARY

**Assessment:** Measurement of student learning of expected learning outcomes.

**Benchmark Assessment:** Aggregate data from peer institutions or normed national tests.

**Completers:** Active students minus withdrawals.

**Completer Success Rate:** Students earning A, B, C grades divided by completers.

**Course Guide:** Comprised of the master syllabus, as well as everything students need to know for a specific course.

**Course Success Rate:** Completers divided by the active students.

**Course Outcomes Guide (COG):** Template used to guide and record the progress of course level student learning outcomes assessment at HCC.

**Direct Assessment:** Gathers evidence, based on student performance, which demonstrates the learning itself. Can be value-added, related to standards, qualitative or quantitative, embedded or not, and can use local or external criteria. Examples include class tests, research papers, student performances, etc.

**Formative Assessment:** In progress assessment; feedback loops between teacher and students intended to improve teaching and learning along the way, and thereby also improving the quality of the end outcome. This includes student and teacher self-assessment.

**Indirect Assessment:** Gathers reflection about the learning or secondary evidence of its existence. Example: surveys of student perceptions about learning.

**ILO:** Institutional Student Learning Outcome – ILOs are based on the mission and vision of the college and are assessed at all levels, including within academic and student affairs. The related student learning outcomes to be assessed provide an interconnected framework between courses, programs and institutional units.

**Master Syllabus:** A master syllabus is the approved syllabus for a course that must be used for all sections of the course regardless of location or delivery method. The master syllabus is the basis of all course syllabi.

**Measure:** To collect quantitative and/or qualitative data to be analyzed. Qualitative data are data that do not lend themselves to quantitative methods but rather to interpretive criteria, for example, interviews, focus groups, and anecdotal evidence.

**Objective:** An objective describes what a student should know or be able to do at the end of a specific lesson plan. It is observable and measurable.

**Outcome:** A statement of what a student should understand and be able to do as a result of what he or she has learned in a course or program.

**MSCHE:** Middle States Commission on Higher Education - this is the agency through which HCC is accredited. Visit the MSCHE website at: [www.msche.org](http://www.msche.org)

**Office of PIE:** Office of Planning and Institutional Effectiveness – PIE is responsible for the implementation and coordination of the college's planning, research and evaluation processes that support institutional effectiveness, accountability, assessment and facilities development. In addition, the dean of planning and institutional effectiveness, with assistance from the vice president of academic affairs, serves as the liaison with the Middle States Commission on Higher Education and coordinates related accreditation processes.

**Program:** An academic program is defined as a sequence of study that results in student achievement of specific learning outcome; The term “program” refers to a degree or certificate offered by the college.

**Program Assessment:** Any variety of methods used to document student learning outcomes at the program level. Can include, but is not limited to:

1. Common examinations across sections
  - a. internal (designed by faculty)
  - b. external examinations (from outside sources, preferably normed)
2. Embedded common questions/problems/items on course assessments
3. Comparison of pre- and post-tests
4. Comparisons of student work using common rubrics
5. Comparisons of course grades using common criteria
6. Surveys of graduates or students completing most of the course sequences within a program
7. Follow-up with transfer institutions and/or employers

**Program Outcomes:** Expectations for students when they leave the classroom and are working in their careers or subsequent coursework. Program outcomes involve the mastery, integration and application of content and skills of many courses. Must be measurable. Career programs may have a certification or licensure exam.

**Program Outcomes Guide (POG):** Template used to guide and record the progress of program level student learning outcomes assessment at HCC.

**Portfolio:** Collection of student work.

**Rubric:** Scoring guide used to define what criteria will be used to grade students' work usually used by both teacher and student. It can help the student understand how

their work will be graded. Visit the teacher's rubric website at:

<http://rubistar.4teachers.org>

**Students:** Students registered at the census date (including those that withdrew after the census date).

**Success Rate:** Students earning A, B, C, divided by active students.

**Summative Assessment:** Measures of performance at given "finish points" in a course, at course/program conclusions, at graduation, etc. Summative assessment may include student self-assessment. Tests and papers are kinds of summative assessment. Grades are reflections of individual teacher evaluations of student performance on series of tests and papers.

**Student Learning Outcomes Assessment (SLOA):** SLOA is a component of the College's strategic planning and integrates with planning beginning at the unit level of the annual college planning and budgeting cycle. SLOA aligns with the established strategic goals and institutional priorities of the College. The overall mission of this initiative was to produce clear evidence of learning from every student's experience at the College.