

Assessment Practices Currently in Place at Isothermal Community College

<u>Assessment Practice</u>	<u>Procedure/Responsibility/Purpose</u>
Placement Testing	Required of all entering students for proper placement in math and English courses; administered through Student Affairs as part of the admissions process. (Exceptions are made for students transferring in college-level English and math credits)
Diagnostic Testing in Developmental Courses	Administered by Developmental Education instructors at the beginning of each semester. Students who diagnose out of the developmental course are immediately rescheduled into higher level courses
Follow-up Research on Developmental Students	Conducted by the Department of Developmental Education with assistance from the Office of Assessment, Research, and Planning; results are reported to the State and used to improve services
<ul style="list-style-type: none">• Course completion rate• Success in higher level courses	
<ul style="list-style-type: none">• Number of semesters required for Course completion• Post testing• Grade distribution• Retention of developmental students	Results are used in-house for program assessment and improvement of services
Institutional Assessment	
<ul style="list-style-type: none">• Graduate surveys• Early leaver surveys	Graduate and early-leaver surveys conducted on an annual basis through the Office of Assessment, Research, and Planning; results are distributed to appropriate administrators for review and follow-up
<ul style="list-style-type: none">• Focus Groups	Focus groups conducted each semester with students in ACA classes; results are tabulated by the Office of Assessment, Research, and Planning and distributed to campus constituencies for follow-up;

Community-based focus groups are conducted periodically to address specific issues

- NCCCS Performance Measures

An annual report generated by the North Carolina Community College System; a “report card” on how successful the college is at meeting desired ratings in 12 critical areas, including the following: progress of basic skills students; performance of college transfer students; passing rate on licensure/certification exams; passing rates in developmental courses; success rate of developmental students in subsequent college-level courses; program enrollment; student satisfaction; goal completion; curriculum student retention and graduation; employer satisfaction; employment of graduates; and business/industry satisfaction with services provided by the college

- Periodic participation in national Surveys, ie. “Faces of the Future” (2001) and CCSSE (2003)

Administered through the Office of Assessment, Research, and Planning; results are shared with the college at large, including the Trustees, and with the community through press releases; information is used to initiate change

Comprehensive Assessment of Faculty and Staff

Conducted annually by appropriate supervisors; faculty assessment involves portfolio review (including review of the faculty member’s Performance Enrichment Plan), supervisor’ observation report, course evaluations, and a summative evaluation based on the faculty job description; Staff evaluation involves a summative review and a conference

Curriculum Program Assessment

- Based on campus-wide criteria for education competencies and program-specific competencies
- Input from advisory committees where applicable

Program matrices developed by Business Sciences, Arts and Sciences and Applied Sciences and Technology indicate specific courses where general education competencies are addressed and assessed. Business Sciences and Applied Sciences also include program-specific competencies in their matrices. Matrices reviewed periodically to determine if all competencies are being met; program design and delivery changes are made based on assessment findings

Assessment of Curriculum Courses

- Course objectives and assessment based on campus-wide general education criteria and program-specific criteria where applicable
- Value-added assessment
- Changes made in course delivery based on student success and feedback through student evaluations

Course syllabi created by individual faculty members following a generic template; selected general education competencies, as well as course-specific competencies, are spelled out in each syllabus. Grading for the course is based on pre-determined criteria and college-adopted rubrics

Comparison of entry and exit student performance on papers and tests in selected courses

Documentation of course changes and rationale kept on file in faculty member's portfolio and in the Deans' offices

Student Self Assessment

- Self discovery inventories in ACA 115
- Reflections paper in ACA 115
- Portfolio development and maintenance
- Self assessment with the use of rubrics

Provide students insight into their learning styles, personality type, motivators, values, aptitudes, possible career options, etc.

Enables participants to reflect on their role as a student—to assess the skills necessary for success, what they have learned about themselves and how their goals/career choices fit into the overall picture

Introduced in ACA 115; students provided with guidelines on how to develop an academic portfolio; Instructors make portfolio assignments in other courses to reinforce portfolio development; beginning in spring of 2004 a “portfolio week” will be established during which all faculty will work with students on portfolio development.

Used by some faculty; requires training students to use established rubrics, as well as a lot of practice; objective is to enable students to determine their own strengths and weaknesses regarding a given assignment

Assessment of College Services

Information Services and Technology

- IST Assessment Plan

Developed by IST staff; on-going review and update of plan carried out by the ITS Director and staff. Assessment activities include:

Library Services

- Library Survey

Conducted annually in the spring; targeted groups include any classes that have had library orientation sessions, research skills sessions or other services conducted by the library staff; available to all library users (campus and community)

- CMC Consortium Survey

Conducted annually in the spring; members assess operations of county-wide system. Results are used in making changes/improvements as needed.

- Focus Groups

Conducted periodically by IST director with faculty or other groups to determine ways to improve services

Information Technology

- IT User Satisfaction Survey

Conducted biennially; college employees rate their satisfaction with services provided by IT staff; results are compared to expected outcomes and are used in planning for improvement

- Campus Technology Readiness Survey

Conducted biennially; college employees rate their level of comfort with technical applications required to perform their duties. Results are compared to expected outcomes. Appropriate taskforces develop and administer training as needed.

- Website Survey

Ongoing; anyone visiting the college website is invited to complete an assessment; results considered when planning for website revisions

- Support and Downtime Logs

Ongoing; logs are kept for all servers maintained by IST; for network operations; and for PC support. Results are compared to expected outcomes and are used in planning for improvement

Distance Learning

- Distance Learning Survey

Administered by Distance Learning Coordinator at the end of each semester; Course related results disseminated to program area deans and to the faculty who taught the on-line courses; suggestions on evaluations taken into consideration when courses are revised. Responses to distant learning support services (library, student affairs, bookstore, business office) are disseminated to appropriate offices

Continuing Education

- Basic Skills Courses
 1. ESL
 2. Compensatory Education
 3. GED
 4. Adult High School Diploma
 5. Adult Basic Education

CASAS testing administered upon entry into any of the Basis Skills classes; again upon the students' completion of 75-100 hours of instruction; Course completion are administered at the end of each course; GED practice tests are administered to students prior to the actual GED test

Student Affairs (Functional Areas)

- Enrollment Management
- Disability Services
- Career Center
- Financial Aid
- Records/Registration
- Testing
- Orientation/ACA
- Student Activities
- Publications (Catalog/handbook/ACA text)
- Outreach (high schools, industry, etc.)
- Pre-Nursing services
- VA

Student Affairs: Survey Feedback Currently Available:

- Student Satisfaction Surveys Completed by all graduates; form is on the reverse side of the application for graduation
- Survey of Online Students Administered each semester as a part of the online course evaluation
- ACA 115 Focus Group Surveys Administered each semester where most students are enrolled in their first semester of enrollment
- Early Leaver Surveys Administered by the Office of Assessment, Research and Planning to non-graduates who are no longer enrolled
- High School Guidance Department Evaluation Administered periodically to high school guidance counselors in our service area
- One Stop Surveys Administered at the close of each One Stop testing/registration session