

Institutional Assessment

Core Abilities Assessment Workbook

A Guide to the Assessment Tools Found in this Workbook

Page title	This page is useful for...
Assessment at Schoolcraft College Program Outcomes Assessment Institutional Level (Core Abilities) Assessment Establishing Assessment at Schoolcraft College	<p>The information in these sections gives an overview of the assessment initiative at Schoolcraft College including pieces describing both Program Outcomes and Core Abilities assessments, definitions of core abilities (CA) assessment terminology and outlines the timeline of events that led to the development of the current CA assessment model.</p>
Schoolcraft College Core Ability Assessment Timeline	<p>You can find the schedule of Core Ability assessment as well as the CA rubric indicators.</p>
What Faculty can Expect during the Assessment Collection Cycle	<p>This piece outlines what a faculty member can expect in terms of schedule and expectations if they are randomly selected for CA assessment in a given semester.</p>
Institutional Core Ability Artifact Development Plan of Action Sheet	<p>A guide to making departmental and section-level decisions about artifacts for CA assessment and a blank worksheet for the department to use.</p>
Sample of Assessment Statements Currently in Common Syllabi	<p>Samples of Core Ability assessment language in common syllabi that can be referenced by departments seeking to add such language to their common course syllabi.</p>
Assessment Planning for Measuring Core Abilities	<p>These are worksheets that faculty (and departments) can use to help in planning their artifacts for Core Ability assessment.</p>
Artifact Coversheet	<p>A sample of the Artifact Coversheet that faculty will be asked to submit with their CA assessment artifacts.</p>
Thinking About Learning and Developing Learning Plans	<p>This worksheet provides thought questions designed to help in connecting Core Ability and Program outcomes to learning plans at the section level.</p>

Assessment at Schoolcraft College

Schoolcraft College supports a performance-based learning (PBL) model of curriculum development.

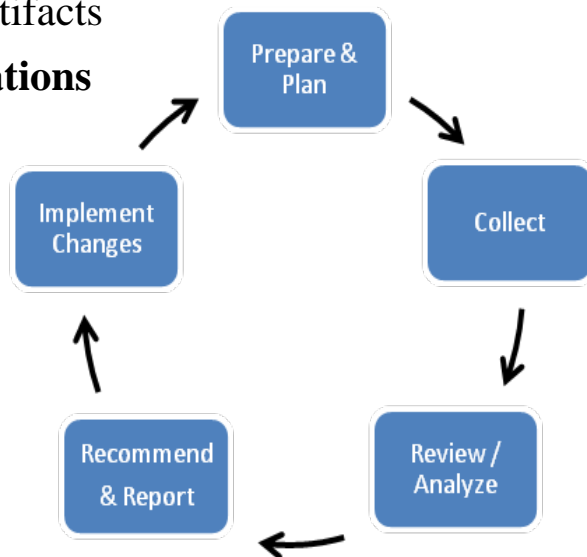
This model focuses on the intended outcomes of student learning at three levels: institutional, program, and course.

It allows faculty to shift the focus away from “what do I teach?” toward “**what will the students be able to do?**” and aligns assessment, teaching, and learning with the intended outcomes.

Assessment Process

Assessment is a part of a continuous quality improvement process that includes the analysis of the current curriculum in order to:

- **Prepare and Plan** for the assessment
- **Collection** of the assessment items [or artifacts]
- **Review and Analysis** of the artifacts
- Development of **Recommendations and Reports** that may impact the institution or curriculum
- **Implementation of Changes** that lead to continuous quality improvements.



Institutional Level (Core Abilities) Assessment

Overview

Schoolcraft College supports a performance-based learning (PBL) model of curriculum development. This model focuses on the intended outcomes of student learning at three levels: institutional, program, and course. It allows faculty to shift the focus away from “what do I teach?” toward “**what will the students be able to do?**” and aligns assessment, teaching, and learning with the intended outcomes.

Institutional Level Assessment Using Core Abilities

WHAT DOES IT MEAN TO DO INSTITUTIONAL LEVEL ASSESSMENT?

Institutional Level Assessment at Schoolcraft College began with the identification of the eight Core Abilities. The process of Institutional Level Assessment seeks to measure the level of student performance as related to each of the Core Abilities and explores ways in which the performance can be improved. This is the broadest level of assessment as required by the Higher Learning Commission for continued accreditation.

Definitions

Core Ability – (*Institutional Level Assessment*)

Core Abilities are broad outcomes or skills that every graduate of a Schoolcraft College associate degree is expected to achieve. These skills are important in every area of learning and are the skills employers and other stakeholders indicate are essential. Schoolcraft College requires candidates for all associate degrees to demonstrate competency in the following Core Abilities:

- Communicate effectively
- Think creatively and critically
- Use technology effectively
- Use mathematics
- Manage information
- Work cooperatively
- Act responsibly
- Demonstrate social and cultural awareness

At least one of the Core Abilities is addressed and assessed in every course. The associate degree programs outlined in the catalog will have all eight Core Ability expectations integrated into the overall program design.

Core Ability Indicator –

A Core Ability indicator is a component or characteristic of a Core Ability. The Core Ability indicator serves as a guide in assessing whether the student’s performance demonstrates the overall Core Ability.

Artifact –

An artifact is a product developed or completed by the student as directed through a course assignment that represents the student’s performance.

Timeline of Establishing Institutional Assessment at Schoolcraft College

Schoolcraft College has completed the following steps in order to institute the Performance-based Learning Model:

1990's

- The College was at the cutting edge in terms of defining General Education goals and integrating them throughout all programs – career and transfer.

2001

- HLC site visit. Final report cited problems with our General Education program and assessment beyond the course level. Required an interim report on our progress in implementing a comprehensive assessment program.

2002-2006

- 21st Century Learning Outcomes Project with the League for Innovation
- Surveys and focus groups with employers, students, faculty & administrators and established Core Skills with the General Education goals.
- Faculty professional development related to development & implementation of rubrics
- Publically celebrate assessment – *Assessment Fair: Measure for Measure* and *Celebrate Learning!* – annual events

2007

- Made the decision to distinguish between Core Abilities (formally known as Core Skills) and General Education. Addressed a number of the concerns cited by HLC back in 2001.
- Adoption of Performance Based Learning & formation of Performance-based Learning Implementation Team
- Decision to move to AQIP [Academic Quality Improvement Program] process with Higher Learning Commission
- Indicators written for Core Abilities by faculty: Communicate Effectively, Use Technology Effectively, Think Creatively and Critically, Use Mathematics, Manage Information, Act Responsibly, Work Cooperatively, and Demonstrate Social and Cultural Awareness

2008 - 2009

- Exit Learning Outcome Matrices developed
- Core Abilities integrated into all course syllabi

2010

- Formed the Institutional Assessment Team comprised of eight faculty Core Ability Team Leaders, one Faculty Co-Chair and one Administrative Co-Chair.
- Developed eight Core Ability Teams with groups of faculty to develop draft rubrics
- Identified framework for Core Ability assessment
- Finalized Core Ability rubrics for Communicate Effectively and Use Technology Effectively

2011

- Conducted reviewer training, artifact collection, and assessment for first round of Core Ability Assessment for Communicate Effectively and Use Technology Effectively
- Created template for Core Ability Assessment reports
- Finalized Core Ability rubrics for Think Creatively and Critically, Use Mathematics, Manage Information, and Act Responsibly

SCHOOLCRAFT COLLEGE CORE ABILITY ASSESSMENT COLLECTION TIMELINE

Winter 2011 & Fall 2011– Artifacts to be collected for *Think creatively and critically* and *Use mathematics*

Think creatively and critically

The artifact demonstrates that the Learner...

- Accurately researches, analyzes, and/or evaluates information and ideas.
- Applies logical methods to solve problems and/or make decisions.
- Formulates ideas using explorative and/or innovative thinking.
- Recognizes the influences of biases, motivations, and limitations on thought.

Use mathematics

The artifact demonstrates that the Learner...

- Recognizes situations that require mathematical solutions and employs the appropriate concepts.
- Accurately reads and interprets graphical information.
- Interprets numerical data and draws meaningful conclusions.
- Uses mathematical symbols, concepts, or formulas appropriately to solve problems.

Fall 2011 & Winter 2012 – Artifacts to be collected for *Manage information* and *Act responsibly*

Manage information

The artifact demonstrates that the Learner...

- Acquire information: The information is acquired from reliable and varied source(s) to support the subject and purpose.
- Record information: The information is recorded accurately.
- Evaluate information: The information is timely, relevant, credible, integrated, prioritized, analyzed and/or synthesized for specific reasons.
- Organize information: The information has a meaningful order, is accessible, and has a design that supports a purpose.
- Comply with regulations or requirements: The information complies with a discipline's standards and practices for collection, acquisition, recording, analysis, documentation, verification, protection, storage and/or maintenance.

Act responsibly

The artifact demonstrates that the Learner...

- Specifies whether behavior is consistent or inconsistent with ethical or legal standards.
- Reflects on the connection between personal behavior/decisions and professional or personal ethics.
- Complies with course instructions and/or institutional standards.

Winter 2012 & Fall 2012 – Artifacts to be collected for *Work cooperatively* and *Demonstrate social and cultural awareness*

Work cooperatively Work In Progress

The artifact demonstrates that the Learner...

- Assumes leadership or supporting roles as required by the team activity.
- Contributes information, ideas, opinions, and efforts that demonstrate commitment to the goals of the team.
- Completes required task using collaborative strategies.
- Resolved conflict with minimal instructor intervention.

Demonstrate social and cultural awareness Work In Progress

The artifact demonstrates that the Learner...

- Identifies similarities among and differences between societies.
- Demonstrates informed awareness of world events.
- Explains the impact of globalization on society and culture.
- Accurately describes behavior in different social and cultural contexts.

Fall 2012 & Winter 2013 – Artifacts to be collected for *Communicate effectively* and *Use technology effectively*

Communicate effectively

The artifact demonstrates that the Learner...

- Writes clearly, concisely, and accurately, using appropriate language structure including grammar and punctuation.
- Speaks clearly, concisely, and accurately, using appropriate language structure.
- Interprets and/or conveys meaning using visual or audio media.
- Accurately interprets what is read.
- Accurately interprets what is heard.
- Conveys social and cultural awareness.

Use technology effectively

The artifact demonstrates that the Learner...

- Interprets specifications/directions to use technology effectively.
- Applies specifications/directions to use technology effectively.
- Selects procedures, equipment, appropriate tools, and technological resources to produce desired results.
- Uses technology to facilitate the production of desired results.

What Faculty can Expect during the Assessment Collection Cycle

Each semester, courses with the Core Abilities that are scheduled for assessment collection will need to prepare for the following activity:

Week 1 – 2

WHO: Instructors of all Courses with an Active Core Ability [per Common Syllabus]

WHAT: VP Instruction email

YOUR ROLE = **Potential Candidate Section** Instructor

Week 4 – 5

WHO: Instructors of sections with Qualified Students

WHAT: Instructional Administrator email

YOUR ROLE = **Active Candidates Section** Instructor

NOTE: *Instructors of sections that do not have Qualified Students OR have not been randomly selected will not receive the Week 4 email or any further requests*

Week 6 – 7

WHO: Instructors of sections that are participating in the assessment study

WHAT: Packet from Office of Curriculum & Assessment with:

- Directions for submission
- Applicable rubrics
- Artifact coversheet
- Due date
- Face-to-Face Courses
 - Via campus mailbox
- Online and OE / OE
 - Via email

YOUR ROLE = **Participating Active Candidate Section** Instructor

Week 14

WHO: Participating Active Candidate Section Instructor

WHAT: OCA email reminder for submission

YOUR ROLE = Supplier of **Potential Artifacts** for Assessment

Last Day of Semester

WHO: Active Participants

WHAT: **ARTIFACTS DUE!!**

YOUR ROLE = **Partner in the Core Ability Assessment Initiative...Thank you!**



Faculty TO-DO List

- Identify the assignment from your section used to create the student artifact
- Prepare for the collection of student work/artifacts

If you are an Active Participant:

- Complete the artifact coversheet
- Submit student artifacts

OCA TO-DO List

- Help faculty explore assessment ideas
- Prep artifacts for review
- Help facilitate conversation
- Collaborate on continuous improvement strategies across campus

Contact OCA if you would like assistance at oca@schoolcraft.edu

Institutional Core Ability Artifact Development Plan of Action Sheet

Departmental and Section-Level Decisions

	Who	What*	When	Where	How
Departmentally Defined Artifact Identification	Departmentally identified	Identified common assignments that : <ul style="list-style-type: none"> • Specifically state common assignment as defined by the department to be used for CA assessment* OR <ul style="list-style-type: none"> • Generally state assignments to be used for CA assessment* 	Discussed within a timeframe to meet the Core Ability Assessment Collection Timeline	Department meetings Professional development opportunities	Identification of assessment strategies that reflect the CA Indicator characteristics
Syllabus changes in Grading Rationale	Departmentally approved	Language approved by department that capture the department’s strategy for assessment Example: “Paper, project presentation...” NOTE: Consider modalities	Embedded into the Common Syllabus to meet the Core Ability Assessment Collection Timeline	Reflected in the Common Syllabus in the Grading Rationale	Submit changes to Office of Instructional Operations as Information Only Items
Individual faculty members interpretation and artifact development	Individual faculty members developed	Assignment identified to produce an artifact that aligns with the departmentally approved language embedded in the Common Syllabus* Students will be requested to make 2 copies, if possible: one to be graded the other to be submitted for institutional assessment	Developed to meet the Core Ability Assessment Collection Timeline	Individually or as part of departmental team Professional development opportunities	Identification and/or development of assessment strategies that reflect the CA Indicator characteristics and that align with the departmentally approved Common Syllabus language
CA Assessment Submission and Collection	Individual faculty members submitted Office of Curriculum & Assessment (OCA) collected	CA Assessment artifacts for students identified as meeting the criteria for collection*	Collected at the end of the semester in alignment with the Core Ability Assessment Collection Timeline	OCA or Instructional Administrator’s Office	Drop off at OCA or OCA will pick up from Instructional Administrator

*NOTE: Artifacts may be developed from an existing assignment & may be used for Core Ability as well as Program Outcomes assessments – Check your Exit Learning Outcomes Matrix at **M:\Curriculum Development\Exit Learning Outcome Matrices** as you explore ideas

Institutional Core Ability Artifact Development Plan of Action Sheet

Departmental and Section-Level Decisions

Department: _____ Core Ability: _____

Course(s): _____

	Who	What*	When	Where	How
Departmentally Defined Artifact Identification					
Syllabus changes in Grading Rationale					
Individual faculty members interpretation and artifact development					
CA Assessment Submission and Collection	CA Assessment Timeline determines candidates for assessment	Artifact as determined by the individual faculty members.			

*NOTE: Artifacts may be developed from an existing assignment & may be used for Core Ability as well as Program Outcomes assessments – Check your Exit Learning Outcomes Matrix at **M:\Curriculum Development\Exit Learning Outcome Matrices** as you explore ideas For further information and additional copies, go to www.schoolcraft.edu/oca

Sample of Assessment Statements Currently in Common Syllabi

ACCT 201

A written ethics case will be given counting _____ points or _____% of your grade. This assignment may be used by Schoolcraft to assess the core ability.

ART 106

“Art World/Real World” Project Grade - 10% Based on a project designed to increase student's awareness of the ways in which the visual arts (design in particular) contribute to a healthy culture and function within the context of society. To be presented as an art project using traditional and/or non-traditional media, or as a written report, or as an oral report. This activity must demonstrate the cognitive skills to integrate, critically analyze, and describe the various historical, aesthetic, ethical, and cultural dimensions of the humanities.

CIS 173

One of the following assignments may also be used to assess outcomes and /or core abilities at the institutional level.

ENG 244

One of the assignments will assess the student's cognitive skills to integrate, analyze critically, and describe appropriate dimensions of the humanities.

ESL 101

One of the written assessments will be used to assess the student's ability to communicate effectively.

HIST 151

One of these assignments will demonstrate student's ability to cognitively integrate and analyze the various dimensions of the humanities.

One of these assignments will demonstrate student's ability to center around a topic that defines an individual's role in a civic or global setting.

HUM 212

A minimum of four (4) assessments will be given during the semester. At least one of these assessments must be a project/paper/presentation/examination. This project/paper/presentation/examination should demonstrate the cognitive skills to integrate and critically analyze the various dimensions of the humanities.

MET 280

At least one of the assignments/assessments will be used to measure the student's ability to think creatively and critically. At least one of the assignments/assessments will be used to measure the student's ability to manage information.

MUS 277

One of the assignments will be used to assess the Core Ability and Program Outcomes assigned to this course.

PHIL 277

An Ethics Paper. This Assignment must demonstrate the student's ability to cognitively integrate and critically analyze the various philosophical views. The student must responsibly address the core philosophical view under question and effectively communicate, via an ethics paper, the relevant information of the philosophical view or views under question.

POLS 205

A minimum of one assessment will be given consisting of a project, paper, or presentation that analyzes critical research, theories, social problems, or institutions that define an individual's role in civic or global settings.

Assessment Planning for Measuring Core Abilities

Semester: **Winter 2011 & Fall 2011** Core Abilities: **Think Creatively and Critically, Use Mathematics**

Section-Level Discussion - Questions to Consider...

Goals of Assessment

Which Core Ability has been identified to be assessed in your course?

_____ Think Creatively and Critically

_____ Use Mathematics

Assignment(s) to be used as Artifacts

Has your **discipline** decided on artifacts or types of artifacts that may be used for this assessment? (Ex: paper, project, presentation) Please describe:

Is this currently reflected in the Common Syllabus (in the Grading Rationale or in other areas)?

Artifact Determination

Think about what you're already doing in your classroom. What artifact (or artifacts) have **you** identified for this assessment? Please describe below:

Is your artifact measurable?

- Authentic (reflects a performance that is indicative of the discipline) and rigorous (supports high standards of learning)
- Performance task is in alignment with the competency as it is written (verb, intent, etc.), is clearly defined and reflects the criteria for the Core Ability.
- The artifact is a stand-alone assessment and supportive documents are readily available such that someone outside of the discipline will be able to evaluate the identified criteria.
- Artifacts may be evaluated within 10-15 minutes per artifact per outcome.

Artifact Determination, *continued*

Does your artifact align with the Indicators for the identified Core Ability?

Think creatively and critically

The artifact demonstrates that the Learner...

- Accurately researches, analyzes, and/or evaluates information and ideas.
- Applies logical methods to solve problems and/or make decisions.
- Formulates ideas using explorative and/or innovative thinking.
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Use mathematics

The artifact demonstrates that the Learner...

- Recognizes situations that require mathematical solutions and employs the appropriate concepts.
- Accurately reads and interprets graphical information.
- Interprets numerical data and draws meaningful conclusions.
- Uses mathematical symbols, concepts, or formulas appropriately to solve problems.

Are your artifact directions sufficient and consistent to address the core ability indicators listed so that students may perform the intended goal?

What parts of the artifact reflect the core ability indicators (EX: "Look at problems 10, 17, and 20" or "look at the entire artifact," etc.)?

Artifact Collection

Describe the physical artifact that you will be submitting (EX: actual student portfolio with artwork included, actual video, welded metal item, paper and pencil answer sheet, typed report, faculty report, etc.) *NOTE: This information is helpful to manage the artifacts as they are collected.*

Assessment Planning for Measuring Core Abilities

Semester: **Fall 2011 & Winter 2012** Core Abilities: **Act Responsibly, Manage Information**

Section-Level Discussion - Questions to Consider...

Goals of Assessment

Which Core Ability has been identified to be assessed in your course?

_____ Act Responsibly

_____ Manage Information

Assignment(s) to be used as Artifacts

Has your **discipline** decided on artifacts or types of artifacts that may be used for this assessment? (Ex: paper, project, presentation) Please describe:

Is this currently reflected in the Common Syllabus (in the Grading Rationale or in other areas)?

Artifact Determination

Think about what you're already doing in your classroom. What artifact (or artifacts) have **you** identified for this assessment? Please describe below:

Is your artifact measureable?

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Artifact Determination, *continued*

Does your artifact align with the Indicators for the identified Core Ability?

Act responsibly

The artifact demonstrates that the Learner...

- Specifies whether behavior is consistent or inconsistent with ethical or legal standards.
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The artifact demonstrates that the Learner...

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Assessment Planning for Measuring Core Abilities

Semester: Winter 2012 & Fall 2012

Core Abilities: Work Cooperatively, Demonstrate Social and Cultural Awareness

Section-Level Discussion - Questions to Consider...

Goals of Assessment

Which Core Ability has been identified to be assessed in your course?

_____ Work Cooperatively

_____ Demonstrate Social and Cultural Awareness

Assignment(s) to be used as Artifacts

Has your **discipline** decided on artifacts or types of artifacts that may be used for this assessment? (Ex: paper, project, presentation) Please describe:

Is this currently reflected in the Common Syllabus (in the Grading Rationale or in other areas)?

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- Artifacts may be evaluated within 10-15 minutes per artifact per outcome.

Artifact Determination, *continued*

Does your artifact align with the Indicators for the identified Core Ability?

*Note: The indicators for these Core Abilities are still in **DRAFT** form*

Work cooperatively

The artifact demonstrates that the Learner...

- Assumes leadership or supporting roles as required by the team activity.
- Contributes information, ideas, opinions, and efforts that demonstrate commitment to the goals of the team.
- Completes required task using collaborative strategies.
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Demonstrate social and cultural awareness

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EXAMPLE: Artifact Coversheet

Institutional Level Core Abilities Assessment – As easy as 1-2-3!

Semester: _____ Core Ability: _____

1. *Measurable Artifact Checklist*

- Authentic (reflects a performance that is indicative of the discipline) and rigorous (supports high standards of learning)
- Performance task is in alignment with the competency as it is written (verb, intent, etc.), is clearly defined and reflects the criteria for the Core Ability.
- The artifact is a stand-alone assessment and supportive documents are readily available such that someone outside of the discipline will be able to evaluate the identified criteria.
- Artifacts may be evaluated within 10-15 minutes per artifact per outcome.

2. Please include the instructions given to the student when completing the assignment that created this artifact.

3. Please explain aspects of this assignment that someone outside your discipline may need to know in order to assess the Core Ability (you may also attach any supportive documents):

Thinking About Learning and Developing Learning Plans

Questions to Consider...

What are you trying to have the students learn? *Competencies, Program Outcomes, Core Abilities, External Standards:*

Generally, how will you know they have learned it? *Performance Assessment Strategies:*

Where are the students starting? *Student Readiness:*

What do students need to know? *Skills, Knowledge, Attitudes:*

What steps do they have to take to develop their understanding? *Learning Objectives:*

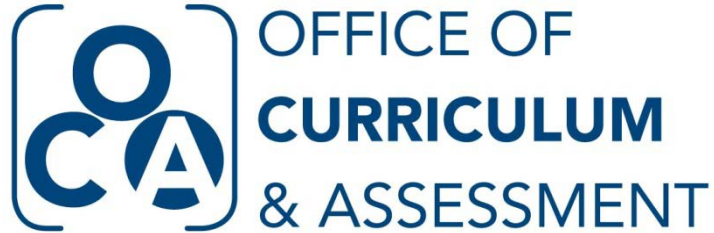
How are you going to achieve each of the steps? *Learning Plans:*

What **learning strategies** might engage the student and carry the message?

How will you **introduce** the learning?

How will students **practice** and **achieve** the intended learning?

How does the assessment of their performance demonstrate their learning? *Performance Assessment Tasks and Scoring Guide:*



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