Schoolcraft College

Institutional Assessment

Institutional Assessment - Faculty Workbook

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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; the **Collection** of the assessment items [or artifacts]; the **Review and Analysis** of the artifacts; the development of **Recommendations and Reports** that may impact the institution or curriculum; and the **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 Assessment Using Core Abilities

WHAT DOES IT MEAN TO DO INSTITUTIONAL LEVEL ASSESSMENT?

Institutional Assessment at Schoolcraft College has been established through the identification of the eight Core Abilities. The process of Institutional 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

Artifact –

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

Assignment –

> An assignment is a task given by an instructor that must be completed by the students.

Core Ability – (Institutional Assessment)

> Core Abilities are broad outcomes or skills that every graduate of Schoolcraft College with an Associate or Bachelor 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 in any work situation. These universal skills are transferable from one job to the next. Schoolcraft College requires candidates for all Associate and Bachelor degrees to demonstrate competency in the Core Abilities listed below. Core Abilities assessments utilize the same processes at both the Associate and Bachelor degree levels, with those at the Bachelor degree being evaluated at a higher level.

> - Communicate Effectively
> - Demonstrate Creative and Critical Thinking
> - 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. Every Associate degree programs outlined in the catalog will have all eight Core Ability expectations integrated into the overall program design. The Core Abilities are assessed on a rotational basis across the institution. Various artifacts are collected and then assessed to determine which core abilities are achieved and how instruction can be improved across the institution.

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.

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 sited 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 sited 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

2008 - 2009

- Exit Learning Outcome Matrices developed

- Core Abilities integrated into all course syllabi

2010

- Formation of Institutional Assessment Team comprised of 8 faculty Core Ability Team Leaders, 1 faculty Co-Chair and 1 administrative Co-Chair.

- Developed eight Core Ability Teams with groups of faculty to develop draft rubrics

- Identified framework for Core Ability assessment

SCHOOLCRAFT COLLEGE CORE ABILITY ASSESSMENT TIMELINE

Winter 2018 & Fall 2020 – Artifacts to be collected for *Demonstrate Creative and Critical Thinking* and *Use Mathematics*

Demonstrate Creative and Critical Thinking

The artifact demonstrates that the Learner…
- Analyzes and interprets problems(S) or issue.
- Generates a creative idea or solution.
- Evaluates multiple approaches to achieve goal of the assignment.

Use Mathematics

The artifact demonstrates that the Learner…
- Recognizes situations that require mathematical solutions
- 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 2018 & Winter 2021 – Artifacts to be collected for *Manage Information* and *Act Responsibly*

Manage Information

The artifact meets indicators for the Learner's proficiency to:
- Acquire information: The information or data is acquired by the student from reliable and varied source(s) to support the subject and purpose.
- Record information: The information or data is recorded accurately based on the artifact provided.
- Organize information: The information or data has a meaningful order, is accessible, and has a design that supports a purpose.
- Evaluate information: The information or data is timely, relevant, credible, integrated, prioritized, analyzed and/or synthesized for specific reasons.
- Comply with regulations or requirements: The information or data 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…
- Complies with course instructions and/or instructional standards.
- Analyzes an ethical position.
- Recognizes the connection between personal behavior and an ethical position.
- Demonstrates behavior that is consistent with ethical or legal standards.

Winter 2019 & Fall 2021 – Artifacts to be collected for *Work Cooperatively* and *Demonstrate Social and Cultural Awareness*

Work cooperatively

The artifact demonstrates that the Learner…
- Assumes leadership or supporting roles as required by the group activity.
- Contributes valuable information, ideas, opinions, and efforts that demonstrate commitment to the goals of the group according to the group.
- Successful completion of group work with minimal instructor intervention.

Demonstrate Social and Cultural Awareness

The artifact demonstrates that the Learner…
- Articulates insight into one's own social or cultural biases and rules.
- Analyzes the similarities and/or differences of other social or cultural groups.
- Demonstrates how a world event impacts a social or cultural group.
- Analyzes the impact of globalization on cultures.

Fall 2017 & Winter 2020 – 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.
- Conveys ideas and/or emotions using a principally artistic media.

Use Technology Effectively

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

Identification of an Artifact

Departmentally guided per Common Syllabus

Section-level determined

Section-level submitted and collected

COMMUNICATE

EFFECTIVELY
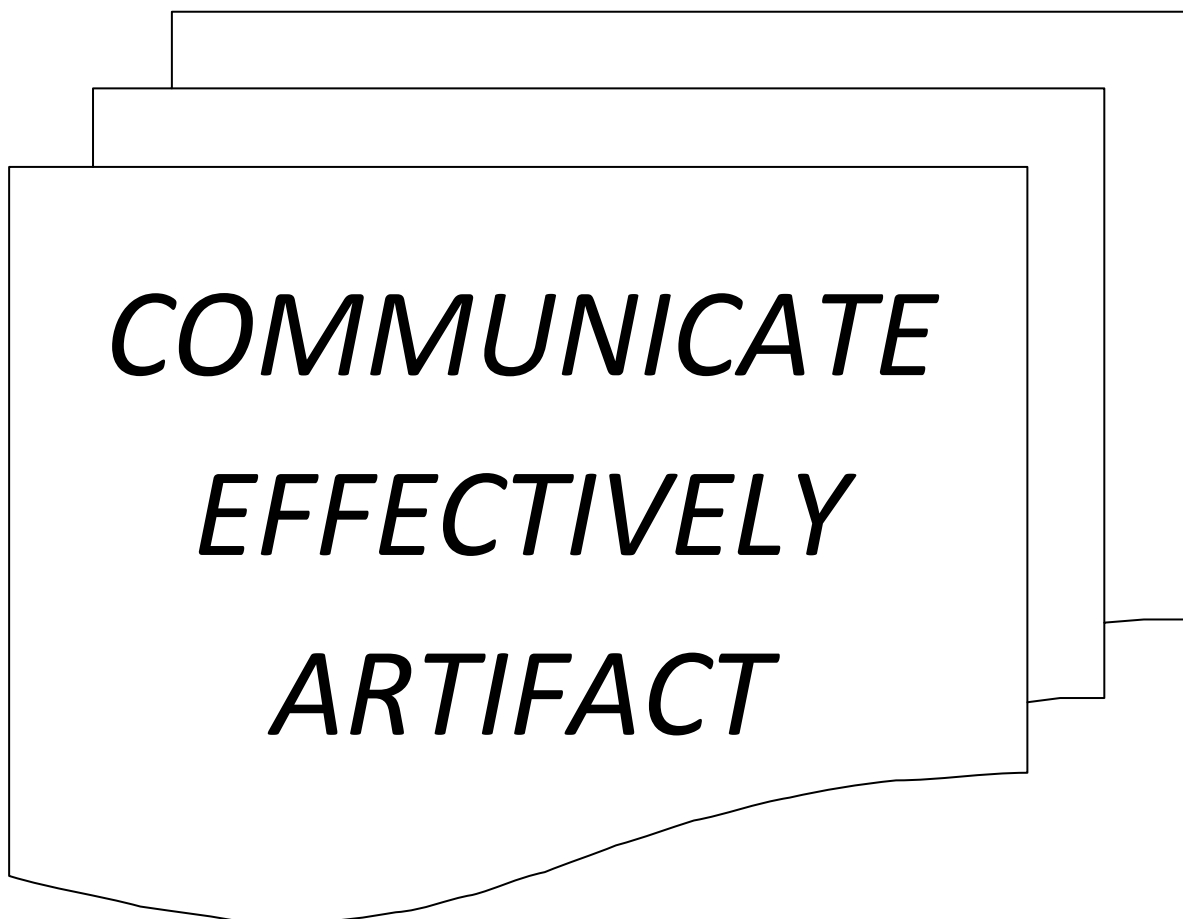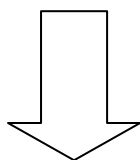
ARTIFACT

Celebrating Instruction: Sharing what you're already doing

Life of an Artifact

All sections in the current semester that have

Common Syllabi with the Active Core Ability are identified as
Potential Candidates

- *Criteria for selection:*
    - *Active Core Ability identified on the Exit Learning Outcomes Matrix*

Sections that qualify for collection are identified as
Active Candidates

- *Criteria for selection:*
    - *Students on roster who are approaching graduation*
    - *Randomly selected section from qualifying pool*

Artifacts collected from student that have been identified are
Active Artifacts for assessment

- *Criteria for selection:*
    - *Students approaching graduation*
    - *Randomly selected artifacts from qualifying pool*

Active Artifacts are cleaned of any student or faculty information

Active Artifacts are pooled with other artifacts from multiple disciplines

Active Artifacts are randomly selected to be reviewed by Active Core Ability Team Readers/Assessors

Artifacts are destroyed after an appropriate time

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 : • Specifically state common assignment as defined by the department to be used for CA assessment* OR • 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

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: Fall 2017 & Winter 2020   Core Abilities: Communicate Effectively, Use Technology Effectively

Section-Level Discussion - Questions to Consider…

Goals of Assessment

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

_____   Communicate Effectively   _____ Use Technology Effectively

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?

- ☐ 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?

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.
- Conveys ideas and/or emotions using a principally artistic media.

Use Technology Effectively

The artifact demonstrates that the Learner…

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

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: Winter 2018 & Fall 2020   Core Abilities: Demonstrate Creative and Critical Thinking, Use Mathematics

Section-Level Discussion - Questions to Consider…

Goals of Assessment

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

_____   Demonstrate Creative and Critical Thinking   _____   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

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

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

Demonstrate Creative and Critical Thinking

The artifact demonstrates that the Learner…

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- Evaluates multiple approaches to achieve goal of assignment.

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The artifact demonstrates that the Learner…

- Recognizes situations that require mathematical solutions
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Assessment Planning for Measuring Core Abilities

Semester: Fall 2018 & Winter 2021 Core Abilities: Manage Information, Act Responsibly

Section-Level Discussion - Questions to Consider…

Goals of Assessment

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

_____ Manage Information   _____ Act Responsibly

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:

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Act responsibly

The artifact demonstrates that the Learner…

- Complies with course instructions and/or instructional standards.

- Analyzes an ethical position.

- Recognizes the connection between personal behavior and an ethical position.

- Demonstrates behavior that is consistent with ethical or legal standards.

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The artifact meets indicators for the Learner's proficiency to:

- Acquire information: The information or data is acquired by the student from reliable and varied source(s) to support the subject and purpose.
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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: Winter 2019 & Fall 2021   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)?

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?

- ☐ 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.

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

Work Cooperatively

The artifact demonstrates that the Learner…

- Assumes leadership or supporting roles as required by the group activity.

- Contributes valuable information, ideas, opinions, and efforts that demonstrate commitment to the goals of the group according to the group.

- Successful completion of group work with minimal instructor intervention.

Demonstrate Social and Cultural Awareness

The artifact meets indicators for the Learner's proficiency to:

- Articulates insight into one's own social or cultural biases and rules.

- Analyzes the similarities and/or differences of other social or cultural groups.

- Demonstrates how a world event impacts a social or cultural group.

- Analyzes the impact of globalization on cultures.

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.*

Artifact Coversheet

<h1 style="text-align:center;color:#2e75b6;">Institutional Level Core Abilities Assessment</h1>

Semester: **Core Ability:**

1. *Measureable 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 course competency as it is written (verb, intent, etc.), is clearly defined and reflects the indicators 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):

4. Using the attached rubric and your assignment, indicate which portion of your assignment satisfies each indicator.

☐   My artifacts may be used as an example for Core Ability Reviewer
Training and Assignment Development Training.

☐   My assignment and coversheet may be retained for use at Schoolcraft College
as a professional resource for faculty as part of a repository of assignments.

Note: General feedback will be sent to faculty following each review, if you would like more specific feedback, please contact the Core Ability Team Leader
Confidentiality will be maintained.

☐   **I do not want** feedback regarding submitted artifacts.

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:*

CORE ABILITY ASSESSMENT

Schoolcraft College

Core Ability Team Leaders

Core Ability	Leader	Extension	Email
Communicate Effectively	**Ronald Gerich**	**4419**	**rgerich@schoolcraft.edu**
Demonstrate Creative and Critical Thinking	**Jeremy Salo**	**4419**	**jsalo@schoolcraft.edu**
Use Technology Effectively	**Michael Waldyke**	**7164**	**mwaldyke@schoolcraft.edu**
Use Mathematics	**Paul Holody**	**7169**	**pholody@schoolcraft.edu**
Manage Information	**Wayne Pricer**	**5317**	**wpricer@schoolcraft.edu**
Work Cooperatively	**Paul Michalsen**	**4419**	**pmichals@schoolcraft.edu**
Act Responsibly	**Crystal Glass-Boyd**	**4419**	**cglass@schoolcraft.edu**
Demonstrate Social and Cultural Awareness	**Diane O'Connell**	**7167**	**doconnel@schoolcraft.edu**
The institutional Level Assessment of Core Abilities is advisory to the Cheryl Hawkins, Vice President and Chief Academic Officer			
Administrative Co-Chair	**Cynthia Cicchelli**	**4798**	**Ccicchel@schoolcraft.edu**
Faculty Co-Chair	**Debra Amaro**	**7117**	**damaro@Schoolcraft.edu**
OCA	**Travis Michalak**	**4797**	**Tmichala@schoolcraft.edu**
OCA	**Scott Davis**	**4796**	**sdavis@schoolcraft.edu**

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