



JOHN WOOD COMMUNITY COLLEGE

ASSESSMENT MANUAL



ABSTRACT



ASSESSMENT MANUAL ABSTRACT

General Education Classes for all Associate Degrees:

- ◆ **Include** the list of **General Education Objectives** in your class **syllabus** from the Master Syllabus, along with the specific General Education Objective addressed in your course.
- ◆ **Explain** to your students **how** the **learning activities** in your class(es) are helping students **meet the General Education Objectives**.
- ◆ Your class **may be chosen** to participate in the new Fall Assessment using the Hatfield Method. If your class is selected, you will be notified by September 2 and should do the following.
 - **Identify an assignment** you normally give to students.
 - Request that your students submit **two copies**. The first copy you will process your normal way. The second copy **will NOT contain** the student's name, the instructor's name, or any grading marks.
 - Submit these copies to the SCAA chair by no later than the last day of fall classes before final exams.

General Education Classes — Associate of Arts and Associate of Science Degrees:

- ◆ **Identify assignments** you normally give that will help students meet the objectives met by your class.
- ◆ **Review the Portfolio Requirement and the General Education Objectives** that apply with your class.
- ◆ Use the Power Point slides to make this presentation easier. **Click jwcc.edu then Instruction, then Portfolio Information, and then Portfolio Workshop.**

Career and Technical Education Subject-Specific Classes (AAS degrees and certificates):

- ◆ **Review assessment activity page(s)** in the CTE section of this manual.
- ◆ **Conduct assessment activity** as outlined.
- ◆ **Report results** to your chair-director-dean
- ◆ **Meet with your chair-director-department** to discuss and document possible program changes.

Developmental Education Classes:

- ◆ Include **new material** in your **course syllabus** (See Dev Ed Section of this Manual)
- ◆ **Inform your class of the Final Assessment:** retaking the **COMPASS** assessment **during the week of final exams**.

ABOUT OUR LOGO



Our logo provides an illustration of the circular (looping) nature of assessment. Assessment is a valuable tool that can improve the quality of instruction at John Wood Community College.

The cycle begins with an **EVALUATION** of student learning through various methods. We are currently using the Portfolio method, and will be implementing a second assessment tool, the Hatfield Method, in the Fall, 2005 semester.

From this evaluation, we obtain **FEEDBACK** which is analyzed and compared to the goals and anticipated results. These analyses are communicated to faculty and staff throughout the institution.

The feedback is used to determine if we are meeting the educational goals. We can identify areas where it may be necessary to make an **ADJUSTMENT** to our educational program to ensure that we are growing as an institution, and that our students are getting the most from their educational experience.

The success of these adjustments will be observed and evaluated in the next cycle of assessment. With each completed cycle, we close the loop, with the result of improved student learning.

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INTRODUCTION



Introduction

The following excerpt is from page 8 of the Assurance Section of the “Report of a Comprehensive Evaluation Visit” to John Wood Community College, Quincy, Illinois on January 27-29, 2003 by the Higher Learning Commission of the North Central Association of Colleges and Schools

“3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

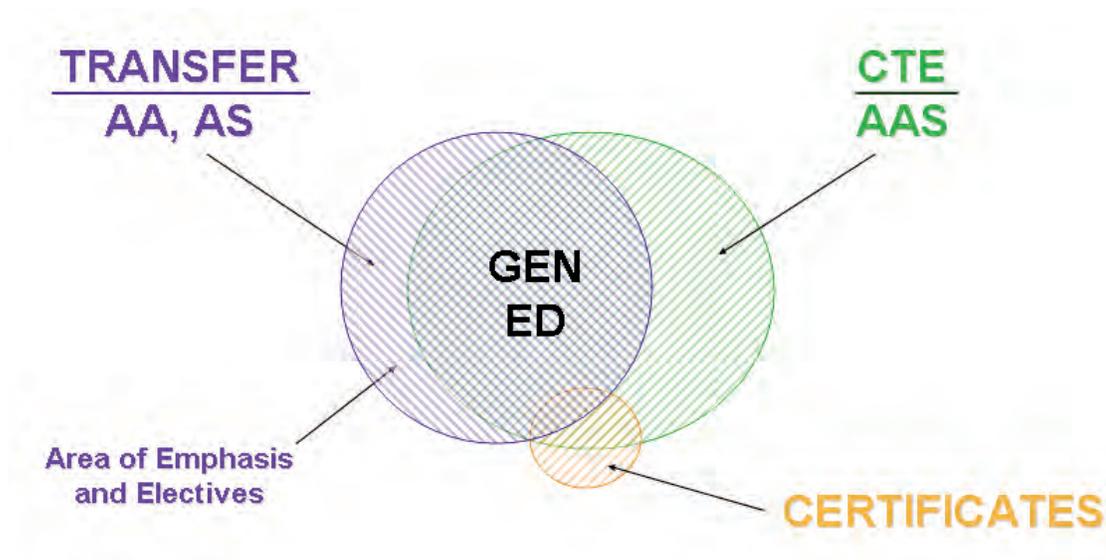
John Wood Community College lacks an established program of assessment of student learning providing information for instructional improvement across all curricular areas on a systematic and consistent basis. Some assessment activities are evident, but the overall effort falls short of Commission expectations.”

Their recommendations include the following excerpt from page 14 of the Advancement Section of the same report:

“Other typical characteristics of an acceptable program of assessment are as follows:

1. All members of the faculty are involved in the process,
2. Students are involved in the process as appropriate.
3. The institutional plan provides a structure and at least some elements that will be common across programs.
4. Clear goals are established for each academic or vocational-technical program and measurable outcomes are identified.
5. The efficacy of developmental courses in preparing students for success in college-level courses is assessed.
6. Institution-wide general education outcomes are established and student attainment of these outcomes is assessed.
7. Data on assessment results is regularly collected, disseminated, and used for instructional improvement. The “who, how, and when” of data collection may be specified in the assessment plan. Means of documentation and dissemination of assessment data might include a published annual assessment report; alternatively, assessment results and consequent plans for improvement of learning might be posted on the College’s internal Web page.
8. The reporting mechanism should provide for a feedback loop documenting that faculty members have reviewed assessment data and have decided what measures, if any, ought to be taken in response to the data.”

General Education Assessment



General Education is a vital and basic part of a student's education. General Education can be defined as education which promotes a common base of knowledge intended to provide students with the skills necessary to participate in a wide range of activities which enhance the overall quality of life in the community. The General Education Objectives outlined in the college catalog have been devised to reflect essential areas of general education competence.

John Wood Community College offers a number of degree and certificate options to meet the diverse needs of the community. The graphic above illustrates the importance of General Education courses because they are common to the three major program areas offered at John Wood Community College. Since each program requires a specified number of general education courses, assessing the General Education Objectives will provide valuable feedback regarding all three programs.

Transfer Degree Programs

The associate in arts (AA) and associate in science (AS) degrees are designed for students who plan to transfer to a four-year college or university for a baccalaureate degree. Courses include three areas: general education, major area of concentration (emphasis) and electives. The area in blue in the illustration above with the single crosshatch indicates that a small portion of the courses for this program fall into the area of emphasis and electives, while the majority of the courses fall into the General Education area (double crosshatch area colored blue green).

Career and Technical Education (CTE)

The associate in applied science (AAS) degree is available to students who desire specialized training in preparation for full-time employment. The courses are designed to make students job-ready. Notice the green area labeled CTE. The illustration above shows that a number of courses fall within the common General Education area (double crosshatch area colored blue green).

Certificates

Certificates are available for students who desire less structured and more flexible programs of study. Certificates are generally highly specialized and structured courses of study requiring fewer credit hours. Some certificates require General Education courses, as indicated by the double crosshatch area colored blue orange.

General Education



General Education

1. Portfolio Assessment

Assessments of knowledge of content and ability to perform should be used to facilitate program review and to assess student learning. Students must be reflective thinkers. Portfolio assessment is one means of measuring how John Wood Community College students are meeting the standards brought forth to us by our general educational objectives. Additionally, portfolio assessment requires that students reflect on their performance and learning.

Portfolio assessment is an ongoing process. Faculty involvement includes doing the following:

- ◆ Completion of a checklist for each of your courses to identify assignments that may meet a General Education Objective
- ◆ Inclusion of a list of General Education Objectives in your course syllabus, along with the specific General Education Objective addressed in your course
- ◆ Calling students' attention to the General Education Objectives during lessons that address each objective.
- ◆ Instructing students to keep or collect work that addresses these objectives
- ◆ Requiring students to write and keep a 2 to 5 sentence "reflection piece" that expresses how the student feels the completed work addresses the objective that it accompanies.

2. Hatfield Method

The new Fall Assessment is being called the Hatfield Method. If your class is selected to participate, your involvement will include:

- ◆ Identify an assignment you normally give to students.
- ◆ Request that your students submit **two copies**. The first copy you will process your normal way. The second copy will **NOT** contain the student's name, the instructor's name, or any grading marks.
- ◆ Submit these copies to the SCAA chair by no later than the last day of fall classes before final exams.

Portfolio Assessment Plan

What is it?

We all agree that earning a college degree shows that a student has learned far more than what the courses on a transcript indicate. Some of these intangible benefits are summarized in the list of General Education Objectives that are included in our course catalog. In the culture of assessment, it is important to measure those abstract benefits which accompany the earning of an AA or AS degree. A Student Portfolio is one means of measuring how well John Wood Community College students are meeting the standards articulated by the General Educational Objectives.

A student's portfolio would be a collection of work the student has done during the student's tenure as a student at JWCC. The artifacts included in the portfolio would be chosen by the student and would include a statement by the student reflecting on how the portfolio artifact represents one or more of the General Education Objectives. Armed with a copy of the student's portfolio, the college can assess how well it is meeting its goal of providing students with a "common core of knowledge" (from the mission statement of the college, page 19 in the catalog).

Who is Responsible for What?

John Wood Community College

- ◆ Provide the best education possible for its students.

Instructional Services:

Department Chairs and Directors

- ◆ Meet with your full and part time instructors regarding the portfolio requirement.
- ◆ Encourage faculty to discuss the objectives as well as the entire portfolio requirement during the first class period of each semester.
- ◆ Encourage instructors to include the list of identified general educational objectives in syllabi for each general education course they teach.
- ◆ Check all syllabi of general education courses for inclusion of general education objectives.

Instructors

- ◆ Include the list of general education objectives in your course syllabus, along with the specific General Education Objective addressed in your course.
- ◆ Identify assignments that you normally give that will meet the portfolio requirement as entries and encourage students to write and keep a 2 to 5 sentence reflection on that particular assignment/entry.
- ◆ Discuss the general education objectives as well as the entire portfolio requirement when you review your syllabus with students, each semester.
- ◆ Communicate dates of student workshops each semester.

Student Services

Admissions

- ◆ Discuss the general education objectives as well as the entire portfolio requirement during orientation session.
- ◆ Incorporate into high school presentations, as see fit.

Enrollment

- ◆ Include the graduation requirement in the 2005 catalog.
- ◆ Check those students completing the requirement off in the banner system.

Counseling/Advising

- ◆ Discuss the general education objectives as well as the entire portfolio requirement during advising.
- ◆ Inquire with students to see how they are progressing with the portfolio process.

Education-to-Careers

- ◆ Facilitate student portfolio workshops.
- ◆ Serve as contact point for students with specific questions.
- ◆ Collect completed portfolios with check list and submit list to enrollment services for graduation requirement.
- ◆ Communicate to Instruction and Student Service dates of student workshops.

Human Resources

- ◆ Include portfolio assessment plan in packet to adjust faculty.

Students

- ◆ Attend Voluntary Workshops.
- ◆ Access Online Workshops.
- ◆ Collect Work – Write Reflections.
- ◆ Compile Portfolio and submit to Education-to-Careers off ice (C156) prior to graduation.

Portfolio Assessment Discontinued

In the Fall, 2008, the SCAA discussed the use of student general education portfolios for assessment and determined that there were a number of shortcomings including:

- ◆ Student's choice of assignment may not match the scoring rubric being used, making assessment difficult and reducing the number of artifacts
- ◆ Students don't include the requirements for the assignment
- ◆ There is no quality incentive
- ◆ Significant number of students each year fail to graduate because no portfolio was submitted
 - ◆ 26 Students in 2008

The SCAA voted at the December 15, 2008 SCAA meeting to take a motion to the faculty to discontinue the use of student portfolios for assessment purposes and to recommend to the JWCC Board that the portfolio graduation requirement be removed.

SCAA members led a discussion regarding student portfolios at the Spring 2009 Convocation.

The motion was brought to the February, 2009 Faculty Senate meeting to discontinue use of student portfolios for assessment and to recommend to the JWCC Board that the portfolio requirement for graduation be removed. The motion passed.

In the Spring of 2009, the use of General Education Portfolios for Assessment purposes was discontinued and the portfolio graduation requirement was removed.

The assessment of classroom artifacts would replace the assessment of portfolios for the Spring assessments using the same procedure that is used in the Fall assessments.

CAAP Testing Implemented

In the Fall of 2010, the SCAA discussed adding standardized testing, such as the Collegiate Assessment of Academic Performance (CAAP) test.

At the October 8, 2010 SCAA meeting, the SCAA voted to recommend adding CAAP testing for assessment purposes. The motion was taken to the November Faculty Senate meeting and was approved.

On March 22, 2011, the Critical Thinking CAAP test was administered to degree-seeking graduating sophomores.

At the November, 2011, Faculty Senate meeting, a motion was made to set the second Tuesday after Midterm Break as the day for future CAAP tests to be administered and to provide two test times: morning and late afternoon. The motion passed.

CTE

Career and Technical Education



Career and Technical Education Assessment

Within CTE, the basics of the assessment process were designed to account for the wide variety of programs. Each program has been able to reflect its distinctiveness with the designed assessment framework.

All CTE degrees and certificates have an Assessment Network folder that contains their documentation. The following assessment information can be found in the folders:

Cycle Sheet - outlines and cronicles a program's annual cycle (varies by CTE Program)

Assessment Implementation Form (Four Column Form) - identifies a goal and/or outcome, the assessment activity performed, the results, and the use of the results
(See sample, page 2-2.)

All CTE folders are monitored by the Senate Committee on Accademic Assessment. Contents of folders are accessible and available for inspection at any time.

CTE
(Career and Technical Education)

Instructions for use of Assessment Implementation Form

John Wood Community College
Assessment of Student Learning
Assessment Implementation Form

Department: _____ Date: _____
 Name of Program: _____ Person _____
 Degree/Certificate/Other: *Identify as AAS or Certificate here*

Link to JWCC Mission Statement: *Insert (e.g., cut & paste) the statement from the mission statement or mission goals that pertains best to the program.*

Goal and/or Intended Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p><i>In this column identify the objective or objectives that will be assessed.</i></p> <p><i>Each year, one or two objectives should be assessed. Plan to assess all of the program's objectives within a five year period. Thus, the assessments can be the foundation of ICCB's program review that occurs every 5 years.</i></p> <p><i>To clarify the objectives for the reader, state the goal to which the objectives belong.</i></p>	<p><i>State the assessment activity in terms of a measurable objective. That is, state the time frame, the specific unit of measurement for what is to be measured (e.g., use of instrument, units to be counted), and the criteria that will describe "success."</i></p> <p><i>Examples: 90% of the FY06 completers will pass the state certification test. Or 85% of the employers contacted will rate FY04 & FY05 program graduates as "outstanding" on a survey sent to them Spring of 2006.</i></p>	<p><i>In this column, present the results from the assessment activity.</i></p> <p><i>Describe the results in the same terms as the criteria.</i></p> <p><i>For example, if the criterion for success was "90% will pass" then state the number who participated, the number who passed, and the percentage.</i></p>	<p><i>Describe what the results mean to the program. Identify the implications of the results and how the program faculty have decided to address them.</i></p> <p><i>Does the program need to be modified or is it functioning as designed?</i></p> <p><i>These statements complete the assessment loop. Assessment activities and results are useless until they have been evaluated and addressed by the faculty.</i></p>

**Write assessment activities in the form of measurable objectives.*

DEV ED DEVELOPMENTAL EDUCATION



Developmental Education

CHECKLIST DEVELOPMENTAL EDUCATION INSTRUCTORS

Please include the following in ALL syllabi beginning Fall 2005

_____ DROP POLICY

A student will be dropped, without exception, from (name of class) after twice the number of scheduled attendance sessions per week.

In a class that meets only once per week, the student will be dropped after 2 absences; class meets twice a week then 4 absences, and a class that meets three times a week would be allowed 6 absences.

Instructors still have the privileges to make necessary exceptions.

NOTE!!!!!!! Developmental Education classes will **NO LONGER** use attendance as criteria for grades.

_____ FINAL ASSESSMENT ——-not Final Exam

ALL Developmental Education classes WILL use COMPASS as a FINAL ASSESSMENT. The assessment may be administered during Final's Week and should be scheduled with the Admission's Office. If you need help in scheduling, please see the Chair of Developmental Education, Joyce Miller. PLEASE do not confuse FINAL Assessment with Final Grade.

_____ FINAL GRADE

Students will earn final grades according to past guidelines. **EXCEPTION:** The Assessment Tool will play a large part in determining advancement for students.

IF a student earns a grade of A, B, or C and takes the Assessment (no matter the outcome of the Assessment) the student will receive the grade he/she earned). If Assessment not taken, student receives an I (Incomplete) until assessment is taken.

IF a student earns a D or F and takes the Final Assessment AND scores into the next level class, the student will be awarded a C for the class.

IF a student earns a D or F and takes the Final Assessment AND does not score into the next level class, the student will receive the D or F grade earned.

John Wood Community College Developmental Education Action and Assessment Worksheet

Goal 1: To ensure the proper placement of each under-prepared student.

Objective 1.1: Improve communication between service areas

Actions to advance this objective:

- 1. Recommend to Dean of Transfer Education that entry level needs in college courses for English, Math, and Reading form faculty perspective.**
- 2. Attend Enrollment Management Team meetings (text was “Placement Cross Service Area team”).**

How can we measure advancement?

- 1. Document of responses from the faculty.**
- 2. Minutes will verify attendance and discussion of Dev. Ed. related issues.**

When will we measure this progress?

- 1. Six months after information from faculty has been received.**
- 2. Semester by semester basis.**

How will we report progress and close the cycle?

- 1. Formal memo to Dean and each faculty person thanking them for the information and a brief description of how it was applied.**
- 2. Formal memo to members of the Dev. Ed. committee from the Chair summarizing the participation and its implications.**

John Wood Community College Developmental Education Action and Assessment Worksheet

Goal 1: To ensure the proper placement of each under-prepared student.

Objective 1.2: Develop alternative assessments of student knowledge and skills

Actions to advance this objective:

- 1. Develop a mechanism to collect writing samples and score them.**
- 2. Create a lab for motivated students who want to challenge the COMPASS placement score or students whose placement is unsure as determined by the counselor and/or the student.**
- 3. Develop a MAT 011 pre-test.**

How can we measure advancement?

When will we measure this progress?

How will we report progress and close the cycle?

John Wood Community College Developmental Education Action and Assessment Worksheet

Goal 1: To ensure the proper placement of each under-prepared student.

Objective 1.3: Improve articulation of prerequisite skills

Actions to advance this objective:

- 1. Determine an appropriate score for placement in the “Learning Lab.”**
- 2. Identify cut-off scores for placement into a “pre-MAT 011” course.**

How can we measure advancement?

- 1. Document the development of the score and its implementation.**
- 2. Document the development of the score and the development and implementation of the courses.**

When will we measure this progress?

How will we report progress and close the cycle?

John Wood Community College Developmental Education Action and Assessment Worksheet

Goal 2: To maintain academic standards by enabling under-prepared learners to acquire competencies needed for success in mainstream college courses

Objective 2.1: Create new learning environments or modify existing ones

Actions to advance this objective:

- 1. Create a Dev. Ed. learning center for Math & English.**
- 2. Use software to implement Dev. Ed. instruction.**

How can we measure advancement?

- 1. Student using the Center will advance to the next level of their academic program.**
- 2. a. Documentation of software purchased, installed.**
b. Log of use by students.

When will we measure this progress?

- 1. Review the Fall semester students and use February 15 of the following Spring semester.**

How will we report progress and close the cycle?

John Wood Community College Developmental Education Action and Assessment Worksheet

Goal 2: To maintain academic standards by enabling under-prepared learners to acquire competencies needed for success in mainstream college courses

Objective 2.2: Create new course structures or modify existing ones

Actions to advance this objective:

- 1. Create a credit bearing lab session for students testing below entry level.**
- 2. Identify computer-based instructional materials to support Dev. Ed. curriculum.**

How can we measure advancement?

- 1. Minutes from Curriculum Advisory Committee.**

When will we measure this progress?

- 1. Spring 2004.**

How will we report progress and close the cycle?

John Wood Community College Developmental Education Action and Assessment Worksheet

Goal 2: To maintain academic standards by enabling under-prepared learners to acquire competencies needed for success in mainstream college courses

Objective 2.3: Create consistent policies

Actions to advance this objective:

- 1. Create a policy to report the performance of Dev. Ed. students in subsequent academic credit classes.**

How can we measure advancement?

When will we measure this progress?

How will we report progress and close the cycle?

John Wood Community College Developmental Education Action and Assessment Worksheet

Goal 2: To maintain academic standards by enabling under-prepared learners to acquire competencies needed for success in mainstream college courses

Objective 2.4: Orient students to instructional and support culture and extracurricular activities

Actions to advance this objective:

- 1. Recommend double/triple threat students enroll in PSY 108.**
- 2. Implement orientation content across the Dev. Ed. curriculum.**

How can we measure advancement?

- 1. Compare the academic performance of those students who took PSY 108 with those students who did not.**
- 2. a. Review syllabi for the Dev. Ed. courses and document the presence of content.
b. Survey the students for their knowledge about orientation content.**

When will we measure this progress?

- 1. Annually each summer.**
- 2. Annually each summer.**

How will we report progress and close the cycle?

- 1. Include in the annual Assessment Report.**
- 2. Include in the annual Assessment Report.**

John Wood Community College Developmental Education Action and Assessment Worksheet

Goal 3: To enhance the retention of under-prepared learners

Objective 3.1: Improve communication among students, faculty and support staff

Actions to advance this objective:

1. Meet with the CSA
2. Improve tutoring feedback. Meet with director of SSS.
3. Use EAS – feedback from EAS is desired. Meet with director of SSS.

How can we measure advancement?

1. Document meetings occurred (e.g., minutes)
2. Document meetings and any response from director regarding feedback loop and/or changes.
3. Document meetings and any response from director regarding feedback loop and/or changes.

When will we measure this progress?

How will we report progress and close the cycle?

John Wood Community College Developmental Education Action and Assessment Worksheet

Goal 3: To enhance the retention of under-prepared learners

Objective 3.2: Improve Dev Ed counseling practices

Actions to advance this objective:

- 1. Dev. Ed. faculty meet with advisors once a semester.**
- 2. Reduce inconsistencies among prerequisites.**
- 3. Work towards students meeting with same advisor throughout their time at JWCC.**

How can we measure advancement?

- 1. Minutes of meetings to document.**
- 2. Established reading levels and published for advisors use.**

When will we measure this progress?

How will we report progress and close the cycle?

**John Wood Community College Developmental Education
Action and Assessment Worksheet**

Goal 3: To enhance the retention of under-prepared learners

Objective 3.3: Provide alternatives for learners who don't succeed where placed

Actions to advance this objective:

How can we measure advancement?

When will we measure this progress?

How will we report progress and close the cycle?

John Wood Community College Developmental Education Action and Assessment Worksheet

Goal 4: To impact the development of staff and instructors by promoting the continued development and application of cognitive, affective and behavioral learning theory

Objective 4.1: Encourage involvement in national and statewide organizations

Actions to advance this objective:

1. Attend NADE National Conference.

How can we measure advancement?

1. Registration materials

When will we measure this progress?

1. Spring 2004

How will we report progress and close the cycle?

1. Submit written reports to committee from each attendee on sessions and learning.

John Wood Community College Developmental Education Action and Assessment Worksheet

Goal 4: To impact the development of staff and instructors by promoting the continued development and application of cognitive, affective and behavioral learning theory

Objective 4.2: Encourage involvement in JWCC governance system

Actions to advance this objective:

- 1. Joyce and David R. attend Curriculum Committee meeting 2/14/04.**
- 2. Meet and share with Placement and Retention committees.**

How can we measure advancement?

- 1. Minutes of Curriculum Committee**
- 2. Minutes of Placement and Retention committees**

When will we measure this progress?

How will we report progress and close the cycle?

- 1. Provide copy of minutes.**
- 2. Report of involvement reflected in committee's minutes and Dev. Ed. minutes.**

FAQ

Frequently Asked Questions



FAQ (Frequently Asked Questions)

WHAT IS GENERAL EDUCATION ASSESSMENT?

We would all agree that the benefits of a college degree go far beyond a list of courses on a transcript. A summary of these benefits is known as the General Education Objectives.

General Education Objectives:

1. Demonstrate an awareness of human values and diverse cultures
2. Explain economics, politics, and culture from local, national, and world perspectives.
3. Demonstrate interpersonal skills to promote the achievement of personal and group goals.
4. Use critical and constructive thinking skills in the identification and solution of problems, including the method and application of scientific inquiry.
5. Explain the personal attitudes and behaviors necessary for successful functioning in the workplace and society.
6. Communicate effectively, utilizing verbal, nonverbal, listening, and written skills.
7. Demonstrate the ability to evaluate and apply information technology.
8. Explain the importance of facilitating and adapting to change.
9. Demonstrate an awareness of the fine arts.
10. Demonstrate an awareness of the humanities.

General Education Assessment is a systematic process of gathering information and making decisions about ways to improve the teaching and learning of these objectives.

WHY ASSESS GENERAL EDUCATION?

John Wood Community College is committed to continuing to provide the best education possible for its students. Assessment helps all parts of the college stay focused on that goal by collecting information about the learning process and reporting that information back to students, instructors, the community and accrediting bodies and organizations that oversee the college.

HOW IS GENERAL EDUCATION TO BE ASSESSED?

Beginning in the fall of 2003, students entering an AA or AS program at John Wood for the first time will be required to submit a general education portfolio prior to graduation.

WHAT IS A GENERAL EDUCATION PORTFOLIO?

A general education portfolio is a collection of five to nine student-generated assignments called entries accompanied by nine student-written paragraphs called reflection statements.

WHAT KIND OF ASSIGNMENT MAKES AN ENTRY?

Almost any work that is completed in class could be considered as a possible entry. It could be a term paper, a mathematics assignment, a video or audio tape of a speech or music performance. A photo of an original painting or sculpture would qualify, but objective style classroom tests would not. Instructors should select their entries from assignments or projects that they assign as a normal part of the course.

HOW WOULD WE KNOW WHAT TO SELECT?

In every class that addresses general education objectives, the instructor should identify one or more assignments as possible entries. Good choices are those assignments that allow students to show their best work as they address a number of objectives. As the students begin the assignment, instructors should teach students to recognize its relationship to an objective, and encourage them to consider this relationship as they write the reflection statements. Spend some class time modeling the process. As students complete the assignment, collect it for a grade as usual, then remind the students to keep it when it is returned.

WHAT IS A REFLECTION STATEMENT?

A REFLECTION STATEMENT is a short paragraph in which the student explains how the entry meets the objective through the student's learning experiences. (See example at the end of this section.)

HOW DO I HELP STUDENTS TO WRITE ONE?

When an instructor gives an assignment that is to be considered a possible entry, he or she will identify the relevant objective(s) for the student and then explain how the assignment addresses the objective. Follow the guide given later in this document to assist the student to write the reflection statement. Remind students to turn in the reflection statement with its entry for grading. Give them credit for completing the assignment and reflection statement. (See example on pages 4-3 through 4-6.)

WHAT MUST INSTRUCTORS DO BEFORE THE END OF SPRING SEMESTER?

1. Read through the instructor packet.
2. As a department, select the classes to be assessed. In general, development education classes may be omitted. As a department, complete the class matrix form by identifying the objectives met in each class.
3. Return this form to your chair when completed and keep a copy for yourself.

WHAT MUST INSTRUCTORS DO BEFORE FALL SEMESTER BEGINS?

1. Include the list of objectives in your course syllabus, along with the specific General Education Objective addressed in your course.
2. Obtain enough copies of the student handbook for all of your students.
3. Begin identifying assignments that you normally give as possible entries.

WHAT MUST INSTRUCTORS DO ON THE FIRST DAY OF CLASS?

1. Discuss the objectives as well as the entire portfolio requirement when you review your syllabus with students.
2. Briefly remind students how they will be participating in the assessment. Distribute student handbooks and answer questions about the portfolio as needed.

WHAT MUST INSTRUCTORS DO THROUGHOUT THE SEMESTER?

1. When you make one of your selected assignments, teach students to consider how the assignment meets the objectives.
2. Model the process of writing reflection statements by following the enclosed example and reminding them about the example in the student handbook.
3. When scoring the assignment, allow some credit for students' writing of the reflection statements.
4. Return the assignment to students and remind them to **KEEP THE ASSIGNMENT FOR THEIR PORTFOLIO**. Again, call their attention to the instructions in their student handbook.

WHERE SHOULD STUDENTS SUBMIT THE FINISHED PORTFOLIOS?

Finished portfolios should be submitted to Millie Barry in Career Services, Room C153, .

WHERE CAN I FIND AN EXAMPLE OF THE PROCESS STUDENTS SHOULD GO THROUGH TO COMPLETE A PORTFOLIO ENTRY?

1. See the step-by-step instructions in the handbook available to students.
2. Visit the JWCC Web site and do the following:
 - a) Click the "Instruction" link.
 - b) Click the "Portfolio Information" link.
 - c) Click the "Career Services' Student Workshop on the Portfolio Requirement" link.
 - d) Read through the information provided in the PowerPoint presentation.
3. See the example provided in this manual on pages 4-4 through 4-6.

Example: Portfolio Entry Process

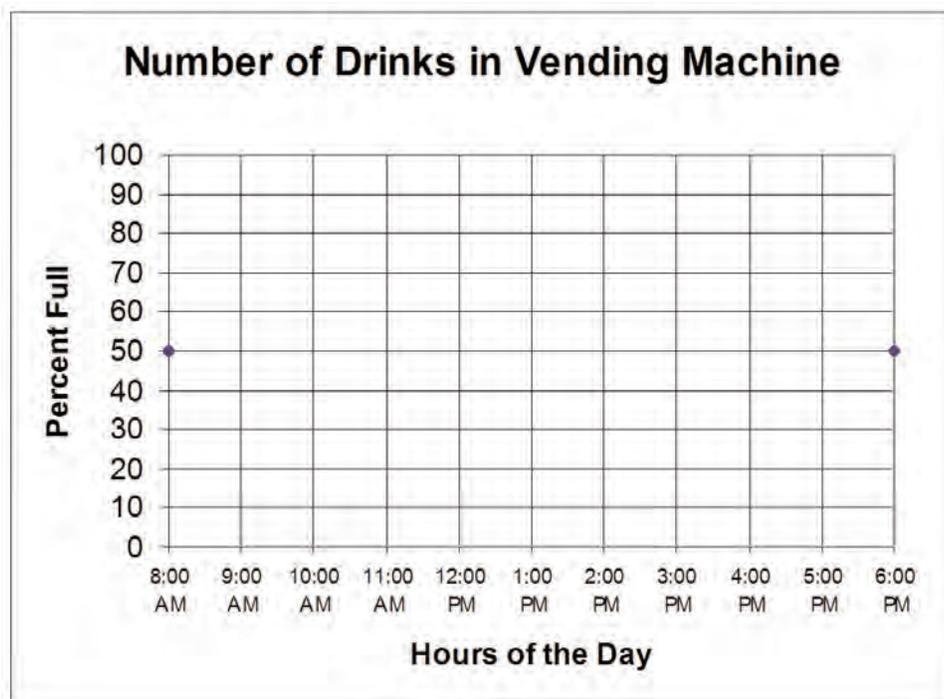
Objective for this Example:

- ◆ General Education Objective 6: ...students will demonstrate effective communication, utilizing verbal, nonverbal, listening and written skills.

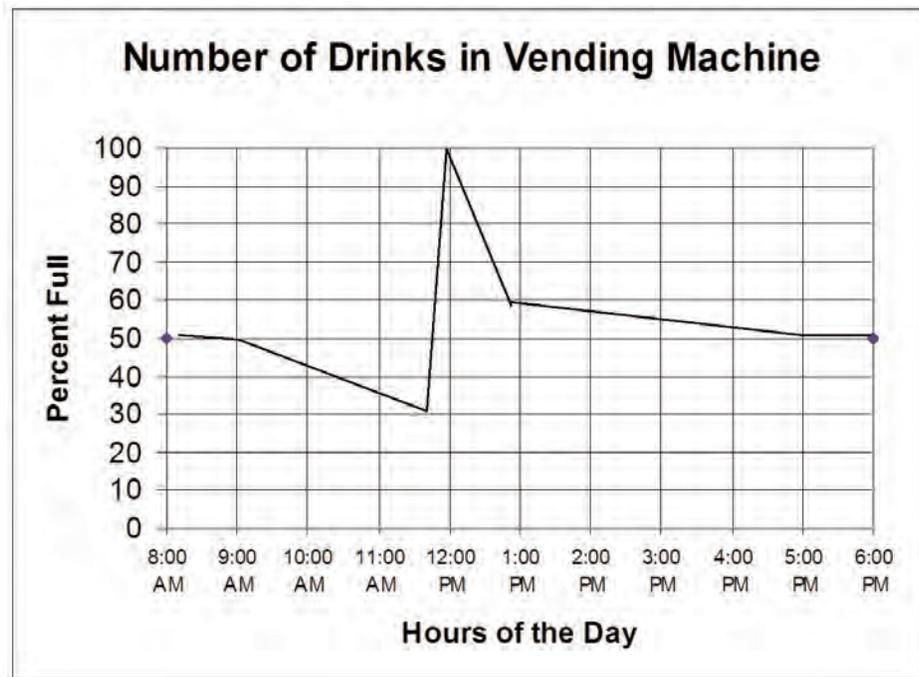
Assignment for this Example:

The Vending Machine Problem

- ◆ A factory cafeteria contains a vending machine which sells soft drinks. On a typical day:
- ◆ The machine starts and ends the day half-full
- ◆ No drinks are sold before 9 am or after 5 pm
- ◆ Drinks are sold at a slow rate throughout the day except during lunch break, between 12 noon and 1 pm, when there is a greater demand
- ◆ The machine is refilled just before noon, and the process takes 15 minutes.
- ◆ Sketch a graph showing how the number of drinks in the machine might vary from 8 am until 6 pm:

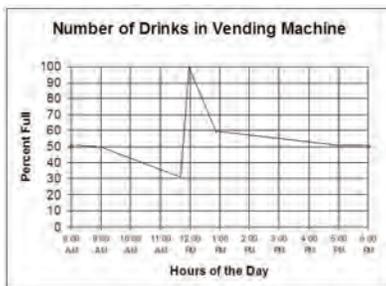


Completed Assignment



Reflection Statement

- ◆ A reflection statement is a short paragraph in which you explain how the entry meets the objective.



Reflection Statement:
How the entry meets the objective

↓
General Education
Objective:
6. Effective

Example Reflection Statement - Step-by-Step:

Step 1: Identify an assignment to use as a portfolio entry.

Course MAT 105: The assignment required that I create a graph showing how the number of drinks stored in a vending machine changes throughout a day.

Step 2: Read the ten objectives (see page 4-1) and identify the objective this assignment (from Step 1) addresses.

Step 3: Complete the reflection statement describing how the assignment meets that objective (from Step 2).

Part of General Education Objective 6 requires that I should be able to demonstrate nonverbal written skills. In this assignment I took the facts presented and created a "picture" or "story" of those facts by creating a graph. So, I was able to convey the facts of the problem in a nonverbal way.

Step 4: Place this completed reflection statement (from Step 3) with the assignment in your portfolio

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