

Seminole State College

**Assessment of Student
Learning Procedure**
2020-21

Prepared by the
Assessment of Student Learning Committee
June 2020

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2020-21 Assessment of Student Learning Committee

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Seminole State College Assessment of Student Learning Procedure 2020-21

I. Introduction

At Seminole State College (SSC), assessment of student learning is a dynamic, comprehensive process designed to create and sustain a culture of learning on campus. It is a process that begins when a student is admitted to the College, continues as the student actively pursues his/her studies, and follows the student after graduation with an associate degree or program certification.

Historically, teachers have used the assessment of individual students in some form or another to assure that their students were well-served in each course. Unfortunately, this form of assessment was focused on individual student performance, was not standardized to provide campus-wide perspective, and did not effectively address the attainment of Degree Program and General Education Outcomes by students as an aggregate. Consequently, this made it difficult to convey meaningful analysis regarding broader aspects of student and institutional achievement. To put it another way, grades assess individual student performances whereas an effective institutional assessment process measures the achievement of specific outcomes for students as a group. Therefore, this document describes the procedure that Seminole State College uses to perform the assessment of student learning at the institutional level.

II. Assessment Purpose

The primary goal of the assessment of student learning is to continuously improve student learning and achievement at Seminole State College. It is an ongoing process, distinct from the evaluation of individual students and faculty and is driven by the mission of Seminole State College.



Figure 1. SSC Assessment Dynamics

Assessment is a vitally important process and one the College takes seriously. It provides a mechanism for the College to evaluate its educational philosophy and its methods of providing a quality educational experience for its students. Most importantly, it focuses on student learning and the improvement of the learning environment at SSC. In general, the assessment of student learning is guided by the following line of questions: WHAT are students learning? HOW do we know it? And how do we USE this evidence to improve student learning? With those questions in mind, the College assesses groups of students in a variety of ways and at periodic intervals in an effort to gain a clear understanding of student academic ability and academic progress. Assessment is a dynamic, interactive process and is reviewed and refined each academic year.

The degree to which the assessment of student learning interacts with overall campus operation and decision-making is modeled in Figure 2. Factors such as the allocation of resources and the needs of local and global communities also share a dynamic relationship with the College, and therefore with the assessment process as well.

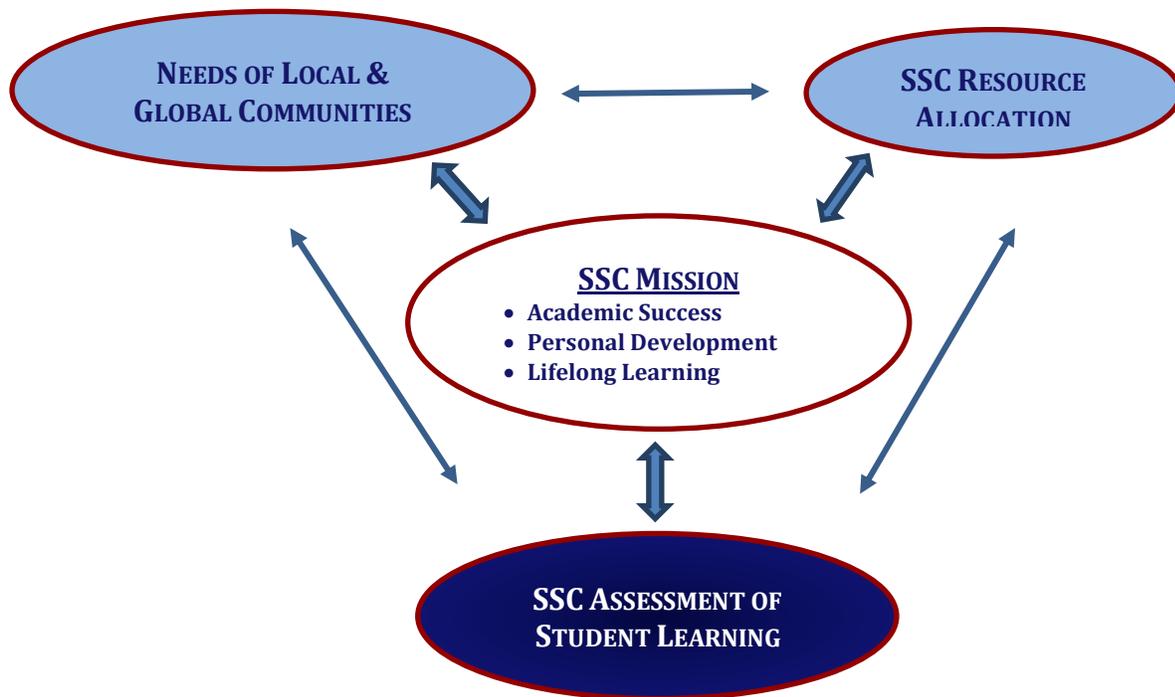


Figure 2. The Interactive Role of Assessment at SSC

The use of assessment data should have a noticeable impact upon SSC resource allocation. The needs of global and local communities should have a direct impact on the design and interpretation of assessment activities. In total, all of these variable processes and

influences interact with each other and with the College mission, and in so doing, form a dynamic interactive relationship.

III. Assessment Process Overview

The SSC assessment procedure consists of five overlapping levels of student assessment as listed below:

1. Entry-Level Assessment
2. Assessment of Transitional Education
3. Assessment of General Education
4. Degree Program Assessment, Evaluation and Review
5. Assessment of Student Engagement and Satisfaction

Depending on the nature of each level of assessment, an appropriate balance of direct and indirect assessments is implemented. **Entry-Level Assessment** uses primarily direct measures of student basic academic skills proficiency through the use of ACT, SAT, COMPASS, ASSET and institutional placement test scores. The **Assessment of Transitional Education** tracks the success of students requiring remediation from their point of entry to the completion of general education gateway courses and degree completion. **Assessments of General Education and Degree Programs** are conducted simultaneously and most prominently at the course level in the form of annual Course-Embedded Assessments and also via annual administrations of the *ETS Proficiency Profile* and the analysis of available transfer data. The **Assessment of Student Engagement and Satisfaction** provides indirect assessment data that contributes to student assessment at each of the above levels to differing degrees. Indirect assessments regularly used for this purpose include internal instruments such as *Student Feedback on Classroom Instruction*, the *Graduate Exit Survey*, and the *SSC Institutional Statistics Report*.

Direct and indirect assessment activities are designed to determine if desired student learning outcomes for general education, degree programs, and the institution as a whole are being met. The following is a presentation of each component of this procedure.

IV. Entry-Level Assessment

Entry-Level Assessment at SSC is based on the *Academic Affairs Procedures* mandated by the Oklahoma State Regents for Higher Education. SSC has established a minimum score of 19 on ACT subject tests in science reasoning, mathematics, reading and English as the initial determinant for individual student readiness for college-level work in those subjects. Students that do not score at or above this level may qualify for college-level work by passing the Multiple Measures Rubric for English or Math. These rubrics use high school G.P.A., ACT scores, high school English or math grades, a self-evaluation, and scores on placement tests to determine college readiness. Students scoring below 19 in any of the ACT subject areas are

considered to have basic academic skills deficiencies and are not immediately permitted to enroll in college-level courses in that particular subject area and are required to undergo secondary testing. Students must remediate basic academic skills deficiencies by completing a transitional education course in the appropriate subject area at the earliest possible time, but within the first 24 college-level hours attempted. Institutional entry-level assessments may also include an evaluation of past academic performance, mental, physical and emotional educational readiness, educational goals, study skills, values, self-concept and motivation.

As mentioned, students with ACT subject test scores below 19 or who lack ACT Assessment Test scores altogether, are required to participate in secondary testing. The purpose of secondary testing is to further assess student preparedness for enrollment in college-level courses in science reasoning, mathematics, reading and English. The testing instruments for secondary testing in language arts are ACCUPLACER Assessment Tests in reading and writing skills. If students do not score highly enough on the ACCUPLACER Assessment tests, students will be assessed using the institutionally designed English placement rubric. Students scoring below an 18 on the Multiple Measures English Rubric are not considered college ready. Students participating in the College Career Math Ready (CCMR) course during their last year of high school who score a B or better in each of the 8 modules are considered to be college ready. The testing instruments for secondary testing in math are institutionally designed placement tests and an institutionally designed placement rubric. Students scoring below a 20 on the Multiple Measures Mathematics Rubric are not considered college ready. Students are permitted to take a placement test in a subject no more than twice each enrollment period. Forty-eight hours must elapse before a student may retake a placement test. Students who do not demonstrate college-level performance in language arts will be placed into a transitional course or a corequisite course with the college-level course. Students placed into the transitional course will be permitted to subsequently enroll in the first college-level English course after receiving a C or better in the transitional course. Students must pass the corequisite course in order to pass the college-level course. Students who do not demonstrate college-level performance in mathematics will place into a transitional course or a corequisite course with the college-level mathematics course. Students scoring a C or better in the transitional course and proceeding to college-level mathematics course must also take the corequisite. Students must pass the corequisite course in order to pass the college-level course. SSC Placement Cut-Scores delineate appropriate entry-level math and language arts courses based on primary and secondary testing. SSC Placement Cut-Scores are available on the SSC Office of Institutional Effectiveness webpage.

Students with less than 19 on the ACT Science Test must clear both mathematics and language arts basic academic skills deficiencies by concurrent enrollment in or completion of college-level math and composition. for entry-level science courses other than General Chemistry I. Tables showing placement testing cut scores in each subject area are available on the SSC Office of Institutional Effectiveness webpage.

V. Assessment of Transitional Education

The SSC Transitional Education Program consists of courses designed to remediate underprepared students for college-level coursework in mathematics, language arts and science. Language arts coursework focuses on both reading and writing skills. **Assessment of Transitional Education** focuses primarily on student success and completion rates at four levels: (1) transitional course completion, (2) completion of remediation process, (3) completion of general education gateway courses, and (4) graduation. Without sacrificing academic rigor, the program continuously strives to improve both the number and the percentage of students that successfully complete each of the above milestones. This is accomplished in part through the development of new strategies and teaching methodologies that target the specific needs of SSC students. Assessment is fundamental to that process.

VI. Assessment of General Education

SSC has established four general education outcomes that students are expected to demonstrate as the result of their diligent participation in coursework and campus activities. As such, all courses offered for college credit should accomplish one or more of the following student outcomes:

- Outcome 1: Demonstrate effective and scholarly communication skills.
- Outcome 2: Utilize scientific reasoning and/or critical thinking to solve problems.
- Outcome 3: Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
- Outcome 4: Recognize the role(s) of history, culture, the arts, or sciences within civilization.

In order to assess the achievement of the above desired outcomes, **Assessment of General Education** utilizes a number of direct indicators including Course-Embedded Assessment of the general education component of all SSC courses, student performance on the *ETS Proficiency Profile*, and the success of students that transfer to four-year institutions. Figure 3 below summarizes general education assessment at SSC. The College also employs a number of indirect assessments of General Education that will be discussed in the **Assessment of Student Satisfaction and Demographics** section later in this procedure.

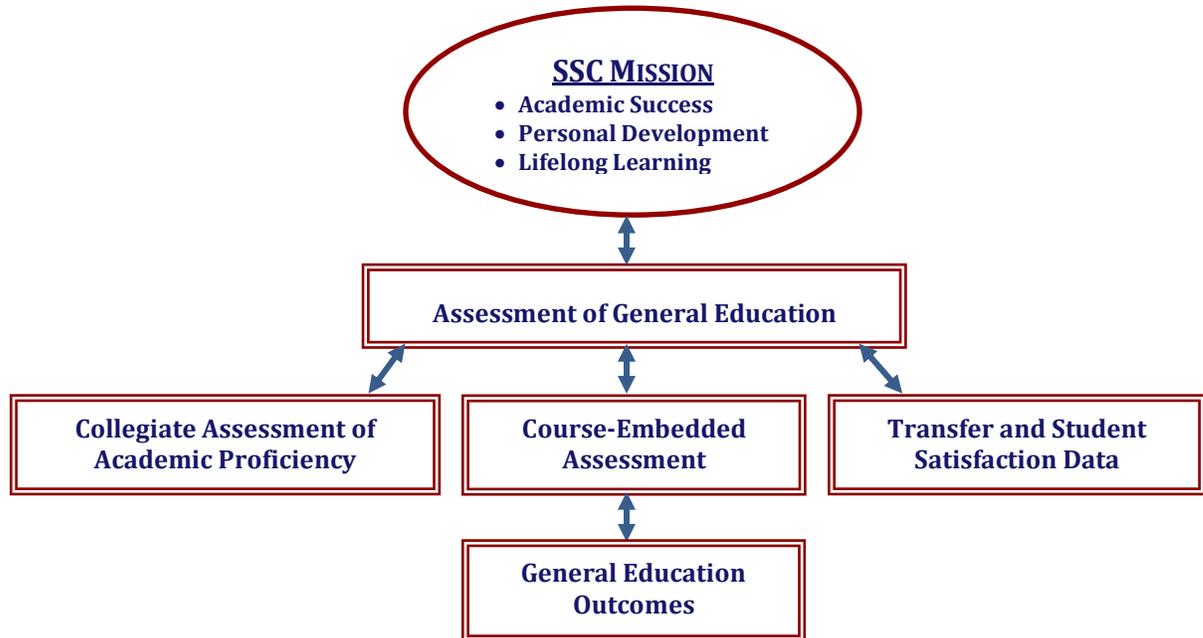


Figure 3. Assessment of General Education at SSC

Course-Embedded Assessment

The name for the most prominent type of assessment employed by Seminole State College faculty to assess General Education Outcomes is Course-Embedded Assessment. Course-Embedded Assessment is designed to foster the continued improvement of teaching methods that lead directly to measurable increases in student learning. Through this procedure the College demands that faculty members are professionals committed to providing high quality courses. A variety of Course-Embedded Assessment methods are available for use by SSC faculty. Detailed descriptions of the different forms of Course-Embedded Assessment permitted by this procedure are available in Appendix I of this procedure.

As the name implies, all methods of Course-Embedded Assessment have in common the fact that the assessment process is built into the course delivery and individual student evaluation process. Instructors are required to choose the form of Course-Embedded Assessment that best suits the assessment of each particular course. The appropriate Division Chair must approve the choices prior to the beginning of the semester. However, instructors are asked to consider that one goal of this procedure is to use common assessments for common courses.

The most common type of Course-Embedded Assessment traditionally employed at SSC is pre- and post-tests that contain a set of locally developed questions intended to measure specific student learning outcomes. Ideally, questions used for assessment purposes measure competence beyond knowledge and comprehension and require the demonstration by students of higher order cognitive functions such as application, synthesis and analysis. To track cognitive or skill development through a program, sets of embedded questions, with each expecting a higher level of proficiency than the previous, should also be used across sequential courses. The Course-Embedded Assessment process for online courses includes additional measures and comparisons that demonstrate equivalent learning between sections of the same course title offered via online and face-to-face delivery.

The detailed guidelines for the administration of Course-Embedded Assessment are available on MySSCOK in the Assessment Section. Similarly, the form for recording and submitting assessment results to respective Division Chairs is also found on MySSCOK in the Assessment Section. Faculty members are responsible for collecting, analyzing and reporting the appropriate data. Analysis of assessment results requires a brief discussion of specific areas of interest related to student learning. In addition, it includes a section for listing specific plans of action based on assessment results, and budgetary needs tied to the assessment. Most importantly, the guidelines also specify different models for follow-up analysis and discussion of assessment results among peers and supervisors. Such follow-up has the intention of closing the assessment loop in that it should lead to implementation of new practices and allow for experimentation with various innovative techniques to improve student learning.

Preset thresholds for General Education Outcome Use of Course Embedded Assessments have been set on Course Embedded Assessment at the 30% growth range OR 60% minimum posttest. When preset thresholds for General Education Outcome Course Embedded

Assessments are not met, the Coordinator of Institutional Effectiveness will inform Division Chairs, Department Committee, and other Key Personnel to begin the process of improvement. These stakeholders will

1. Analyze the individual components in the area needing improvement.
2. Identify issues needing improvement.
3. Develop an action plan.
4. Present the plan for approval to the Assessment of Student Learning Committee.

The campus-wide completion of Course-Embedded Assessment of General Education Outcomes facilitates the accumulation of a wealth of data and recommendations for the improvement of student learning as it pertains to General Education and the College as a whole.

Assessment of Co-Curricular Activities

SSC assesses co-curricular learning activities in a manner consistent with traditional courses using course-embedded assessment or other pre-post assessment tools listed in this procedure. The College defines a co-curricular course as a course that includes learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, serving learning, professional clubs or organizations, athletics, honor societies, career services, etc.

Educational Testing Service Proficiency Profile

The College will use the Educational Testing Service (ETS) Proficiency Profile to assess General Education. This assessment is a nationally recognized academic test designed to measure general education foundational thinking skills. ETS has years of experience providing educational testing to colleges including the GRE and the TOEFL. SSC will continue to use the ETS Proficiency Profile in the same manner as the former CAAP test. Since fall 2018 the College has administered a 40 question test to students who have completed 45 or more credit hours. The tests will measure students' proficiency in Writing Skills, Mathematics, Reading, and Critical Thinking. Approximately 150-200 students typically take the exam in late October or early November.

ETS will provides demographic information for the participants as well as mean scores for each module for both Seminole State College students and the national data base. ETS provides a comprehensive data base for preparing a variety of reports including a comparison to schools with similar features. The Committee will adopt a minimum acceptable threshold after considering the first scores with the ETS Proficiency Test.

Each spring, the Assessment of Student Learning Committee is charged with conducting a thorough review of the testing process and the informative value of the data derived from this assessment. The Committee reviews both SSC and national mean scores for

the academic year. During the review, the Committee notes mean test scores for each objective test and identifies those areas falling outside the threshold score range. For these tests, recommendations are made by the committee as to ways to bring scores into the threshold range. In addition, the Committee will adjust SSC threshold ranges as appropriate.

Transfer Data

An important part of the assessment process involves tracking Seminole State College graduates as they pursue additional education and/or degrees. Thus, the College routinely gathers transfer data from the primary transfer baccalaureate institutions. Data regarding student performance and completion rates after they leave SSC is used to influence decisions regarding the effectiveness and improvement of General Education at the College.

Other Reports

In addition to steering the improvement of student learning at SSC, the **Assessment of General Education** also contributes to a number of reports compiled by the College. At the conclusion of each academic year, the Coordinator of Institutional Effectiveness prepares a General Education Assessment Evaluation that summarizes the above assessments. The report is subsequently submitted to the Vice President for Academic Affairs and to the President's Administrative Council for approval. Upon approval, the General Education Assessment Evaluation is posted on the SSC Office of Institutional Effectiveness webpage.

Additionally, reports required by external agencies such as the Oklahoma Regents for Higher Education (OSRHE) are compiled and submitted annually using these assessments. Like the General Education Assessment Evaluation, summaries of reports submitted to OSRHE are also published on the SSC Office of Institutional Effectiveness webpage.

VII. Assessment of Degree Programs

Seminole State College offers seventeen programs leading to Associate in Arts or Associate in Science degrees. It offers two Certificate Programs and five programs culminating in the Associate in Applied Science degree. Each of these degree programs has specific Degree Program Outcomes that must be assessed each year. The most recent version of the Degree Program Outcomes may be found on the SSC Office of Institutional Effectiveness webpage.

Similar to the Assessment of General Education, the **Assessment of Degree Programs** also uses Course-Embedded Assessment (as well as ETS Proficiency Profile and transfer data when appropriate). In the case of Degree Program Assessments, the Course-Embedded Assessments used focus on and quantify the achievement of Course Outcomes by students, as opposed to General Education Outcomes. It should be noted that by design, Course-Embedded Assessments simultaneously evaluate student achievement of both General Education and Degree Program Outcomes.

As shown in Figure 4, the scrutiny of degree programs progresses in a bottom-up pattern beginning with Course Syllabi and Course-Embedded Assessment through a sequence of Degree Program Assessment, Evaluation and Review that each occur on a periodic basis described below, and ultimately to the College mission. Additionally, a number of indirect measures of effectiveness are used to assess Degree Programs on a regular basis. These tools are discussed in the **Assessment of Student Satisfaction and Demographics** section.

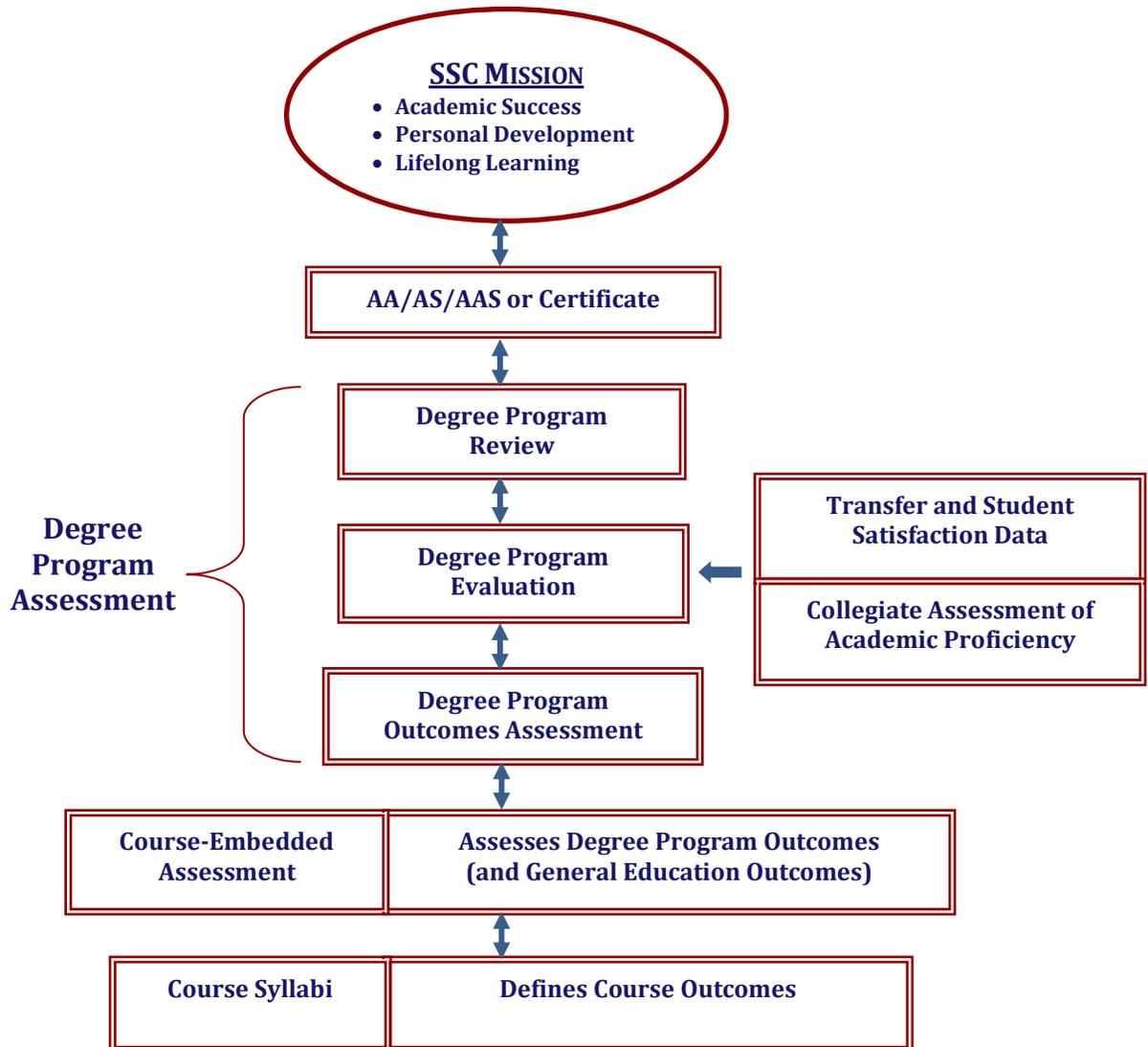


Figure 4. Assessment of Degree Programs at SSC

Course Syllabi and Course-Embedded Assessment

By design, Course Outcomes are linked directly to Degree Program Outcomes. Course Outcomes are dependent on the rationale and objectives of each individual course. Appropriately designed Course Outcomes also serve Degree Program Outcomes which are themselves established based on the intentional needs of each field of study. Each syllabus must contain concise Course Outcomes, as well as General Education Outcomes that relate to the Assessment of General Education described above. Course Outcomes link to several Degree Program Outcomes. This information is available from the Coordinator of Institutional Effectiveness.

Course syllabi are designed to provide a variety of detailed information for students about the course. SSC requires all instructors to use the same syllabus format. A syllabus template is available for faculty use on MySSCOK. It is the responsibility of each faculty member to continually maintain an accurate and up to date syllabus on Bright Space for each course during each semester. Bright Space is the College's learning management system software.

As was the case for Assessment of General Education, Course-Embedded Assessment of degree programs should also include follow-up analysis and discussion of assessment results among peers and supervisors. Again, this follow-up has the intention of closing the assessment loop by prompting the implementation of new practices and allowing for experimentation with various innovative techniques to improve student learning.

Degree Program Outcomes Assessment

This procedure specifies that at the conclusion of each academic year, the Course-Embedded Assessments for all courses that are part of a particular degree program are to be compiled by Division Chairpersons into a Degree Program Assessment document and submitted to the Coordinator of Institutional Effectiveness prior to a well-publicized deadline which is currently October 15th. This is to be done for each degree program each year. The form for the compilation and submission of Degree Program Assessments is available on MySSCOK Assessment. As above, discussion and analysis of compiled results together with implementation of experimental practices to improve student learning should comprise a fundamental part of this procedure.

Degree Program Evaluations

Each academic year, all degree programs undergo an internal Degree Program Evaluation under the supervision of the appropriate Division Chair. Faculty members teaching courses within a given degree program are expected to assist as requested with this process. The Degree Program Evaluation process includes the revision and updating of Degree Program Outcomes, as well as the presentation and brief discussion of course-embedded assessment results, student satisfaction and demographic data, minimum productivity indicators such as majors and graduates, individual course enrollment data,

instructional costs, faculty composition and relevant recommendation for improvement. Properly completed Degree Program Evaluations are to be submitted to Academic Affairs each year prior to a well-publicized deadline which is currently October 15th.

Degree Program Reviews

This procedure, as well as the Oklahoma Regents for Higher Education, requires an even more robust inspection of the degree program called the Degree Program Review every five years. As was the case above for Degree Program Evaluations, Degree Program Reviews are completed by the Division Chairperson of the division through which each degree is offered and faculty are expected to assist as requested with this process. Degree Program Reviews present approximately the same categories of data presented in the annual Degree Program Evaluations, only in a more thorough and formal format. Completed Degree Program Reviews are to be submitted to Academic Affairs prior to a well-publicized deadline which is currently October 15th.

Upon approval by the Vice President for Academic Affairs and the President's Administrative Council, Degree Program Reviews are submitted to the SSC Board of Regents and subsequently to the Oklahoma Regents for Higher Education. The template for this formal review is available on the Oklahoma State Regents for Higher Education web-site under the title "Program Review Summary Template." The *Degree Program Review Schedule* that specifies by academic division, the year in which these reports are due is available on the SSC Office of Institutional Effectiveness webpage.

VIII. Assessment of Student Engagement and Satisfaction

Assessment of student satisfaction is a vital component of this assessment procedure. Included in this section is a brief description of each of the indirect indicators of student engagement, satisfaction and/or demographics that are utilized by this process. Similarly, institutional surveys such as the *Graduate Exit Survey* and *Student Feedback on Classroom Instruction* provide a wealth of information that contributes to the assessment process, institutional decision-making and the improvement of student learning. Results from these indirect measures are available on the SSC Office of Institutional Effectiveness webpage.

Seminole State College Student Feedback on Classroom Instruction

Each fall semester all students in 2 classes for full-time instructors and 1 class for part-time instructors and adjunct instructors are given the opportunity to provide assessment input via the *SSC Student Feedback on Classroom Instruction* process. The information is gathered anonymously via electronic means. Student Feedback on Classroom Instruction data provides student opinions on classroom quality and effectiveness. The survey also provides students the opportunity to provide personal observations and suggestions for improvement. A summary of the data is included in the annual General Education Evaluation written by the Coordinator of Institutional Effectiveness and posted on the SSC Office of Institutional

Effectiveness webpage. Results are also available electronically to appropriate faculty and division chairs.

Seminole State College Graduate Exit Survey

The *SSC Graduate Exit Survey* is completed electronically by students as part of the application for graduation process. The survey is used to monitor how the College is doing in regard to providing a quality educational experience for its students. The survey brings together opinions concerning the total learning experience at Seminole State College and it also provides students the opportunity to make observations and suggestions they believe will help the College achieve its mission. Once the data has been analyzed, a summary is included in the annual General Education Evaluation written by the Coordinator of Institutional Effectiveness and posted on the SSC Office of Institutional Effectiveness webpage

Seminole State College Institutional Statistics Reports

Each semester the office of the Vice President for Academic Affairs prepares a detailed Institutional Statistics Report. This report includes enrollment information such as the number of students by classification (freshmen, first-time freshmen, sophomores, and special students), the number of students enrolled in both the day and evening schedule, FTE, and total credit hours. Information about students include the number of students by age, ethnicity, full-time and part-time enrollment status, major, ACT scores, veteran status, and income level. In addition, data regarding the number of student credit hours generated by individual instructors and each academic division is summarized. The reports are available on the SSC Office of Institutional Effectiveness webpage and serve as a source for various reports.

Entering Student Engagement Survey

The *Entering Student Engagement Survey* is a tool created by the Assessment of Student Learning Committee to improve student learning, student experience, retention, and degree completion. The survey is administered to all participants of the Freshman Seminar or Learning Strategies classes during the sixth week of the course. The survey collects information on students' first perceptions of educational practices and performances. A summary of the results of the survey is included in the annual General Education Evaluation written by the Coordinator of Institutional Effectiveness and posted on the SSC Office of Institutional Effectiveness webpage.

Instructor Evaluation of Student Participation Survey

The *Instructor Evaluation of Student Participation Survey* is a tool created by the Assessment of Student Learning Committee to improve student learning, student experience, retention, and degree completion. The survey parallels the *Entering Student Engagement Survey* and is administered to all instructors at the beginning of the spring semester. The survey collects information on instructors' perceptions of educational practices and

performances and student participation. A summary of the results of the survey is included in the annual General Education Evaluation written by the Coordinator of Institutional Effectiveness and posted on the SSC Office of Institutional Effectiveness webpage.

IX. The Assessment of Student Learning Committee

The Assessment of Student Learning Committee is composed of representatives from across campus with most members serving two-year terms. The Committee will consist of one representative from each academic division, one representative from Fiscal Affairs, one representative from Student Services, and the Faculty Senate President or properly elected designee. Members representing academic divisions will be nominated by the Division Chair of the division being represented. The Vice President for Student Services and the Vice President of Fiscal Affairs will nominate members representing those areas. The Vice President for Academic Affairs will also serve on the Committee. The Assessment of Student Learning Committee is chaired by the Coordinator of Institutional Effectiveness. A complete list of committee members is available on the SSC Office of Institutional Effectiveness webpage.

2020-21 Committee Action Agenda

- Continue process of educating the SSC campus about assessment.
- Create fall and spring Assessment Newsletters
- Plan for January professional development to meet the needs of the campus community, if requested.
- Develop an assessment orientation for new employees.
- Continue developing a campus wide assessment process for institutional assessment.
- Attend HLC Conference in preparation for next phase of providing a meaningful and productive educational experience.
- Develop cocurricular assessment plans.
- Update assessment procedure as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation.

Appendix I. Course-Embedded Assessment Options

Option A: Pre- and Post-Tests

- **Standardized Exams** - examinations produced by a government (state or federal) entity, an accrediting body (e.g., nursing licensure), or a testing agency (e.g., ETS Field tests). Valid and reliable instruments, or subsets of instruments, can assist in assessing programs when the standards upon which they are written are the same as those of the program.
- **Locally Developed Exams** - exams produced by faculty within a discipline. The Pre- and Post-Test is a locally developed test that measure students' incoming level of knowledge, skills, behaviors and attitudes and post program knowledge, skills, behaviors and attitudes can be used to measure students' gains.
- **Embedded Questions** - set of locally developed questions intended to measure specific student learning outcomes. These are placed within tests of all sections of the same course. To track cognitive or skill development through a program, sets of embedded questions, with each expecting a higher level of proficiency than the previous, may be used across sequential courses.
- **Oral Exams** - exams where the student responds orally to a set of locally developed questions intended to measure specific student learning outcomes before a panel of faculty

Option B: Pre- and Post-Writing

- A pre-writing assignment will be given early in the semester to determine the student's ability to communicate with the written word and to express his/her knowledge of the discipline. A post-writing assignment will be given toward the end of the semester to determine the degree to which writing skills have improved and the degree to which knowledge of the discipline has increased. The student will be given either a single topic or several topics upon which to write, and all topics for writing assignments must be approved by full-time faculty who teach the course. Finished writing assignments may be in paragraph or essay form.

Option C: Pre- and Post-Performance Tests

- Performance pre-tests will be given to determine the level of skill development possessed by the incoming student. Performance post-tests will be given at the conclusion of the course to determine the degree to which the student's skills have increased. Pre- and post-tests will consist of measurable skills associated with the course, and all performance tests will be approved by full-time instructors who teach the courses.

Option D: Observations

- **External Examiner or Panel** - field experts (faculty, review board, mentors, etc.) observe a student performance or review a student product to determine the level of understanding and accomplishment demonstrated for a specific student learning outcome

- **Behavioral Observations** - an expert observer (often a supervisor) observes a practical application of a student learning outcome (e.g., within an internship or apprenticeship) and rates student performance
- **Simulations** - student responses within scenarios designed to replicate “real-life” situations with the purpose of assessing student knowledge and understanding through application. This may include role play and interaction among groups of students.

Option E: Projects and Portfolios

- **Project Evaluations** - can address several learning outcomes The criteria for each are specified along with proficiency indicators. These projects may be associated with capstone courses.
- **Portfolio** (with rubrics for individual elements) - a collection of students’ work (e.g., writing, homework, etc.) over a period of time, that provides longitudinal information and an opportunity for student reflection. The work is scored by a portfolio committee or designated faculty members for the purpose of identifying where improvements in the program are needed.

Option F: Creative Assignment: Any Combination of A-E

- Designed with the approval of the appropriate Division Chair and VPAA prior to implementation.