Assessment at the course, program, and institutional level is an integral component of higher education. While assessment has always been an important part of academics at Kirtland Community College (KCC), we recognized that there was a need to further develop the assessment process across academic departments and programs. Thus, in 2017, the college created an assessment team consisting of members from administration, faculty, and staff to assist with the ongoing assessment process.

The team actively works with faculty to further develop and assess the college’s core competencies, program outcomes, department outcomes, and course outcomes using a systematic approach that outlines what students are learning and how they are learning it.

To further strengthen the entire assessment process, the team has also developed this handbook which will serve as a reference for both adjunct and full-time instructors as they assess student success in their courses, departments, and programs.
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## THE ASSESSMENT TEAM

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<tr>
<td>Amy Kuczynski</td>
<td>Biology Faculty</td>
</tr>
<tr>
<td>Christine Bingle</td>
<td>Speech Faculty</td>
</tr>
<tr>
<td>Courtnay Hornof</td>
<td>Developmental English Faculty</td>
</tr>
<tr>
<td>Michael Peters</td>
<td>Psychology Faculty</td>
</tr>
<tr>
<td>John Thiel</td>
<td>History Faculty</td>
</tr>
<tr>
<td>Julie Lavender</td>
<td>Vice President of Instructional Services</td>
</tr>
<tr>
<td>David Cable</td>
<td>Center for Teaching and Learning Director</td>
</tr>
<tr>
<td>Renae Klee</td>
<td>Associate Registrar</td>
</tr>
<tr>
<td>Wini Sharpe</td>
<td>Systems Analyst</td>
</tr>
</tbody>
</table>
WELCOME
As you partake in Kirtland's journey to provide innovative educational opportunities that enhance student lives and build stronger communities, you will want to familiarize yourself with the educational jargon used to describe and implement KCC's mandatory assessment process. But first, please allow us to provide a bit of context.

THE EDUCATION PATHWAY: VERTICAL & HORIZONTAL ALIGNMENT
Vertical alignment assumes students acquire certain skills and knowledge in previous instruction thereby laying the foundation for the next level. The State of Michigan has academic standards that define the skills and knowledge students should acquire in each K-12 grade level. As college instructors, our job is to build on the foundations established in K-12 to prepare students for their transition into careers whereas K-12 instructors are preparing students to move to the next level or grade.

Example

PRE-SCHOOL
- recognize letters and numbers

ELEMENTARY SCHOOL
- spell, read, create sentences and paragraphs, apply basic formulas like adding, subtracting, and multiplying

HIGH SCHOOL
- analyze texts, compose different types of essays, conduct basic research, apply more complex algebraic formulas

COLLEGE
- apply communication skills, analytical skills, and mathematical thinking within different contexts and then, within a chosen disciplinary pathway

Horizontal alignment, on the other hand, assumes that all students taking the same course (regardless of grade level) will acquire the same knowledge and skills (building their schema) in preparation for the next level.

Examples
- All 4th grade Language Arts teachers are teaching the same skills and knowledge.
- All high school Pre-Calculus teachers are teaching the same skills and knowledge.
- All Human Physiology 251 college instructors are teaching the same skills and knowledge.

Horizontal alignment is especially important in college because instructors or employers assume students – who completed a specific course before transferring from one college to another or to the workplace – acquired the knowledge and skills needed in that content area to move forward in their major or meet their job requirements.

Sidebar: Students often need help understanding how skills are transferred from one course to another and from an educational setting to real-world application.

As we mentioned before, the State of Michigan has academic standards that define the skills and knowledge students should acquire in each K-12 grade level. K-12 schools are therefore, regulated by the state. Colleges do have to meet certain standards to operate in the state, but our instructional design is a bit different in that we create our own institutional standards and our transfer degree program outcomes, but we are monitored by accreditation agencies – some who have established program outcomes that certain departments must use as guidelines to develop instruction.
ACCREDITATION

Accreditation is a process that involves planning, data analysis, and improvement. By participating in the accreditation process, educational institutions are more likely to maintain their accreditation and thus, enhance their credibility.

KCC strives to maintain accreditation institutionally through the Higher Learning Commission (HLC) to provide our stakeholders with the assurance that our educational standards of quality are exemplary. Additionally, certain programs maintain additional accreditations (e.g. health information technology, mechatronics, police academy, etc.).

By retaining accreditations, we gain the following benefits:

- Provides a system for determining eligibility for federal grants or loans
- Increases chance students will choose KCC over others
- Increases confidence that credits earned at KCC will transfer
- Assists employers in determining whether or not candidates are qualified
- Assists employers in determining employee eligibility for tuition benefits
- Permits students the ability to take certification exams

Assessment at KCC can be viewed as an infinite cycle that helps us maintain our accreditations. If KCC does not continuously work through this cycle, we will lose our accreditations, and ultimately, we lose our benefits as an institution.

THE ASSESSMENT CYCLE

Phase 1: KCC’s Assessment Team facilitates the planning part of the assessment cycle (ad infinitum).

Considerations in this phase include:

- defining assessment milestones
- creating and distributing assessment materials
- examining perspectives, insights, and concerns from stakeholders
- setting and monitoring goals for institutional assessment
- preparing the assessment mechanism (Canvas LMS)
- assisting faculty in the implementation of assessment

Phase 2: Faculty (full-time and part-time) create and assign summative assessments in their courses, and then, mark the student artifacts in Canvas with numbers that represent each student’s level of achievement for relevant core competencies and/or program outcomes.

Phase 3: The Assessment Team gathers and analyzes data to determine where improvement is needed institutionally.

Some areas of improvement may include:

- overall assessment process
- the scoring system
- feedback from stakeholders
- assessment artifacts
- validity and reliability of data

Phase 4: The Assessment Team and other key stakeholders use the results from Phase 3 to develop and execute improvements, thus restarting the cycle.
INSTITUTIONAL ASSESSMENT

Institutional assessment is a process used to determine whether or not KCC is meeting its institutional goals. At KCC, we have six core competencies:

- **Personal Growth and Responsible Citizenship**: develop contextual understanding of diversity by respecting differences in culture, perspective, and background as a citizen in local and global communities.

- **Communications**: read, write, speak, listen and use nonverbal skills to clearly, concisely, and intelligibly communicate with different audiences in a variety of social and professional settings.

- **Problem Solving**: think critically and creatively to analyze, synthesize, and evaluate to solve real world problems.

- **Work Productively**: use reasoned judgments and responsible commitments in social and professional settings to contribute to group success.

- **Technology, Research, and Information Literacy**: recognize how to acquire and use information through responsible use of technology to understand, evaluate, and synthesize information and data.

- **Systems/Processes**: apply quantitative and qualitative reasoning skills, problem solving, and interpersonal skills to manage systems and processes to adapt to changes in the workplace and global community.

Core competencies can be viewed as institutional outcomes, so to speak. That is, by the time students finish their work at KCC, ideally, they should have reached mastery of the six competencies. The **summative artifacts used to assess course outcomes are also used to assess core competencies**.
CLASSROOM ASSESSMENT – BACKWARD DESIGN

Each course has a list of established outcomes (intended results) – which align with other instructors teaching the same course (regardless of school or location). As you design your course, you'll want to start by breaking down each of the outcomes into smaller measureable objectives. What do students need to do in order to show they have mastered the skill associated with each outcome?

Outcome vs. Objective

- Outcomes are used to measure learning (evidence that learning took place).
  - If students do well... course design or assessment revision may likely be unnecessary
  - If students don’t do well... course design or assessment revision may likely be necessary

- Objectives are used to inform instruction (verification that instruction was understood).
  - If students do well... further instruction may likely be unnecessary
  - If students don’t do well... further instruction may likely be necessary

- Assessment Type = Summative
  Summative assessments are based on course outcomes; gauge student learning at a particular point in time relative to outcomes; and are graded, significant, and formal.

- Assessment Type = Formative
  Formative Assessment(s) are based on small objectives that lead to outcome achievement. They are designed as informal activities or small assignments to help instructors determine next steps; they may or may not be graded.

- By the end of this course, students can [Bloom’s Taxonomy verb] which will be demonstrated through the fulfillment of assignment objectives.

- By the end of this course, students can use defining and questioning as strategies to monitor and improve comprehension which will be demonstrated through the fulfillment of assignment objectives.

Examples

Outcome #1 = Use defining and questioning as strategies to monitor and improve comprehension
Objectives
- Identify word parts
- Analyze sentence structure to determine word function
- Compose unique contextual definitions of words
- Answer various types of questions

Outcome #2 = Demonstrate correct MLA usage in written compositions
Objectives
- Add a running head with page numbers to a document
- Format the font and spacing correctly
- Ensure the alignment meets MLA specifications
- Create a 2+ page assignment
Once you have your outcomes broken down into smaller objectives, you will want to create the artifacts that you will use throughout the semester to inform instruction and measure student learning. Your artifacts do not have to be the same as those used by other instructors teaching the same course as long as the artifacts are designed to meet the same course outcomes.

- Determine what type of artifact(s) you will use to assess whether or not students have met these objectives. Build your instruction using these objectives and artifacts.

- Determine what type of artifact(s) you will use to assess whether or not students have reached mastery of the course outcomes. Evaluate your course design with these artifacts. *You will also use these artifacts to complete your portion of KCC's institutional assessment.*

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**Summative Assessment Artifacts**
- capstone project
- graded clinical
- final exam / test
- midterm exam / test
- unit exam / test
- graded lab

**Formative Assessment Artifacts**
- paper
- project
- speech
- portfolio
- presentation

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**The Garden Analogy**

Summative assessment of the plants is the process of simply measuring them. Comparing and analyzing measurements might be interesting but these measurements do not affect the growth of the plants.

Formative assessment, on the other hand, is the equivalent of feeding and watering the plants to meet their needs which directly affects their growth.
RUBRICS, ASSESSMENT, AND CANVAS

Rubrics are detailed guides that describe performance expectations for student work. Before creating a rubric, you'll want to decide which kind will best fit your needs.

A holistic rubric is used when criteria are evaluated simultaneously.

<table>
<thead>
<tr>
<th>The &quot;A&quot; Paper</th>
<th>The &quot;B&quot; Paper</th>
<th>The &quot;C&quot; Paper</th>
<th>The &quot;D&quot; Paper</th>
<th>The &quot;E&quot; Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains no errors in logic, conventions, or mechanics. Argument is well-supported with sufficient explanation and use of credible sources.</td>
<td>Contains up to 2 errors in logic, conventions, or mechanics. Argument is supported with sufficient explanation and use of credible sources.</td>
<td>Contains up to 5 errors in logic, conventions, or mechanics. Argument is supported but lacks sufficient explanation and use of credible sources.</td>
<td>Contains up to 5 errors in logic, conventions, or mechanics. Argument is minimally supported but lacks sufficient explanation and use of credible sources.</td>
<td>Contains 5+ errors in logic, conventions, or mechanics; argument is not supported; or argument lacks explanation and use of sources.</td>
</tr>
</tbody>
</table>

An analytic rubric is used when criteria are evaluated separately.
There are two ways you can create rubrics in Canvas: A) from the assignments, discussions, or quizzes page or B) from the outcomes page.

1. If you'll be creating the rubric before your assessment (assignment, discussion, or quiz), you'll want to select Outcomes from the left navigation panel in your Canvas course to create a new rubric.

   ![Image of Outcomes navigation]

   Next, select Manage Rubrics.

   ![Image of Manage Rubrics]

   Then, click Add Rubric.

2. If you'll be creating the rubric with your assessment, you'll want to select the type of assessment you are creating (assignment, discussion, or quiz) from the left navigation panel in your Canvas course. After you create and save your assessment (add the description, instructions, questions, etc.), you're ready to create your rubric. Graphics are included on the next page that show the location for rubric creation within an assignment, quiz, or discussion.
Adding a Rubric to a Saved DISCUSSION: click Add Rubric.

Adding a Rubric to a Saved ASSIGNMENT: click + Rubric.

Adding a Rubric to a Saved QUIZ: click Show Rubric, and then, click Add Rubric (which will appear in a pop-up box).
Now, you're ready to add the criteria to your rubric. You can click the pencil icons to add and edit the text as needed (Figures A-B).

After adding your criteria, you'll want to add the core competencies most relevant to your course and the program outcomes to the rubric.

To add the competencies and outcomes to the rubric, select Find Outcome.

1. Ratings are not included when this option is selected.
2. When remove points is selected, the assignment will not have a point value.
3. To use the Mastery option, you'll have to enable the Learning Mastery Gradebook in your course settings.
4. Selecting this option allows you to use the SpeedGrader to score your students' work.
5. Hiding scores is not available when the rubric is not being used for grading. If the rubric is only being used for institutional assessment, selecting this option will hide the scores from your students though they will still see their ratings.
Your populated outcomes list will open. Click the outcome you want to add and then, uncheck the box "Use this criterion for scoring" if you do not want the outcome measured as a part of the students' grade on the assignment. Repeat this step until you've added all of the outcomes that you want to assess using this assignment. (If the outcomes list does not populate, then, you'll need to import the outcomes into your course as seen on the following pages.)

**Communications**

Students will read, write, speak, listen and use non verbal skills to clearly, concisely, and intelligibly communicate with different audiences in a variety of social and professional setting.

<table>
<thead>
<tr>
<th>Exceeds Mastery</th>
<th>Meets Mastery</th>
<th>Near Mastery</th>
<th>Well Below Mastery</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Points</td>
<td>3 Points</td>
<td>1 Point</td>
<td>0 Points</td>
<td>5 Points</td>
</tr>
</tbody>
</table>

☐ Use this criterion for scoring
Calculation Method: Highest Score

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**IMPORTANT NOTE: PLEASE ONLY ASSESS EACH COMPETENCY AND EACH OUTCOME ONE TIME - AS CLOSE TO THE END OF THE SEMESTER AS POSSIBLE - USING ONE OR MORE SUMMATIVE TYPE ASSESSMENTS.**

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**USING THE RUBRIC SCALE FOR ASSESSING CORE COMPETENCIES AND PROGRAM OUTCOMES**

In general, mastery means 80% right 80% of the time. However, until the assessment team and faculty work through a norming process and establish benchmarks, we are assigning scores for student performance using the following criteria:

- **100-level** = foundational ability/knowledge/application beyond that which is covered in high school courses
- **200-level** = intermediate ability/knowledge/application beyond that which is covered in a 100-level course
- **300-level** = advanced ability/knowledge/application beyond that which is covered in a 200-level course

Fill in the blank with either the 100-level or 200-level designation based on the course you are teaching:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Exceeds Mastery ☰ The student's ability/knowledge/application exceeds the expectations of this outcome/competency in relation to the content of this _____________course and exhibits prodigious preparedness for the next level.</td>
</tr>
<tr>
<td>3</td>
<td>Meets Mastery ☰ The student's ability/knowledge/application meets the expectations of this outcome/competency in relation to the content of this _____________course and exhibits sufficient preparedness for the next level.</td>
</tr>
<tr>
<td>1</td>
<td>Near Mastery ☰ The student's ability/knowledge/application is approaching the expectations of this outcome/competency in relation to the content of this _____________course though he or she may not be fully prepared for the next level.</td>
</tr>
<tr>
<td>0</td>
<td>Well Below Mastery ☰ The student's ability/knowledge/application does not meet the expectations of this outcome/competency in relation to the content of this _____________course and does not exhibit preparedness for the next level.</td>
</tr>
</tbody>
</table>
IMPORTING CORE COMPETENCIES AND PROGRAM OUTCOMES INTO YOUR CANVAS COURSE

1. Open your course, and click on Outcomes in the left navigation panel.

2. Then, select Find.

3. Click on Account Standards.
4. Click on Kirtland Community College.

5. Click on Core Competencies.

6. Click on the Core Competency that you want to add to your course and click Import.
7. If a notification box opens asking you if you want to import the outcome, click OK.

8. Repeat this process until you have added all relevant core competencies to your course. As you add outcomes, your course outcomes list will become populated in the left navigation panel on the main outcome screen.

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Setting up Outcomes

Outcomes are created here to track mastery in a course. To get started, checkout the menu bar along the top. Click on the New Outcome button to create a new outcome, or the New Group button to create a new group to organize your outcomes into. The Find button will allow you to use outcomes that have been created by your state or institution. As you create and use outcomes you will be able to use the panel to the left to navigate through your outcomes. You can drag and drop outcomes between the different levels to create structure.

In order to import a large quantity of Outcomes at once, or to update your existing outcomes, please follow the CSV format.

More importantly, Canvas allows you to add outcomes to your grading rubrics so that you can evaluate mastery as you grade assignments. Once you've set up outcomes, click Manage Rubrics to start using your outcomes for grading.
After importing the core competencies, you'll want to add relevant program outcomes to your course by following a similar process.

Select Outcomes in the left navigation panel of your Canvas course if you are starting from the beginning.

1. Then, use the following order to import relevant program outcomes:

   1. Find → Account Standards → Kirtland Community College.
   2. Next, click on General Education or Occupational Education (Division).
   3. Click on the Program in which your course is situated.
   4. Click on the outcome that you want to add to your course and click Import.
   5. If a notification box opens asking you if you want to import the outcome, click OK.
   6. Follow this process until you have added all relevant outcomes to your course. As you add outcomes, your course outcomes list will become populated in the left navigation panel on the main outcome screen.
As you may now realize, assessment is a marathon, not a sprint. We’d like to take this opportunity to thank you for helping us tread the continuous loop as we strive to make Kirtland the number one community college in the State of Michigan and beyond. Here are some more resources to assist you moving forward:

- Academic Assessment: https://www.kirtland.edu/academic-assessment
- Accreditation: https://www.kirtland.edu/accreditation
- Center for Teaching & Learning Resources: https://ctl.kirtland.edu/for-employees
- Information Technology Services: https://www.kirtland.edu/its

If you have any questions about the content in this handbook or need further assistance, please contact Dave Cable by phone (989-275-5000, ext. 423) or by email (dave.cable@kirtland.edu).

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