

ASSESSMENT HANDBOOK



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.

HANDBOOK CONTENTS

The Education Pathway	Page 2
Accreditation	Page 3
Assessment Cycle	Page 3
Institutional Assessment	Page 4
Classroom Assessment	Pages 5-6
Rubrics, Assessment, and Canvas	Pages 7-11
Using the Core Competency Rubric	Page 11
Importing Core Competencies Into Canvas Course	Pages 12-14
Importing Program Outcomes Into Canvas Course	Page 15
Additional Resources	Page 16

THE ASSESSMENT TEAM

Amy Kuczynski	Biology Faculty
Christine Bingle	Speech Faculty
Courtney Hornof	Developmental English Faculty
Michael Peters	Psychology Faculty
John Thiel	History Faculty
Julie Lavender	Vice President of Instructional Services
David Cable	Center for Teaching and Learning Director
Rena Klee	Associate Registrar
Wini Sharpe	Systems Analyst

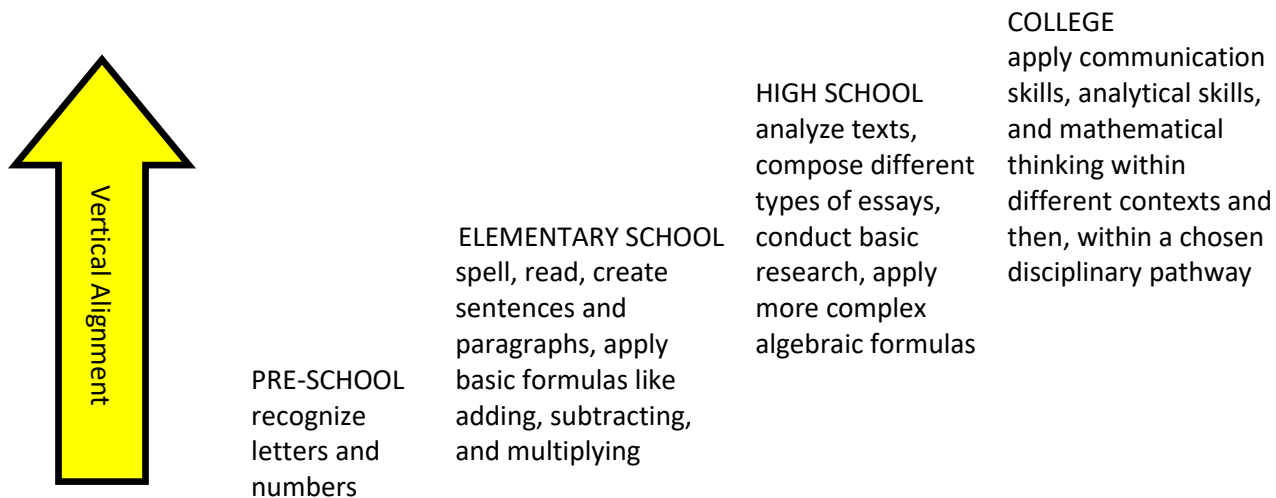
WELCOME

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



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.

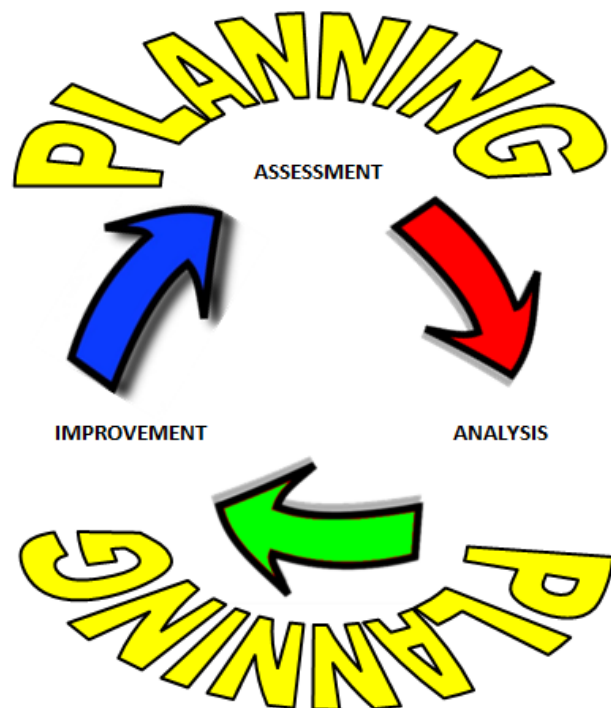
KCC strives to maintain accreditation institutionally through the Higher Learning Commission (HLC) to provide our stakeholders with the assurance that our educational standards of quality are exemplary. Additionally, certain programs maintain additional accreditations (e.g. health information technology,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

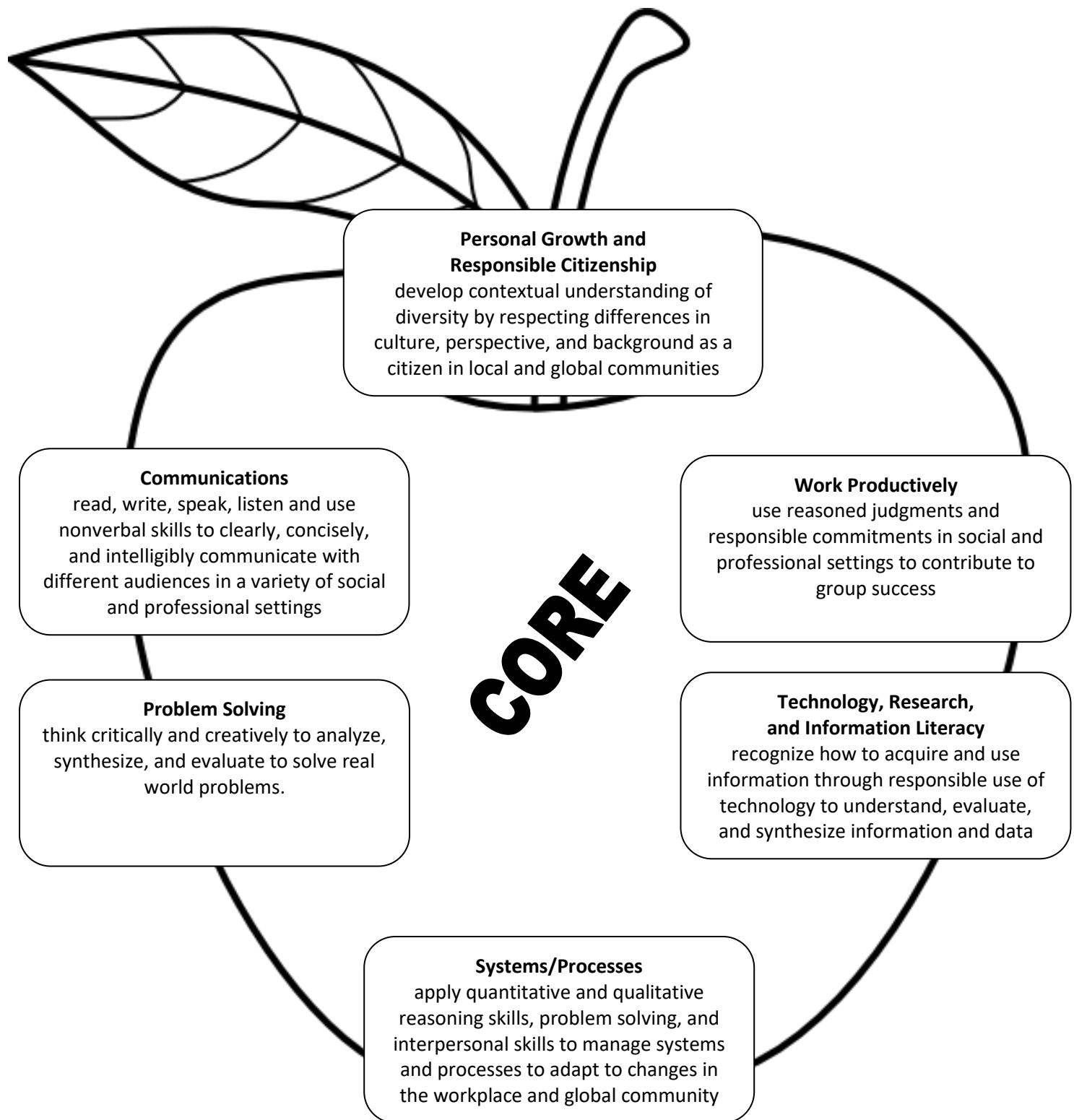
Some areas of improvement may include:

- 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:



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

- | | |
|---|---|
| <ul style="list-style-type: none"> ○ Outcomes are used to measure learning (evidence that learning took place). <ul style="list-style-type: none"> ▪ 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 ○ 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. ○ 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 <i>use defining and questioning as strategies to monitor and improve comprehension</i> which will be demonstrated through the fulfillment of assignment objectives. | <ul style="list-style-type: none"> ○ Objectives are used to inform instruction (verification that instruction was understood). <ul style="list-style-type: none"> ▪ If students do well... further instruction may likely be unnecessary ▪ If students don't do well... further instruction may likely be necessary ○ 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. ○ This assignment aims to determine the level at which students can [objective] (which is necessary for students to meet outcome #? of this course). ○ This assignment aims to determine the level at which students can <i>identify word parts</i> (which is necessary for students to meet outcome #1 of this course). |
|---|---|

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

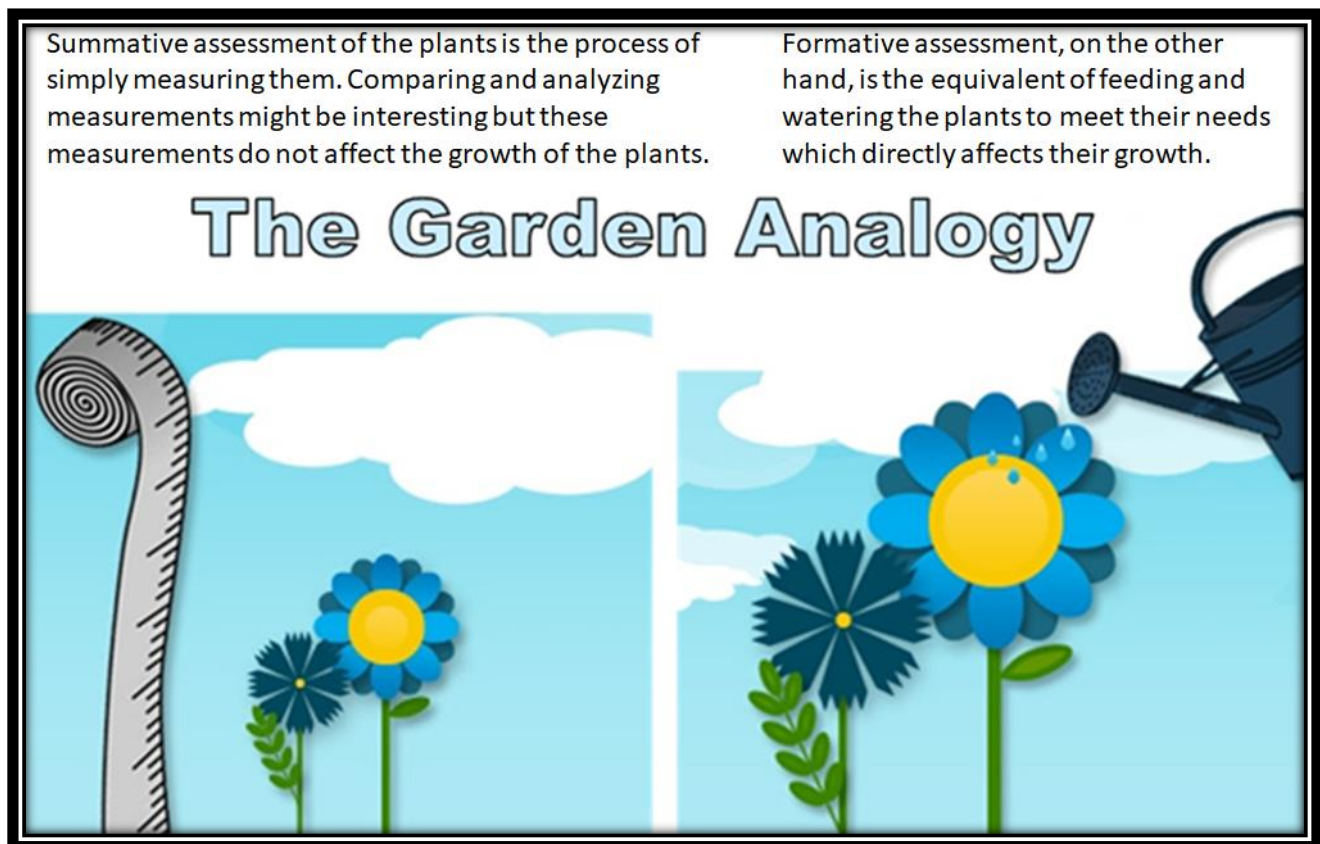
Outcome #2 = Demonstrate correct MLA usage in written compositions

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.*



Summative Assessment Artifacts

- | | |
|-----------------------|----------------|
| ✓ capstone project | ✓ paper |
| ✓ graded clinical | ✓ project |
| ✓ final exam / test | ✓ speech |
| ✓ midterm exam / test | ✓ portfolio |
| ✓ unit exam / test | ✓ presentation |
| ✓ graded lab | |

Formative Assessment Artifacts

- | | |
|----------------------|-------------------|
| ✓ conferences | ✓ quiz |
| ✓ demonstrations | ✓ response papers |
| ✓ drawings | ✓ summaries |
| ✓ exit slips | ✓ surveys |
| ✓ graphic organizers | ✓ Q & A |
| ✓ journals | ✓ KWL |

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.

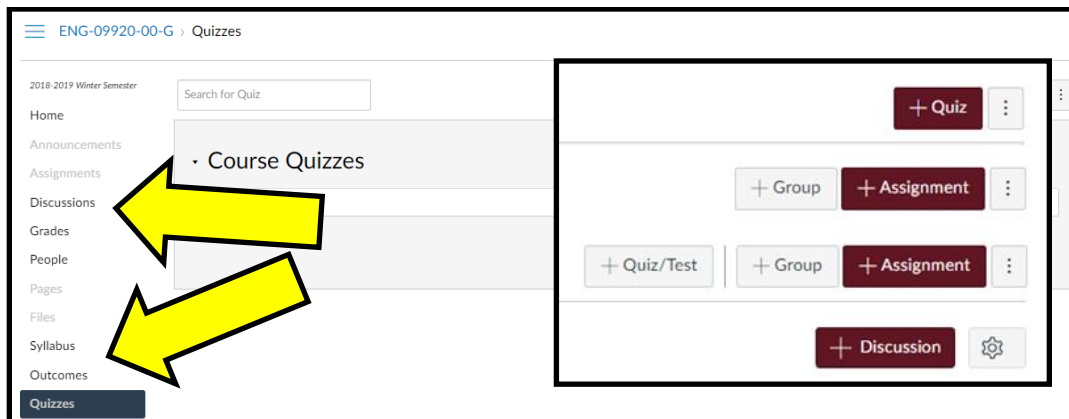
The "A" Paper	The "B" Paper	The "C" Paper	The "D" Paper	The "E" Paper
Contains no errors in logic, conventions, or mechanics. Argument is well-supported with sufficient explanation and use of credible sources.	Contains up to 2 errors in logic, conventions, or mechanics. Argument is supported with sufficient explanation and use of credible sources.	Contains up to 5 errors in logic, conventions, or mechanics. Argument is supported but lacks sufficient explanation and use of credible sources.	Contains up to 5 errors in logic, conventions, or mechanics. Argument is minimally supported but lacks sufficient explanation and use of credible sources.	Contains 5+ errors in logic, conventions, or mechanics; argument is not supported; or argument lacks explanation and use sources.

An analytic rubric is used when criteria are evaluated separately.

Title: J19-103-Practice		Find a Rubric				
Criteria	Ratings					Pts
Conventions Grammar, punctuation, spelling, capitalization, and sentence structure	5 pts Proficient No errors	4 pts Above Average Errors are limited to 2-3	3 pts Average No distracting errors	2 pts Needs Work One or more types of distracting errors	0 pts What happened? Assignment is completely lacking in this area	<input type="text" value="5"/> pts
Mechanics APA/MLA formatting and citations guidelines, alignment, margins, indentation, spacing, colors, graphics, and font size/type	5 pts Full Marks No errors	4 pts Above Average Errors are limited to 2-3	3 pts Average No distracting errors	2 pts Needs Work One or more types of distracting errors	0 pts What happened? Assignment is completely lacking in this area	<input type="text" value="5"/> pts
Content & Development Relevance, elaboration, knowledge-management, flawless logic, style, purpose, tone, context, audience, organization	5 pts Proficient No errors	4 pts Above Average Errors are limited to 2-3	3 pts Average No distracting errors	2 pts Needs Work One or more types of distracting errors	0 pts What happened? Assignment is completely lacking in this area	<input type="text" value="5"/> pts

There are two ways you can create rubrics in Canvas: A) from the assignments, discussions, or quizzes page or B) from the outcomes page.

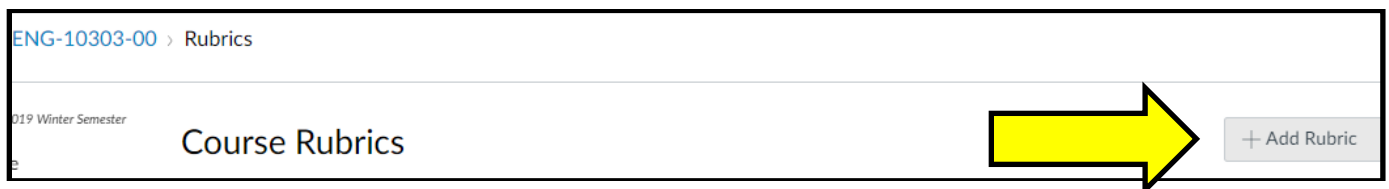
1. If you'll be creating the rubric before your assessment (assignment, discussion, or quiz), you'll want to select Outcomes from the left navigation panel in your Canvas course to create a new rubric.



Next, select 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.

This is a graded discussion: 5 points possible due Jan 1

Test Discussion
Courtney Hornof

Instructions are located here.

Search entries or author Unread [Eye Icon] [Up Arrow Icon] [Down Arrow Icon] **✓ Subscribed**

↩ Reply

Menu options: Mark as Read, Delete, **Add Rubric**, Share to Commons

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

ENG-10303-00 > Assignments > Assignment X

2019 Winter Semester

Assignment X [Publish] [Edit] [More Icon]

Details about assignment...

Points 5
Submitting a file upload

Due	For	Available from	Until
	Everyone	-	-

+ Rubric

Adding a Rubric to a Saved QUIZ: click Show Rubric, and then, click Add Rubric (which will appear in a pop-up box).

> Quizzes > Quiz: Recognizing Plagiarism

Assignment Rubric Details [Close Icon]

Quiz: Recognizing Plagiarism

Menu options: **Show Rubric**, Lock this Quiz Now, Delete, Share to Commons

Pop-up box options: **Add Rubric**

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).

The interface shows a form for creating a rubric. At the top, there's a 'Title' field with the text 'Some Rubric'. Below this is a table with three columns: 'Criteria', 'Ratings', and 'Pts'. The 'Criteria' column contains a 'Description of criterion' with a pencil icon and a trash icon. The 'Ratings' column shows '5 pts Full Marks' and '0 pts No Marks' with a plus icon between them. The 'Pts' column has a '5 pts' input field. At the bottom, there are links for '+ Criterion' and 'Find Outcome', and buttons for 'Cancel' and 'Create Rubric'. A yellow arrow points to the pencil icon in the 'Criteria' column.

Figure A

The 'Edit Criterion' dialog box has a close button (X) in the top right. It contains two text input fields: 'Description' with the placeholder 'Description of criterion' and 'Long Description' which is a larger text area. At the bottom, there are 'Cancel' and 'Update Criterion' buttons.

Figure B

The 'Edit Rating' dialog box has a close button (X) in the top right. It contains three input fields: 'Description of criterion' (disabled), 'Rating Score' with a value of '5' and 'pts' unit, and 'Rating Title' with the value 'Full Marks'. There is also a 'Rating Description' text area. At the bottom, there are 'Cancel' and 'Update Rating' buttons.

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.

The 'Assignment Rubric Details' dialog box has a close button (X) in the top right. It contains the same rubric creation form as Figure A. Below the form, there is a list of five options, each with a numbered circle and a checkbox:

- 1. ☐ I'll write free-form comments when assessing students
- 2. ☐ Remove points from rubric
- 3. ☐ Don't post Outcomes results to Learning Mastery Gradebook
- 4. ☐ Use this rubric for assignment grading
- 5. ☐ Hide score total for assessment results

 At the bottom, there are 'Cancel' and 'Create Rubric' buttons. A yellow arrow points to the 'Find Outcome' link in the rubric form.

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 nonverbal skills to clearly, concisely, and intelligibly communicate with different audiences in a variety of social and professional setting.

Exceeds Mastery	Meets Mastery	Near Mastery	Well Below Mastery	Total Points
5 Points	3 Points	1 Points	0 Points	5 Points

☐ Use this criterion for scoring

Calculation Method: Highest Score

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.

USING THE RUBRIC SCALE FOR ASSESSING CORE COMPETENCIES AND PROGRAM OUTCOMES

Exceeds Mastery	Meets Mastery	Near Mastery	Well Below Mastery	Total Points
5 Points	3 Points	1 Points	0 Points	5 Points

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:

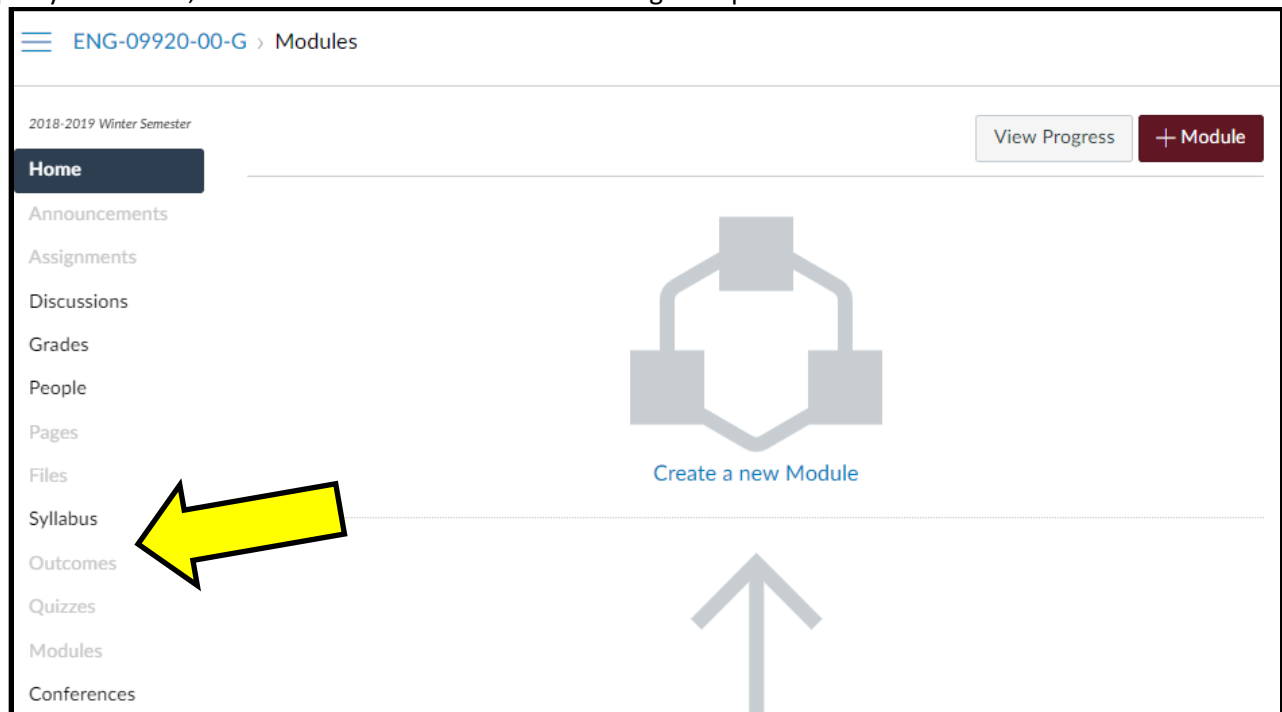
- 100-level = foundational ability/knowledge/application beyond that which is covered in high school courses
- 200-level = intermediate ability/knowledge/application beyond that which is covered in a 100-level course
- 300-level = advanced ability/knowledge/application beyond that which is covered in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

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

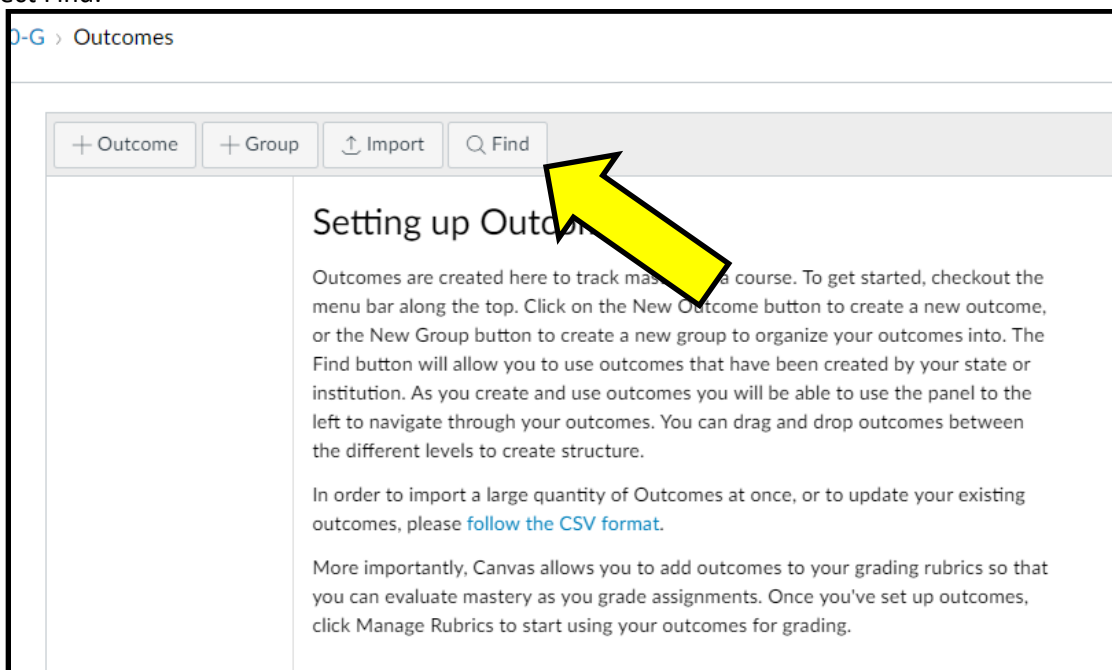
5	Exceeds Mastery ⇒ The student's ability/knowledge/application exceeds the expectations of this _____ course and exhibits prodigious preparedness for the next level.
3	Meets Mastery ⇒ The student's ability/knowledge/application meets the expectations of this _____ course and exhibits sufficient preparedness for the next level.
1	Near Mastery ⇒ The student's ability/knowledge/application is approaching the expectations of this _____ course though he or she may not be fully prepared for the next level.
0	Well Below Mastery ⇒ The student's ability/knowledge/application does not meet the expectations of this _____ course and does not exhibit preparedness for the next level.

IMPORTING CORE COMPETENCIES AND PROGRAM OUTCOMES INTO YOUR CANVAS COURSE

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



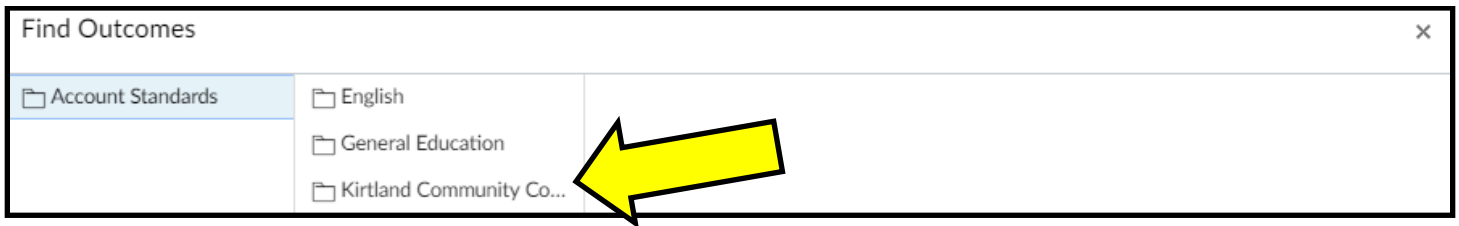
2. Then, select Find.



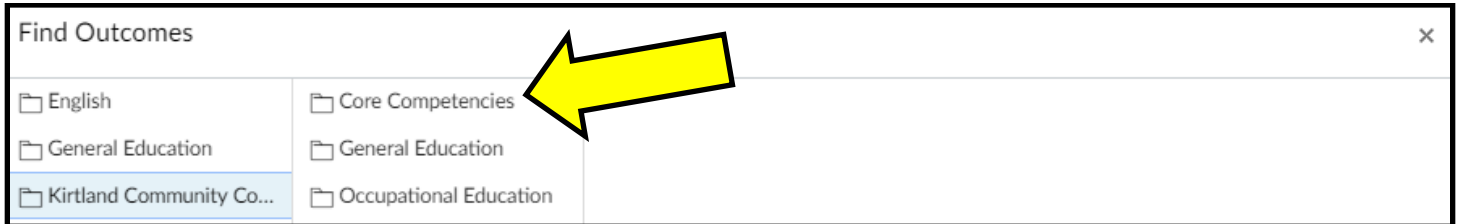
3. Click on Account Standards.



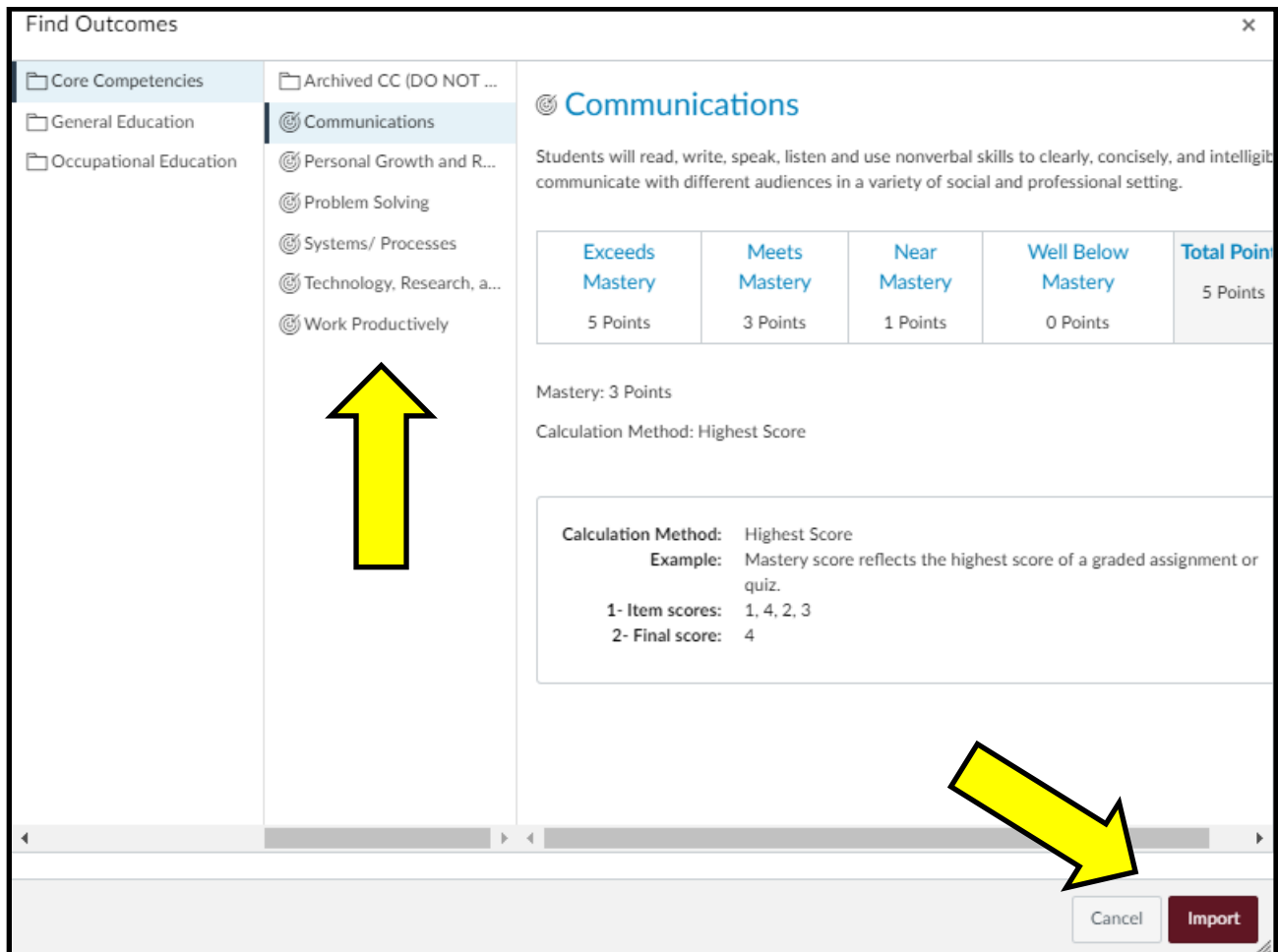
4. Click on Kirtland Community College.



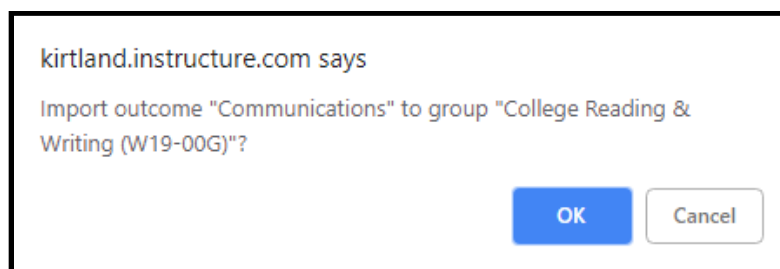
5. Click on Core Competencies.



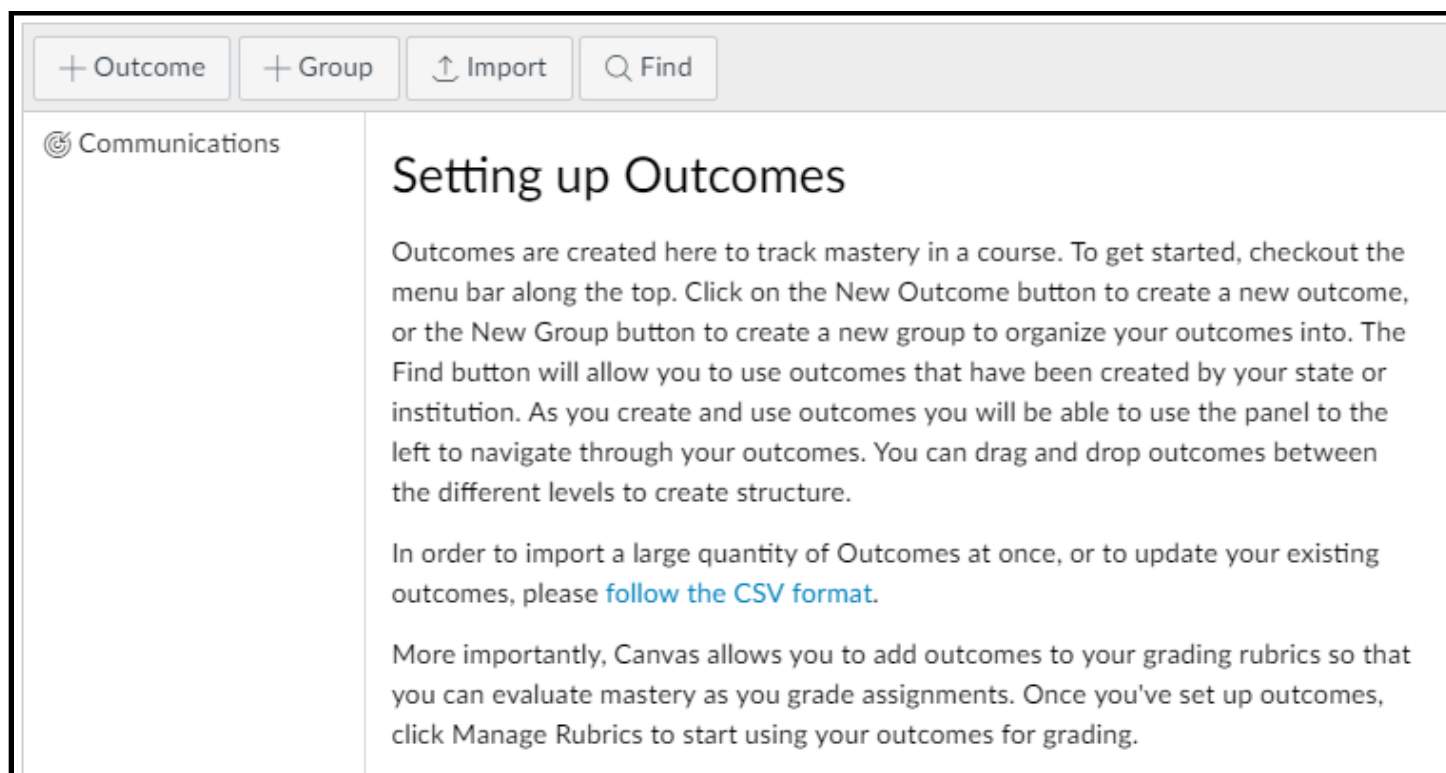
6. Click on the Core Competency that you want to add to your course and click Import.



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.

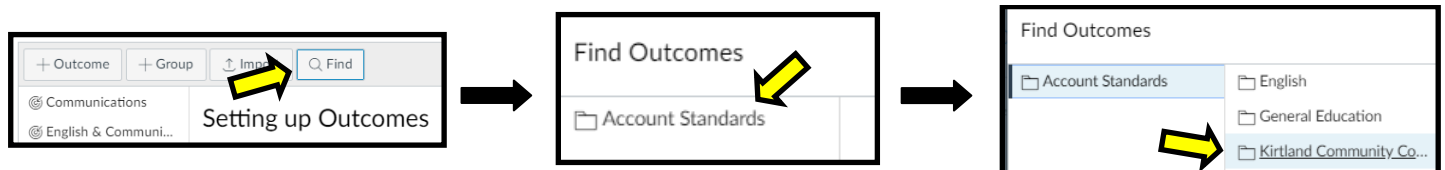


After importing the core competencies, you'll want to add relevant program outcomes to your course by following a similar process.

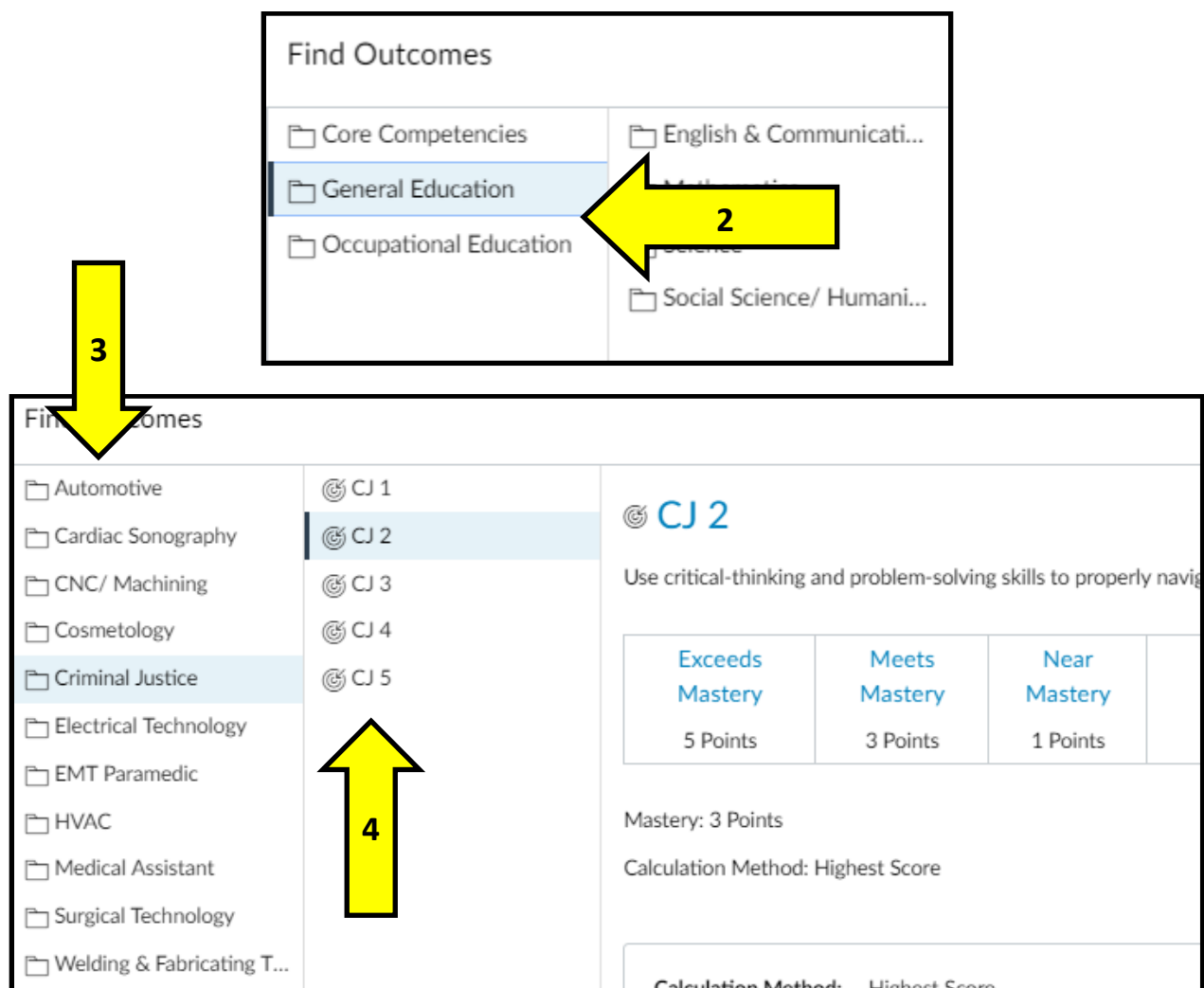
Select Outcomes in the left navigation panel of your Canvas course if you are starting from the beginning.

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

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).

