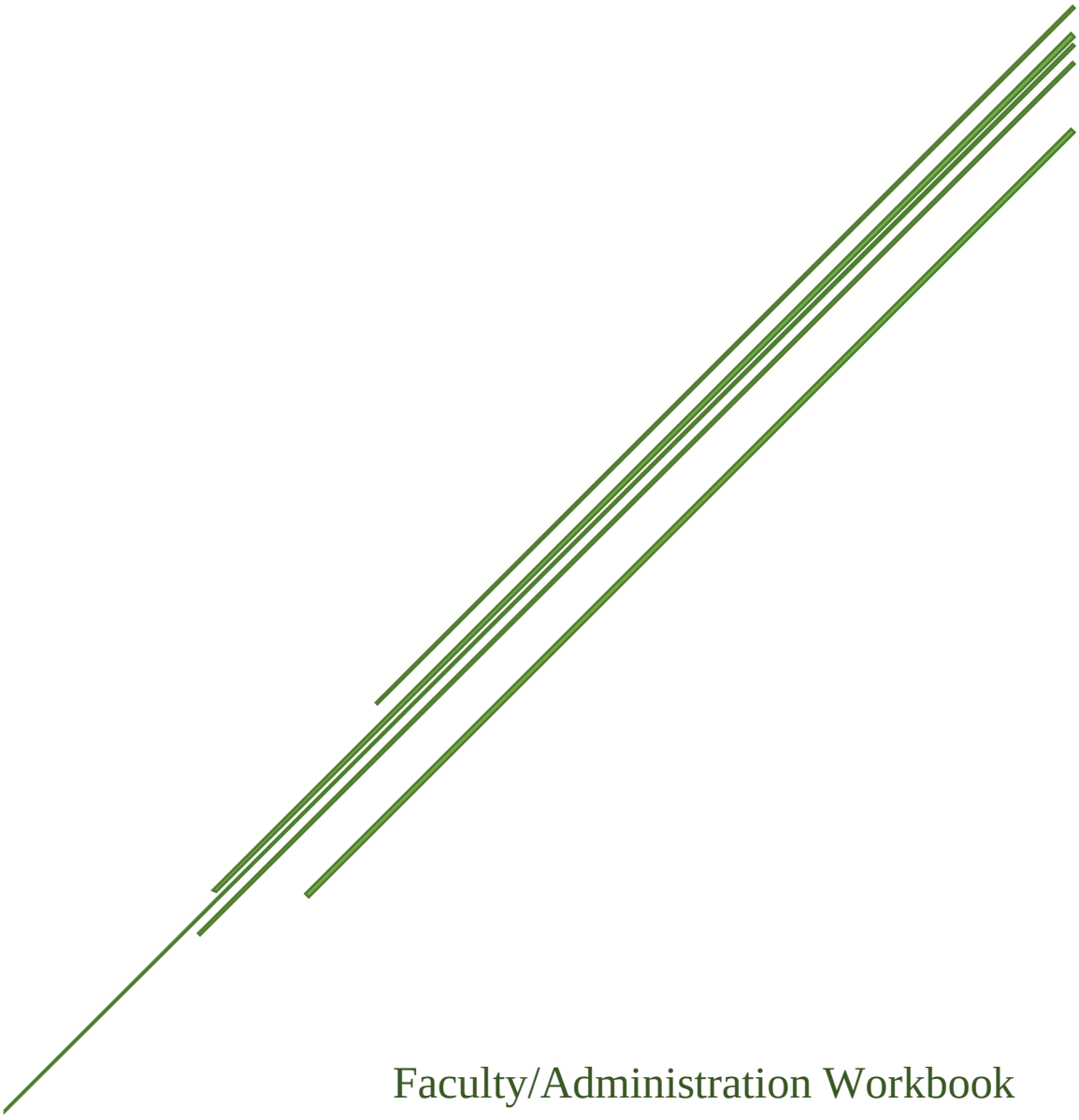
NORTH CENTRAL STATE COLLEGE
FALL 2020 ASSESSMENT HANDOOK

AY 2020-2021



Faculty/Administration Workbook

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PART I – Policy, Philosophy, Roles

For any institution to have a successful assessment program that effectively reviews and allows for the improvement of teaching, it is essential that the institution have a systematic method of assessment that is embedded into the institutional culture. This means it cannot be dependent upon one position, or even one office to maintain its integrity. Consequently NCSC has worked to create an assessment program of student learning outcomes, which is college-wide, and encompasses co-curricular assessment as well as more formalized classroom assessment.

NCSC has developed a formal policy to help ensure continuity in its assessment of student learning. Policy 3357:14-95 Assessment of Student Learning Policy Assessment of Student Learning Policy provides the first step towards valuing learning assessment over time. The policy reads:

3357:14-95 Assessment of Student Learning Policy Assessment of Student Learning Policy

1. Assessment of student learning is an ongoing, systematic approach to establishing clear and measurable goals of learning. North Central State College supports student learning assessment as a means of understanding and improving student learning.
2. Information on student learning will be gathered, analyzed, and interpreted for continuous improvement of teaching and learning. The assessment of student learning may be at the course, program, or institutional level.
3. Assessment fosters effective student learning, curriculum enhancement, and program development, and contributes to resource allocation decisions. The assessment of student learning is a college-wide responsibility, and is guided by the Chief Academic Officer, and the assessment committee.

This handbook is designed to assist faculty and administrators and to serve as a guide in understanding the process of assessment at the college, program and department level.

The goal of assessment at NCSC

To create an organized and systematic method of assessment at NCSC. As a degree- granting institution, the College assesses its programs, services, and student academic achievement for the purpose of continuous improvement and to guide strategic planning and decision-making. We strive to implement this procedure with broad-based participation to assure that assessment at NCSC is an integral part of all college activities.

What is Assessment

Assessment is the systematic process of investigating student learning through gathering, analyzing and using information about student learning outcomes. Assessment is the ongoing process of understanding, improving, and documenting student learning at the college, program, department, and course levels. A well-developed plan consists of a variety of assessment methods.

Who is Responsible for Assessment

Assessment is the responsibility of everyone. It is not the sole responsibility of one faculty member or one administrator. Everyone who engages in student learning **in and out** of the classroom is responsible.

Why is Assessment Important

Assessment is all about student learning and improving our educational setting. **Careful** collection and interpretation of the assessment data can be used to improve student learning. Our program as well as institution wide accreditors **require** our college to engage in systematic assessment activities.

- To enhance the learning and teaching processes
- To have a benchmark with other institutions
- To provide continuous quality improvement
- To enhance faculty pedagogy
- To improve strategic planning
- To demonstrate institutional effectiveness to internal and external stakeholders.

What are the necessary components of a successful assessment program

The assessment program must have the long-term commitment in terms of administrative support and leadership.

- Trust needs to be maintained between all levels at the institution for transparency of results to lead change.
- Faculty need to complete and maintain their program assessment reports.
- Programs are required to conduct regular program review, generally every three years.
- Regular communication of assessment should occur with internal as well as external stakeholders (Advisory committees, Accreditors, etc.)
- **Assessment results are not used for personnel evaluations.**

What are the Roles in Assessment

Faculty

- Must participate in assessment activities such as developing learning outcomes, collecting samples of student work, participating in norming sessions, discussing desired outcomes, use results to improve pedagogy, as well as directing students to appropriate co-curricular activities that support the classroom work.
- Complete TASK (Total Assessment of Student Knowledge, which includes program assessment report, college-wide outcome deployment, soft skills assessment plan or data) annually, and attend assessment committee follow up meetings, every three years.
- Each program areas is responsible for establishing the program learning outcomes expected of their students upon graduation. Some health programs will also have freshman and sophomore level outcomes.
- Engage program colleagues in shared conversations about student learning and assessment.
- Maintain assessment maps: a program curriculum map
- Work with faculty outside of their discipline to close the loop between findings and instruction.

Deans

- Encourage and support faculty and programs to engage in assessing student learning at the classroom and program level.

- Make funding available to support program assessment efforts.
- Provide leadership and work with programs to ensure completion of the assessment reports.
- Act on assessment results.

Assessment Committee Chair

- Facilitate meetings
- Assign roles to members/with input
- Meet with CAO/Academic Services Director as needed/once quarterly at least
- Work with Academic services coordinator on assessment website
- Point person for faculty training related to assessment
- Work with Academic Services director in relation to HLC reports.

Assessment Committee Members

- Acts as a resource to academic and non-academic programs, individual faculty, and committees for assessing student learning outcomes and program evaluation.
- Receives evaluation reports from all programs.
- Helps each program formulate an assessment plan.
- Verifies implementation of assessment plans.
- Proposes recommendations facilitating ongoing assessment practices which enhance institutional effectiveness.
- Provides training and educational opportunities for faculty and staff to facilitate awareness of assessment issues and practices.
- Remains current and knowledgeable about the latest assessment tools, practices, and guidelines.

Vice President Academic Services/CAO

- VP supervisory head of committee
- Communicates/enforces assessment activities within the supervisory structure
- Communicates the value of assessment and publicly promotes its importance.
- Identifies, establishes, and makes available support and resources that initiate, build, and sustain the commitment to assessment.

Academic Services Director/ALO

- Guide the overall direction of assessment per HLC guidelines
- Assists in relation to in-service/convocation training
- Meets with VP & Assessment Chair regularly

Charge of the Assessment Committee

Serve in an advisory capacity and assist the academic departments as they develop and implement their general learning outcomes and assessment plans. Assist, document and communicate assessment processes and results. **Chair**: chair and vice-chair (two faculty members to be chosen by the committee members from the committee membership)

Members: CAO, one academic dean and/or assistant dean, two faculty representatives from each of the three academic divisions (four faculty members altogether beyond the chair and vice chair), academic services director.

PART II– Nuts and Bolts of Assessment

The first step in writing effective student learning outcomes is reviewing the mission, vision and goals of your area.

Use these different stems to brainstorm learning outcome options.

- What should your students KNOW once they complete your program?
- What should your students BE ABLE TO DO OR DEMONSTRATE once they complete your program?
- What DIFFERENCE will you see in our students by graduation?

Assessment Steps

Assessment steps include:

- Develop/writing the student learning outcomes.
- Check for alignment between the curriculum and the outcomes.
- Develop an assessment plan (must use direct measures).
- Collect assessment data.
- Use results to improve the program.
- Routinely examine the assessment process and correct, as needed

Writing Outcomes

The following formula should help you get started:

Students who **(Action Verb 1)** the **(Program/Service)** shall be able to **(Action Verb 2) (Intended Outcomes).** This simple formula above works for all levels of academic and co-curricular assessment.

Course Level

Students who **complete RNUR 1010** shall be able to **conduct** all **nursing procedures safely** according to criteria listed on critical skill sheets.

Program Level

Students who **graduate from NCSC's Accounting Program** shall be able to **summarize a company's financial position using accounting and finance data.**

<<something>>." Each outcome should have only one verb, and it should be the highest learning order verb from Bloom's Taxonomy. The goal of the simplified outcomes is for the students to really understand what skills and/or knowledge they should have once they complete their course and their program and for faculty to be able to measure them.

To make anything work, we need a map of where we are going and when we intend to get there. There are multiple ways to organize an assessment plan, but commitment to **dialogue** with colleagues and excellence is the foundation. It is essential to have an assessment plan in place **that evolves and changes** within a structured framework. An assessment plan is: "a document that outlines what **empirical** data will be collected, by **whom**, for the assessment each of the learning outcomes…."

Using Bloom's Taxonomy

Bloom's Taxonomy is an educational philosophy used to classify learning outcomes for students. It is a component of how we evaluate student learning at North Central State College.

In the cognitive model of the taxonomy, learning is divided into six levels. This model includes classification levels that travel from basic to complex thinking. These levels are: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. A brief look at these classifications illustrate the method by which learning advances in this taxonomy:

- Knowledge - to know specific facts, terms, concepts, principles, or theories;
- Comprehension - to be able to understand, interpret, compare, and contrast, explain;
- Application - to apply knowledge to new situations, to solve problems;
- Analysis - to identify the organizational structure of something; to identify parts, relationship and organizing principles;
- Synthesis - to create something, to integrate ideas into a solution, to propose an action plan, to propose a new classification scheme;
- Evaluation - to judge the quality of something based on its adequacy, value, logic, or use.

This classification system is a powerful tool to use to develop and evaluate outcomes as it explains the process of learning:

- Before a student can understand a concept, a student must remember it.
- To apply a concept, a student must first understand it.
- In order to evaluate a process, a student must have analyzed it.
- To create an accurate conclusion, a student must have completed a thorough evaluation.

As a student progresses through the curriculum to the completion of their program, the student should pass through the levels of Bloom's Taxonomy, establishing knowledge and understanding at the beginning of the program all the way to evaluating and/or creating at the end of the program. Creating a learning process map to see where students first gain knowledge, then apply, and finally evaluate provides a good picture of where the program outcomes are being taught and applied.

Bloom's Taxonomy has key verbs that are used with each level of learning. Additionally, these learning levels can be used in conjunction with levels of questions and types of assessments. A resource has been compiled to be used when considering creating new outcomes or revising current ones.

Curriculum Maps

Curriculum mapping is a way to determine alignment within a program and between courses. It can even be used within a single course and the lessons that are offered. Mapping identifies where and how a particular outcome is expected, explicitly taught for, and assessed. It is a method to understand the nature and role of prerequisites as well as electives within a program. Ultimately, mapping is a way of seeing the organizational structure of the program.

At a program level, a curriculum map can provide an overview of the structure of the curriculum and the contribution of individual courses to the outcomes of the program. It can identify program strengths by determining where and how learning outcomes are being addressed, and it can identify gaps with those learning outcomes that are only addressed by a few courses. Additionally, a map can show the optimal sequence for taking courses in a program and why some courses should be taken in a particular order.

Questions that can be answered by creating a curriculum map.

- In core program courses, are all outcomes addressed, and in a logical order?
- Do all core program courses address at least one outcome?
- Do some outcomes get more coverage than others?
- Are all outcomes first introduced and then reinforced?
- Are students expected to show high levels of learning too early?
- Do students practice all outcomes before being assessed, e.g., in the capstone?
- Do all students, regardless of which electives they choose, experience a coherent progression and coverage of all outcomes?

Types and Levels of Assessment

The College is committed to an institution-wide, ongoing assessment process and recognizes that the ultimate purpose of assessment is to enhance student development opportunities; thus, assessment activities must be diverse and occur at various levels.

College-Wide: At this level, assessment activities will measure institutional success in meeting the 7 college-wide outcomes of

- Written Communication
- Oral Communication
- Critical Thinking
- Information Literacy
- Quantitative Literacy
- Intercultural Knowledge and Competence
- Professional (Soft) Skills

These outcomes are displayed on all syllabi under section K.

Program

Assessment of NCSC programs will address, on a division and department level, goals that are comprehensive but clearly defined. In addition, program assessment will evaluate the effectiveness and relevance of courses by continuing to measure student goals, program and degree requirements, and

student demand for courses. These outcomes are listed on each programs' PARS report- located under the college's Assessment webpage. https://ncstatecollege.edu/assessment-of-student-learning/

Course

Assessment on this level occurs in the classroom where instructors clearly measure course outcomes. These outcomes are clearly stated in the syllabi under section L. Template of syllabi can be found in the curriculum management system.

Formative assessment

is taken as students' progress through a course and is intended to identify areas of learning that need to be improved before the end of the course.

Summative Assessment

measures student achievement of course outcomes documenting student learning at the end of the course.

Indirect and Direct Assessment

Indirect assessment of student learning measures students' perceptions of their knowledge or skill gains. Indirect assessment reporting methods include student surveys, self-evaluations, and other self-reporting methods. In other words, "An indirect assessment method is based upon a report of perceived student learning. Indirect measures of assessment provide opportunities for students to reflect on their learning and inform the reviewers their perceptions of their learning experience" (Palomba & Banta, 1999).

Examples of Indirect Assessment Tools

- CCSSE
- SSI
- End of Course Evaluations
- Graduate Surveys
- Focus groups

Direct assessment of student learning is an evaluation of student work designed to test attainment of learning outcomes. Direct assessment reporting methods include pre-/posttests, rubrics, exams, and similar professional evaluations. Another definition of direct assessment methods requires "students to demonstrate knowledge and skills and provide data that directly measure achievement of expected outcomes. That is, students must actively do something observable or measurable using the knowledge and skills" they acquired in their course or program (Lincoln Land Community College 2018). One contention is: "The strength of direct measurement is that faculty members are capturing a sample of what students can do, which can be very strong evidence of student learning. A possible weakness of direct measurement is that not everything can be demonstrated in a direct way, such as values, perceptions, feelings, and attitudes" (Santa Rosa Junior College 2006).

Examples of Direct Assessment Tools

- Preceptor rubrics
- Standardized exams

- NCSC developed assessments
- Portfolios
- Performance appraisals
- External examiner
- Oral exams

Assessment Timeline

Faculty will assess program outcomes throughout the academic year.

However**, TASK Report, which includes the Program Assessment Reports, Professional Skills Assessment Report, and the CWO charts,** are due to the Assistant Dean of each division the **Tuesday before Thanksgiving Break.** The report will cover the assessment date from the previous fall, spring, and summer (if applicable) semesters. **Each PAR will include:**

- Term and Year;
- Course Information (Subject-Number-Section) where data was collected;
- Program Learning Outcomes
- Assignment used (Submitted as an attachment);
- Assessment results (# Meets, #Not Meets, #Did Not Complete Assignment);
- The criteria used in the assignment to determine whether a student met the course outcome;
- Description and justification of any actions taken to adjust student learning for the class, future changes if taught again, or explanation why no action was necessary.

College-Wide Outcomes Assessment Rubrics

These reports will be sent to the faculty every Fall semester by the Academic Services Office. It will be a compilation of all VALUE Rubrics deployed in program courses for the previous academic year.

Co-Curricular Assessment

Why Co-Curricular Assessment?

In 1994, the American College Personnel Association (ACPA) developed the Student Learning Imperative which called for higher education institutions to create “conditions that motivate and inspire student to devote time and energy to educationally-purposeful activities.” This means that colleges should be helping students connect their in-class experiences with out-of-class experiences focusing on the institution-level outcomes.

Additionally, the Higher Learning Commission has criteria addressing co- curricular activities, 3.E.1. States, “Co-curricular programs ... contribute to the educational experience of its students,” then in 4.B.2, “The institution assesses achievement of learning outcomes that it claims for its...co-curricular programs.”

Co-curricular assessment is important as, unlike the controlled educational environment of the classroom, it can provide essential data that students can and are applying the learning outcomes to their lives, better demonstrating our college’s dedication to lifelong learning.

Co-Curricular Assessment Timeline

Annual Co-Curricular Assessment Reports , are due to the Director/Dean of each division the **Tuesday before Thanksgiving Break.** The report will cover the assessment date from the previous fall, spring, and summer (if applicable) semesters.

Conclusion

This assessment handbook is intended to be a living document, subject to change and adjustment at regular intervals. It is not intended as an end, rather as a beginning for undertaking the challenges set before the College as the institution moves forward.

As established, the College is committed to the assessment of student learning for continually improving institutional effectiveness and the quality of instruction at NCSC. Assessment results will invariably lead to curriculum and program review, staff development, and institutional improvement activities.

There remain many opportunities for improvement, as with any plan, and there will indeed be modification. However, this handbook sets the tone for the best possible design and most effective implementation for North Central State College.

GLOSSARY

Assessment: The systematic process of determining educational objectives, gathering, using, and analyzing information about student learning outcomes to make decisions about programs, individual student progress, or accountability. Methods used to analyze student learning outcomes or achievement of program objectives.

Assessment Plan: A document used to summarize the relationship between program outcomes and courses, course assignments, or course syllabus objectives to examine congruence and to ensure that all outcomes have been sufficiently structured into the curriculum.

Benchmark: A criterion-referenced objective performance datum that is used for comparative purposes. A program can use its own data as a baseline benchmark against which to compare future performance. It can also use data from another program as a benchmark. In the latter case, the other program often is chosen because it is exemplary, and its data are used as a target to strive for, rather than as a baseline (James Madison University).

Bloom's Taxonomy: The extent and rigor of learning as defined by six levels by Benjamin Bloom: (1- Knowledge; 2- Recall and Comprehension; 3- Application; 4- Analysis; 5- Synthesis; 6- Evaluation); characterized by action verbs.

K-A-S (Knowledge-Application-Synthesis): A condensed version of Bloom's Taxonomy using one level to represent two levels: K (Levels 1 and 2), A (Levels 3 and 4), and S (Levels 5 and 6). Often used in developing curriculum maps to show progression of student knowledge.

Capstone Course: A course that encompasses educational experience and provides a summative demonstration of competencies.

Closing the Loop: Evaluative steps in the assessment process that lead to program improvement. This is accomplished by reviewing the data collected in course assessment and discussing possible methods of course or program educational improvement or revision.

Co-curricular: Activities, programs, and learning experiences that complement, in some way, what students are learning in school – i.e. experiences that are connected to or mirror the academic curriculu.

Competency: The demonstration of the ability to perform a specific task or achieve a specified criterion.

Course- level Assessment: Assessment of student- learning outcomes in a specific course. Faculty members engage in course assessment by evaluating student performance on assignments, projects, and exams, and then using that information to improve student learning. The focus is on understanding the performance of an entire class or the effectiveness of the course across multiple sections.

Course Learning Outcomes: A demonstrable competency at a certain level of proficiency (what does the student know; what can the student do); outcomes must be measurable for the sake of assessment. Measurement can be both objective (quantifiable) and/or subjective (qualitative).

Curriculum Mapping: Curriculum mapping is a process for collecting and recording curriculum- related data to identify core skills and content taught, processes employed, and assessments used for each course and level in a degree program. The purpose of a curriculum map is to document the relationship among the components in the curriculum, and ultimately, to create a more coherent curriculum. A curriculum map can be used for analysis, communication, and planning.

Direct Assessment Methods: Direct measures of student leaning require student to display their knowledge and skills as they respond to the instrument itself. Objective tests, essays, presentations, and classroom assignments all meet this criterion (James Madison University).

Evaluation: One or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which student outcomes are being attained. Evaluation results in decisions and actions regarding program improvement.

Formative Assessment: The gathering of information about student learning—during the progression of a course or program which is usually repeated—to improve the learning of those students. Example: reading the first composition in the first English course to assess whether some or all students in the group need a lesson on how to make them succinct and informative (Leskes 2002).

General Education: A philosophy of education that empowers individuals with broad knowledge, transferrable skills, and a strong sense of values, ethics, and civic engagement. The specific choice of major matters far less than the knowledge and skills gained through all studies and experiences in college (AAC&U).

Higher Learning Commission: The Regional review commission for accreditation for North Central State College.

Indirect Assessment Methods: Methods such as surveys and interviews that ask students to reflect on their learning rather than to demonstrate it (James Madison University). Reflection by students and others on learning experiences, adequacy of a program, etc.; may be administered by surveys, course embedded activities (such as minute papers), focus groups, job placement rates, transfer studies success, etc.

Information Literacy: The ability to acquire, evaluate, organize, maintain, interpret, and communicate knowledge.

Inter-rater reliability: The degree to which different raters/observers give consistent estimates of the same phenomenon.

Outcomes-Based Assessment: Measures of performance against defined, measurable outcomes. Faculty and administrators purposefully plan the program to support student achievement of the outcomes, implement methods to systematically identify whether the end results have been achieved, and use the results to plan improvements or make recommendations for resource reallocation or requests. Assessment often conveys the same meaning.

Performance Measures: Specific, measurable statements identifying student performance(s) required to meet the outcome; confirmable through evidence.

Portfolios: A portfolio is a collection of work developed across varied contexts over time. The portfolio can advance learning by providing students and/or faculty with a way to organize, archive and display pieces of work (Regis University). An e-portfolio is an electronic format of a collection of work developed across varied contexts over time. The electronic format allows faculty and other professionals to evaluate student portfolios using technology, which may include the Internet, CD- ROM, video, animation, or audio.

Program Learning Outcomes: The knowledge, skills, and abilities students should possess when they complete a program. Educational or degree programs are more than a collection of random courses. Educational programs prepare students for a range of particular outcomes that can be stated in measurable terms. Program assessment seeks to determine the extent to which students in the program can demonstrate these outcomes.

Program Review: The administrative and peer review of academic programs conducted on a three year cycle. This review includes a comprehensive analysis of the structure, processes, and outcomes of the program. The outcomes reported in the program reviews include program outcomes (e.g. costs, degrees awarded) as well as student learning outcomes (i.e. what students know and can do at the completion of the program) (Northern Illinois University).

Qualitative Data: Data in which the values of a variable differ in kind (quality) rather than in amount.

Quantitative Data: Data in which the values of a variable differ in amount rather than in kind.

Reliability: The characteristic of a measuring instrument to obtain similar results with repeated administrations.

Rubrics: Specific sets of criteria that clearly define for both student and teacher what a range of acceptable and unacceptable performance look like. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels which describe a continuum from excellent to unacceptable product. (SABES) A scoring tool that lists the criteria for a piece of work, or "what counts" (for example, purpose, organization, and mechanics are often what count in a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor.

- Analytic Rubrics: Two-dimensional rubrics with defined levels of achievements as columns and assessment criteria as rows. Allows instructors to assess students' achievements based on multiple criteria using a single rubric. It appears in table form.

- Holistic Rubrics: One-dimensional rubrics used to assess students' overall achievement on an activity or item based on the predefined achievements levels. The performance descriptions are written in paragraphs and in full sentences.

Standardized Assessment: A standard- based assessment of learner achievement in relation to set standards.

Student Artifacts: A collection of papers, projects, documents, etc., which represent your knowledge, competency, understanding, and achievement of identified goals and learning incomes.

Student Learning Outcomes: Demonstration of what students will be able to know, do, and value at the end of their degree program. An expression of what a student will demonstrate on the successful completion of a module, course, or program of study.

Summative Assessment: Evaluation at the end of a unit or units of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity (Leskes 2002). The gathering of learning information at the conclusion of a course or program. When used for improvement, impacts the next cohort of students taking the course or program. Example: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others.

Validity: The degree to which a test or other assessment measure measures what it is designed to measure. The extent to which inferences and actions made based on test scores are appropriate and accurate.

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Appendices

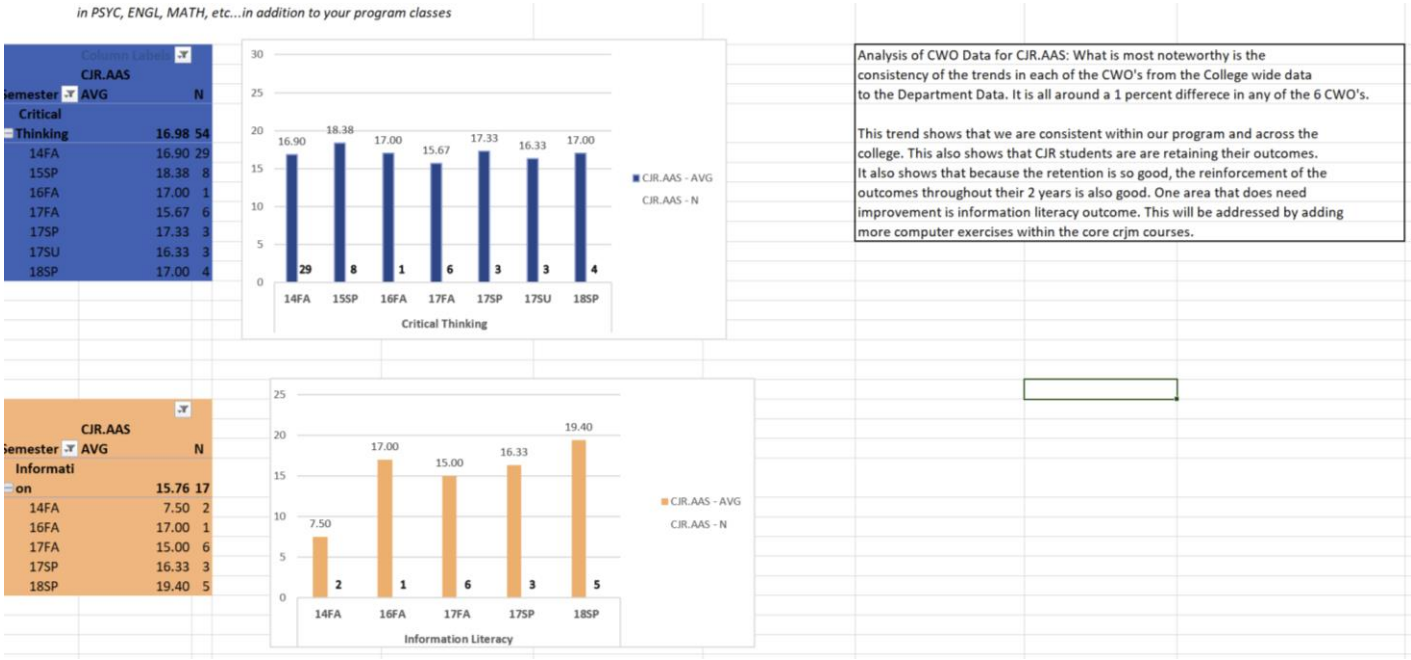
Program Assessment Report Example

Information Technology – Cyber Security 18/19 Program Assessment Report						**YEAR 2**
	Use ethical hacking to perform penetration testing and perform digital forensics to collect information about Cyber incidents.	Compare and contrast common network security components and devices and their use throughout the IT infrastructure	Implement and administer SMB network security: identify and remediate threats and secure data and network communication.	Implement the concepts of confidentiality, availability and integrity in Information Assurance, including physical, software, devices, policies and people	Attain Cisco®, CompTIA®, EC-Council©, or VMware® certification.	**Comments**
Course: ITEC 1690 Network Security (Security+) **Assessment:** Project **Benchmark:** earn at least 70% or higher **Section:** 901 **Faculty:** Mohamed Ghonimy **Date:** End of Fall term				**86% met benchmark 15 students**		**2016-17**: 0% **2017-18: 79%** **2018-19**: 86% The assessment tool was changed from the final exam to the final project, because the final exam only covered only chapters in the second half of the semester. The project is 12 weeks and it is more

						comprehensive tool to assess students.
Section: 902 **Faculty:** Mohamed Ghonimy **Date:** End of Fall term				**76% met benchmark 16 students**		*This course was an evening course and students struggle with working full time then come to school. This is a rigorous course, because it prepare students for a certification exam.*
Course: ITEC 2420 Advanced Network Security **Assessment:** Project **Benchmark:** earn at least 70% or higher **Section:** 900 **Faculty:** Mohamed Ghonimy **Date:** End of Fall term		**95% met benchmark 19 students**	**95% met benchmark 19 students**			2017-18: ITEC-2410 was deactivated effective 2018-19 and replaced with ITEC2420 Advanced Network Security. Data will be collected Fall 2018. 2018-19: 95% This is a second year class. (this is the first tile the course was offered)
Course: ITEC 1430 Certified Ethical Hacking Assessment: Project Benchmark: 70% Faculty: Mohamed Ghonimy Date: Fall year 2	**81% day section met benchmark 16 students 75% evening section met benchmark 8 students**		**81% day section met benchmark 16 students 75% evening section met benchmark 8 students**		**81% day section met benchmark 16 students 75% evening section met benchmark 8 students**	2017-18: 88% day 2018-19: 81% This project was done as a team assignment, only group of three students did poorly. Some measures to detect poor performance earlier will be created. The book was changed in the first week of the class after students complained about the high price of the book.
Course: ITEC 2450 Computer Hacking forensic Investigator Assessment: Project Benchmark: 70% Faculty: Mohamed Ghonimy Date: Spring year 2	**100% met benchmark 14 students**	**100% met benchmark 14 students**			**100% met benchmark 14 students**	2017-18: 2018-19: 100% This is a second year class.

Course: ITEC 2500 **Assessment: Capstone project** **Benchmark: 70%** **Faculty: Mohamed Ghonimy** **Date: Spring year 2**	**100%** **met benchmark** **10 students**	**100%** **met benchmark** **10 students**	**100%** **met benchmark** **10 students**	**100%** **met benchmark** **10 students**		2017-18: 100% 2018-19: 100%
Course: ITEC 2702 **Assessment: TestOut Assessment** **Benchmark: 70%** **Faculty: Mohamed Ghonimy** **Date: Spring year 2**					**90%** **met benchmark** **11 students**	2017-18: 89% Used TestOut Assessment instead of COMPTIA certification exam 2018-19: 90%

CWO Chart Example



PF/SS Template

Please note: The example below displays the professional skills assessment for the Nursing Program. The professional skills assessed were already part of the Nursing Program Clinical Assessment. This in no way indicates that all programs must assesses all of the professional skills all of the time in their programs.

Each program can select the professional skills most aligned to success in their program. This will be decided by a discussion with your advisory committee.

RN.AAS DEGREE PATH	2018-2019 Academic Year	Each course has a specific Clinical Evaluation Tool (CET)				
	Course: RNUR1010 Assessment: CLINICAL Benchmark: 100% Faculty: Woodruff/ Koch/ Francis Semester:FA2018	Course: RNUR1050 Assessment: CLINICAL Benchmark: 100% Faculty: Huff/Koch/ Francis Semester:SP2019	Course: RNUR1070 Assessment: CLINICAL Benchmark: 100% Faculty: Woodruff Semester: SU2018	Course: RNUR2030 Assessment: CLINICAL Benchmark: 100% Faculty: STANGER/ STEVICK Semester: Fall/Spring	Course: RNUR2050 Assessment: CLINICAL Benchmark: 100% Faculty: MUSIC/ ROSE Semester: Fall/ Spring	**Comments/Analysis** The clinical evaluation tool in nursing directly correlates to the specific Course Outcomes and to the End of Program Student Learning Outcomes (EOPSLO). All student must achieve these outcomes or they do not receive a Satisfactory in Clinical, which means they do not pass the course. The Nursing Program Student Handbook is very clear about expectations for professionalism with stated outcomes if the student behavior does not meet the expectation.
	Please note the use of the Daily Clinical Progress Tool for the Five P's of Clinical: Professional Appearance, Professional Behavior, Preparedness, Punctuality, and Performance	Please note the use of the Daily Clinical Progress Tool for the Five P's of Clinical: Professional Appearance, Professional Behavior, Preparedness, Punctuality, and Performance				The Daily Clinical Progress Tool is used in the first two semesters of the RN.AAs program to incorporate the essential professional/soft skills required for Nursing. This is taught in the skills lab at the beginning of the RNUR1010 semester. This is reviewed with each student at Midterm and End of course and as needed if there are any issues. **Please see attached.**
Self - Motivation	CET 15.1 Accepts responsibility for	CET 15.1 Accepts	CET 15.1 Accepts	CET 12.1 Accepts responsibility for	CET 12.1 Accepts	

	clinical assignments	responsibility for clinical assignments	responsibility for clinical assignments	clinical assignments	responsibility for clinical assignments	
Timeliness	CET 15.6 Reports for clinical experience on time and prepared CET 15.9 Hands in paperwork on time, thoroughly completed, using proper spelling and grammar	CET 15.6 Reports for clinical experience on time and prepared CET 15.9 Hands in paperwork on time, thoroughly completed, using proper spelling and grammar	CET 15.6 Reports for clinical experience on time and prepared CET 15.9 Hands in paperwork on time, thoroughly completed, using proper spelling and grammar	CET 12.4 Reports for clinical experience on time and prepared CET 12.5 Hands in paperwork on time, thoroughly completed, using proper spelling and grammar	CET 12. 6 Reports for clinical experience on time and prepared. CET12.9 Reports to designated nurse and faculty when leaving the unit. CET 12. 8 Hands in paperwork on time thoroughly completed using proper spelling and grammar.	
Professional Dress	CET 15.4 Adheres to dress and personal attire requirements	CET 15.4 Adheres to dress and personal attire requirements	CET 15.4 Adheres to dress and personal attire requirements	CET 12.3 Adheres to dress and personal attire requirements.	CET 12.4 Adheres to dress and personal attire requirements.	
Conflict Resolution	CET15.12 Accepts guidance and offers suggestions	CET15.12 Accepts guidance and offers suggestions	CET15.12 Accepts guidance and offers suggestions	CET 12.7 Accepts guidance and offers suggestions	CET12.11 Accepts guidance and offers suggestions	
Teamwork	CET 15.11 Relates information to	CET 15.11 Relates	CET 15.11 Relates	CET 12.6 Reports to designated nurse	CET 12. 3 Works	

	faculty and designated health team member	information to faculty and designated health team member	information to faculty and designated health team member	and faculty when leaving the unit. CET 12. 2 Works cooperatively with the instructor and other health team members	cooperatively with the instructor and other health team members	
Integrity	CET15.5 Safely performs nursing procedures and maintains competency of fundamental nursing skills throughout semester	CET15.5 Safely performs nursing procedures and maintains competency of fundamental nursing skills throughout semester	CET15.5 Safely performs nursing procedures and maintains competency of fundamental nursing skills throughout semester	CET 10.3 Safely performs nursing procedures according to criteria	CET 12.12 Practices respectable and professional behavior towards instructors, peers, staff, and patients	
Persistence	88 students accepted in Fall 2018 into RNUR1010 I interviewed all students withdrawing up through the middle of October and 100% of the issue or reason for withdraw was due to personal life issues.	RNUR1050 had an initial 63 students begin the term. Persistence from fall to spring = 71.5%	RNUR1070 had an initial 53 students begin the term. Persistence from Spring to summer = 84.1%	50 students persisted to Fall 2018 = 94% Fall 2018/ Spring2019: 69 students total with addition of articulation students.	All Senior students persisted from Fall 2018 to Spring 2019 with 2 not passing in the spring term. Persistence rate to graduation: 54.5%	Based on the definition in the Professor rubric this correlates to completion of the program degree or the ability to persist to the next term.
Initiative	CET 15.8: Completes required nursing care for minimum	CET 15.8: Completes required nursing care for	CET 15.8: Completes required nursing care for	CET 9.2 Cares for more than one small group in a clinical setting CET 10.5 identifies	CET 9.4 Completes client care assignments in	All nursing students are expected to master Time Management in care of patients as well as performing duties of nursing. This requires skill practice and weekly opportunities for

	of two assigned clients	minimum of two assigned clients	minimum of two assigned clients	and seeks appropriate assistance when necessary	an appropriate time.	care of different patients to inspire the motivation to do better.
Reliability	See Timeliness and Integrity	See Timeliness and Integrity	See Timeliness and Integrity	See Timeliness and Integrity	See Timeliness and Integrity	
Lifelong Learning	CET 15.2 Actively assumes responsibility for own learning.	CET 15.2 Actively assumes responsibility for own learning.	CET 15.2 Actively assumes responsibility for own learning.	EOPSLO VI: Assumes responsibility for self-direction in the ongoing process of learning.	CET 12.2 Actively assumes responsibility for own learning EOPSLO VI: Assumes responsibility for self-direction in the ongoing process of learning.	
Attitude	CET 15.3 Works cooperatively with instructor and other health team members	CET 15.3 Works cooperatively with instructor and other health team members	CET 15.3 Works cooperatively with instructor and other health team members	CET 12.2 Works cooperatively with instructor and other health team members	CET 12.3 Works cooperatively with instructor and other health team members	All nursing students are expected to Comply with the ANA code for Nurses in the following: Respect Human Dignity Maintain Confidentiality Assumes responsibility and accountability Maintain Competence Exercise judgment in seeking consultation and delegating nursing activities to others.
Reflective Listening	CET 3.1 Communicates in a clear and accurate manner, verbally	CET 3.1 Communicates in a clear and accurate manner,	CET 3.1 Communicates in a clear and accurate manner,	CET 2.1 Communicates in a clear and accurate manner, verbally	CET 2.1 Communicates in a clear and accurate	

	and in writing, using appropriate terminology CET 15.7 Actively participates in pre and post conference discussions.	verbally and in writing, using appropriate terminology CET 15.7 Actively participates in pre and post conference discussions.	verbally and in writing, using appropriate terminology CET 15.7 Actively participates in pre and post conference discussions.	and in writing, using appropriate terminology	manner, verbally and in writing, using appropriate terminology	

Tutorial for Deploying CWO Rubrics in your course

https://ncstatecollege.edu/assessment-of-student-learning/

It is saved as an MP4 under “Tools for Faculty”