

Institutional Assessment Plan for Student Learning **2020-2026**

Approved by the Curriculum Committee
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Introduction

Assessment is an integral part of Macomb Community College's culture. All processes and practices are intended to provide necessary evidence to guide effective decision-making for the development and improvement of student learning at the institution, program, course, and co-curricular levels, while enhancing the mission of the college. The purpose of this document is to define best practices at Macomb, outline assessment processes, and provide a structure for outcomes and assessment activities.

Macomb Community College at a Glance

Macomb Community College was founded in September 1954, initially offering 17 courses to 84 students. Today, the college provides learning experiences to nearly 38,000 students annually, with two main campuses offering a breadth of traditional transfer and career preparation programs, a center focused on training and continuing education for public service professionals and a Michigan Technical Education Center.

Macomb Community College offers comprehensive educational programming including pre-collegiate experiences, university transfer and career preparation programs, workforce training, professional education and certification, and continuing education and enrichment opportunities.

The college has kept pace with the community's growing needs, gaining national prominence for its comprehensiveness and innovation. It has been a stop on the campaign trail of almost every presidential candidate for nearly three decades and a frequent launch site for state initiatives. The college is governed by an elected board of trustees and is accredited by the Higher Learning Commission. In addition to regional accreditation, individual academic programs are accredited by specialized accrediting bodies.

Mission

Transform lives and communities through the power of education, enrichment, and economic development.

Vision

Macomb Community College will be a leader in higher education, improving society through innovative learning experiences that create pathways for personal advancement and drive economic vitality.

Purpose of Assessment

Assessment is an on-going process that provides evidence of student performance and learning. The purpose is to facilitate a collaborative culture of assessment by engaging students, faculty, staff, and administration in assessment activities across the institution at the institutional, program, course, and co-curricular levels.

Assessment sets the foundation for analyzing and articulating trends revealed in student learning, identifying academic gaps, and making data-driven recommendations for continuous quality improvement. Information gathered through the assessment process is used to implement new strategies and to strengthen student learning and educational experiences.

Our commitment to student learning is demonstrated by Macomb's comprehensive assessment system which incorporates multiple strategies to create a shared understanding of student learning. These strategies have a positive impact on institutional and student performance, and help stakeholders understand why assessment is useful and meaningful. Faculty participate in a variety of assessment strategies in order to improve and maintain student learning. Some examples* include:

- Syllabus Review
- Curriculum Proposals
- Assess Fest
- Accreditation cycles
- Curriculum Mapping
- Program Review

*Each assessment practice listed is further defined in [Appendix A](#).

Assessment Committee

The Assessment Committee is composed of faculty, staff, and administrators from each of the college's academic divisions (Arts & Sciences, Business and Information Technology, Engineering and Advanced Technology and Health and Public Service) as well as the Center for Teaching & Learning (CTL), Office of the Provost, Student Services and Career Services. These representatives meet regularly to support faculty and staff in their efforts to support the continuous improvement of student learning through assessment. The committee's charges, listed below, will be reviewed every six years to ensure they meet the needs of Macomb's faculty and staff.

- Maintain and continue to grow the culture of assessment at Macomb with all stakeholders, including students
- Collaborate with faculty, staff, and administrators to establish meaningful, manageable, and sustainable assessment
- Support processes and procedures that encourage assessment data driven decisions
- Provide ongoing feedback and recommendations for improvements
- Continue Common Degree Outcomes Assessment

Review Process

At least once every six years the college will review the institutional assessment plan to determine if it remains current and complete. The first scheduled review will occur the 2025 – 2026 academic year. Questions to consider in the review process include:

- Are there gaps in documented learning outcomes, collected data, or action plans at the course, program, or institutional levels?
- What are the college's actions regarding student learning outcomes and assessment to ensure sustainable continuous quality improvement?
- What challenges regarding student learning outcomes and assessment have not been addressed?
- How effective are the structures and functions of the Assessment Committee?
- Do the Common Degree Outcomes still reflect skills we want for our graduates? Are any skills missing? Does the outcome language support useable data?
- Do the rubrics provide data that can be used in decision making?
- Are performance indicators aligned appropriately?
- Is the communication plan sufficient?
- What improvements have been made?
- Have all improvements been documented?
- Is the process still working?
- Is the timeline sufficient?

Levels of Assessment

Institutional-Level Assessment

Institutional assessment is the process that identifies, collects, and reviews data to evaluate student attainment of Common Degree Outcomes (CDOs)*. Common Degree Outcomes are the knowledge, skills, and abilities students acquire as they progress through an individualized program of study. CDOs are linked to General Education Group requirements, in addition to course and program outcomes. The Assessment Committee leads initiatives** and is responsible for the assessment of these institutional level outcomes.

Common Degree Outcomes

- The graduate can communicate effectively for the intended purpose and audience.
- The graduate can make informed decisions after analyzing information or evidence related to the issue.
- The graduate can analyze human behavior or experiences through cultural, social, political, or economic perspectives.
- The graduate can responsibly use information gathered from a variety of formats in order to complete a task.
- The graduate can apply quantitative methods or evidence to solve problems or make judgments.
- The graduate can produce or interpret scientific information presented in a variety of formats.

Program-Level Assessment

Program-level assessment is an opportunity to review the current state of an academic program's curriculum and identify areas for improvement. Program-level assessment also helps facilitate student learning and success. Student learning assessment at this level concentrates on the totality of the curriculum (i.e. learning outcomes across the curriculum), rather than a focus on a single course. Faculty, as discipline experts, are the leaders and holders of responsibility for the development and assessment of program student learning outcomes.

Course-Level Assessment

Course-level assessment is a process of continuous examination and improvement of the relationship between the course outcomes and course strategies such as assignments and examinations. This level of assessment provides evidence of student learning outcomes at the individual course level. Faculty, as discipline experts, are the leaders and holders of responsibility for the development and assessment of course student learning outcomes.

* [Appendix B](#) provides the complete list of CDOs

** [Appendix C](#) for overview of the Institutional Assessment Project

Co-curricular Assessment

Co-curricular assessment is a process that examines and provides evidence for student learning in programs, organizations, and learning experiences outside of the classroom. Co-curricular programs contribute to the educational experience and help students connect in-class learning with out-of-class experiences. Administrative and supervisory staff in respective student services departments, as content experts, are responsible for the development and assessment of student learning outcomes associated with co-curricular programming.*

Timeline for Assessment

This timeline was developed based on the alignment of all levels of assessment within an academic year. Assessment plan owners can develop a more individualized timeline based on the needs of a specific area.

August	Sept.	Oct.	Nov.	Dec.	January	Feb.	March	April	May	June/ July	
Share CDO results	Collect institutional data				Collect institutional data			Assess Fest			
	Develop strategies				Develop strategies			Assessment report			
Begin program assessment				Submit report	Begin program assessment			Submit report			
Begin course assessment			Submit report		Begin course assessment			Submit report			
Biennial Syllabus Review											
Collect data								Submit report			
								Plan co-curricular assessment			

Timeline Key

Green – Institutional Assessment

Blue – Program Assessment

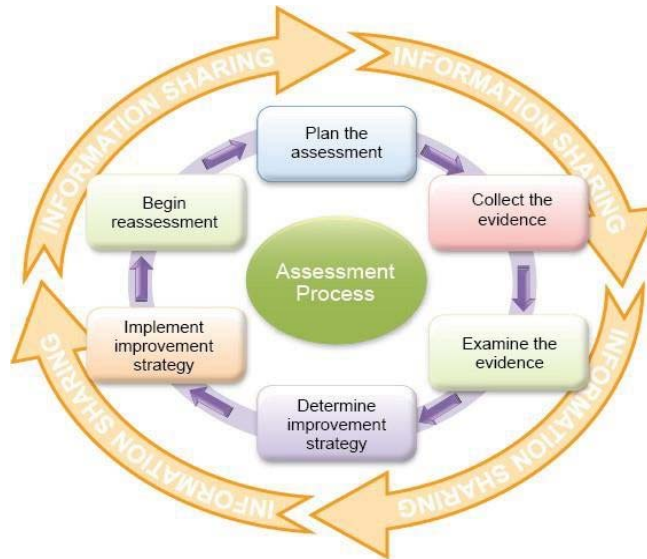
Yellow – Course Assessment

White – Co-curricular Assessment

*[Appendix D](#) provides examples of Co-Curricular programs

Assessment Cycle

The Academic Development department adopted this assessment process from the National Institute for Learning Outcomes Assessment (NILOA) in order to provide faculty with support in assessment.



Step 1: Plan the Assessment

A new assessment cycle begins with reviewing the previous assessment results. Based on those results, the new assessment focus should be determined, along with the appropriate assessment method, types of evidence to collect and when to collect it. The tools, like a rubric, should be created or identified in order to conduct the assessment successfully.

Step 2: Collect the Evidence of Student Learning

Determine the sample size and collect the evidence for student learning through student artifacts such as papers, projects, presentations, demonstrations, examinations, etc.

Step 3: Examine the Evidence of Student Learning

Use the chosen assessment tool to assess the artifacts. Review the assessment results, identifying patterns and formulating questions about the patterns.

Step 4: Determine the Improvement Strategy

Propose strategies for maintaining and/or improving student learning. Work with appropriate stakeholders to choose one or more strategies to implement. Complete an Action Plan summarizing the assessment results and improvement strategy or strategies, sharing with all stakeholders.

Step 5: Implement the Improvement Strategy

Draft a timeline for strategy implementation. If appropriate, implement changes in course/program materials, curriculum, instruction or resources, sharing with all stakeholders. If reassessing, compare new results to previous results to determine effectiveness of any implemented strategies.

Step 6: Begin Reassessment

Review past (improvement) strategies. Determine what data is needed to make informed decisions to improve and/or maintain student learning.

Conducting Assessment

Faculty use the assessment cycle to conduct assessment according to individual plans created by the designated leads in each area. The steps below provide details specific to each level of assessment. These steps are intended to ensure valid processes, resulting in useful, self-sustaining practices. Each step provides critical information and lays the foundation for the next step of the cycle. Assessment is a continuous cycle to ensure reliability, but steps can be repeated as needed to gain data related to maintaining or improving student learning.*

Institutional Assessment

- 1) Institutional Research (IR) randomly selects course sections, using set criteria.
- 2) Faculty of selected sections are notified.
- 3) Faculty select an artifact from the course that aligns with the Common Degree outcome being assessed.
- 4) Artifacts are submitted to IR through interoffice mail or email by the semester deadline.
- 5) A common rubric is used to assess each artifact at Assess Fest**
- 6) IR analyzes the data.
- 7) Results are shared with all stakeholders.
- 8) The Assessment Committee proposes strategies for maintaining and/or improving student learning.
- 9) The Assessment Committee completes an Action Plan**
- 10) Strategies are implemented at multiple levels.

Program Assessment

- 1) Lead faculty review/update assessment plan.
- 2) Each program selects one or more outcomes to assess.
- 3) Artifacts that align with the selected outcome(s) are chosen.
- 4) Faculty use a rubric or other tool to assess the artifacts/evidence of student learning
- 5) Each program analyzes the results.
- 6) The program faculty propose strategies for maintaining and/or improving student learning.
- 7) The program faculty complete an Action Plan.
- 8) Share results with all stakeholders.
- 9) Implement strategies.
- 10) Begin reassessment.

*[Appendix E](#) provides additional resources related to assessment

**Refer to the [Glossary of Terms](#)

Course Assessment

- 1) Lead faculty review/update assessment plan.
- 2) Lead faculty select one or more outcomes to assess based on the 5-year assessment timeline.
- 3) Artifacts that align with the selected outcome(s) are chosen.
- 4) Departments use a rubric or other tool to assess the chosen artifacts/evidence of student learning
- 5) Departments analyze the results.
- 6) The lead faculty propose strategies for maintaining and/or improving student learning.
- 7) The lead faculty complete an Action Plan.
- 8) Share results with all stakeholders.
- 9) Implement strategies.
- 10) Begin reassessment.

Co-curricular Assessment

- 1) Co-curricular department staff review past events (and student feedback).
- 2) Review area budget.
- 3) Co-curricular department staff develop or updates event description.
- 4) Outcomes are developed, updated, and aligned to Common Degree Outcomes.
- 5) Student feedback is collected after(at) the event.
- 6) Co-curricular department staff analyze the results.
- 7) Co-curricular department staff propose strategies for maintaining and/or improving student experience.
- 8) Share results with all stakeholders.
- 9) Implement strategies.
- 10) Begin reassessment.

Appendices

Appendix A – Examples of Macomb’s Assessment Strategies

Accreditation Cycles

Macomb offers multiple programs that have been accredited or approved by an outside organization, in addition to the Higher Learning Commission (HLC). Each outside organization requires these programs to meet specific criteria based on the specialization of each field. Once approved or accredited, these programs have to continue to provide multiple forms of evidence that demonstrate how they are using assessment of course and program outcomes to improve or maintain student learning.

Assess Fest

Assess Fest is an opportunity for faculty to work with their cross-disciplinary colleagues to examine artifacts for evidence of student learning aligned to the Common Degree Outcomes. Assess Fest is composed of three interrelated sessions: norming, assessing and gathering feedback. The norming session provides assessors the opportunity to practice using the common rubric with common sample artifacts, discuss any discrepancies in scoring those artifacts and come to an agreement on how to use the rubric to score different aspects of artifacts. The assessment portion of the day consists of two one-hour long blocks in which assessors fill out rubrics for the student artifacts. Two different assessors look at each artifact in order to determine the extent to which multiple assessors reached consensus on scores for each criterion on the rubric. The data from assessed artifacts is compiled into a spreadsheet so Institutional Research (IR) can conduct multiple analyses. The Assessment Committee asks assessors to provide feedback on different aspects of the event in order to increase engagement and participation.

Curriculum Mapping

Curriculum mapping is a tool used to ensure alignment between different courses within a program. Lead faculty work with their department, as needed, to create a curriculum map. Each department is then asked to examine when skills (outcomes) are introduced, reinforced or mastered throughout the program to ensure the course sequence and program outcomes align with the skills students need to obtain in order to be successful outside of the college.

Curriculum Proposals

The curriculum proposal process begins when course or program lead faculty have identified the need for modifications or new offerings, often based on assessment or program review processes. Lead faculty complete curriculum paperwork in the Curriculog system, ensuring that all areas impacted have been taken into consideration. Once the proposal has been approved in Curriculog it must be presented at a Curriculum Committee meeting, where the committee members will review the proposal and recommend changes that will benefit students and align with the college’s mission.

Program Review

Program Review provides a framework to help faculty evaluate a program in its entirety, considering multiple components, not just assessment. However, one component in the process specifically focuses on how assessment has been utilized to improve or maintain student learning. The final comprehensive report requires faculty to include a narrative about assessment data along with a curriculum map showing the alignment between courses and the program outcomes.

Syllabus Review

Lead faculty for each course review the outcomes, objectives, course description, content outline, and Common Degree Outcomes on the syllabus and determine if changes are needed or if the information is current and relevant. Faculty can use multiple assessment strategies and data points to determine what changes, if any, need to be made every other year during Official Course Syllabus Review Year. The Academic Development department provides support for this ongoing assessment practice, working to implement a review process that meets the needs of all faculty.

Appendix B - Common Degree Outcomes

Approved by Curriculum Committee January 17, 2020

Communication

The graduate can communicate effectively for the intended purpose and audience.

Definition:

Clear communication imparts messages to others, constructs knowledge, fosters understanding, and/or influences opinion. The ability to communicate can be demonstrated in many ways, including through essays, reports, poems, narratives, dialogues, presentations, formal and informal speaking, and a variety of other methods.

Performance Indicators:

1. Content Development: Develop a clear central message or purpose
2. Organization: Use a logical sequence to organize ideas and supporting materials
3. Grammar & Mechanics: Create a message in which errors do not interfere with the meaning
4. Delivery: Use appropriate format or medium to convey central message or purpose
5. Technology: Digitally create documents, charts, graphs, schematics, images, video, audio, etc., that correctly represent data or express an idea or message

Critical Thinking

The graduate can make informed decisions after analyzing information or evidence related to the issue.

Definition:

Critical thinking is a habit of mind characterized by the comprehensive exploration and reflection of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Performance Indicators:

1. Analysis: Analyze key elements of the problem, task, question, or issue
2. Exploration: Examine multiple perspectives or bias related to the problem, task, question, or issue
3. Evidence: Include relevant information to support decision making
4. Application: Apply a method or approach relevant to the task or problem
5. Conclusion: Develop a logical conclusion or solution to the problem, task, question, or issue

***GLOBAL LITERACY:** The graduate can analyze human behavior or experiences through cultural, social, political, or economic perspectives.

Definition

Global literacy provides opportunities to learn about human expression and experiences of other cultures. Global Literacy is the ability to recognize, analyze, and evaluate local and global issues, building an awareness of diverse values, belief systems, and behaviors.

Performance Indicators

1. Cultural Knowledge: Examine systems, events, or artifacts from a cultural, social, political, or economic perspective.
2. Self-Awareness: Explain how human differences influence an individual's experience of their worldview and behavior, including stereotypes, assumptions, biases, prejudices, equality or inequality within a society.
3. Global Awareness: Analyze the impact of current or historical events, perspectives, or cultures on world societies, human interaction and expression, and the natural environment.
4. Cultural Expression: Generate an idea or artifact that expresses the human condition and one's relationship with the world.
5. Social Responsibility: Identify knowledge, skills, or attitudes that support effective and appropriate interaction in a variety of social contexts.

*Revision history explained in [Appendix F](#)

Information Literacy

The graduate can responsibly use information gathered from a variety of formats in order to complete a task.

Definition:

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Performance Indicators:

1. Topic: Articulate topic or focus of task
2. Sources: Incorporate information resources
3. Information: Use information effectively to accomplish a specific purpose
4. Ethics: Produce a work without plagiarism or falsification of information by citing sources and using citation, quotation, summary, or paraphrase to give credit for the ideas of others
5. Technology: Digitally create documents, charts, graphs, schematics, images, video, audio, etc., that correctly represent data or express an idea or message

Quantitative Reasoning

The graduate can apply quantitative methods or evidence to solve problems or make judgments.

Definition:

Quantitative Reasoning is the ability to interpret numerical, mathematical, or statistical information. Individuals possess the ability to apply the appropriate methods to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They can draw inferences and make judgments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Performance Indicators:

1. Calculation: Perform mathematical calculations to solve a problem, complete a task, or make judgments.
2. Representation: Present data in mathematical forms (e.g., equations, graphs, diagrams, tables)
3. Interpretation: Explain data presented in mathematical forms (e.g., equations, graphs, diagrams, tables)
4. Application: Provide an appropriate solution, model, or hypothesis to solve a problem or complete a task
5. Analysis: Make judgments or draw appropriate conclusions based on quantitative analysis

Scientific Literacy

The graduate can produce or interpret scientific information presented in a variety of formats.

Definition:

Scientific literacy implies that a person can analyze evidence and formulate conclusions that are scientifically and technologically informed. Scientific literacy provides individuals with fundamental principles, concepts, and knowledge of the sciences, and allows them to practice methods of scientific inquiry.

Performance Indicators:

1. Scientific Knowledge: Explain scientific concepts or conclusions
2. Process: Collect information related to scientific questions, observations, or phenomena
3. Interpretation: Formulate conclusions or solve problems based on experiment results or data collection
4. Analysis: Explain scientific discoveries including conclusions, bias, or ethical implications
5. Technology: Utilize technology to support scientific inquiry, processes, procedures, or techniques

Appendix C - Institutional Assessment Project

In an effort to continue progress in assessment, the Office of Academic Development in the Center for Teaching and Learning formed a team of faculty, administrators and staff to begin the Common Degree Outcomes (CDO) Assessment Pilot Project in 2016. The goal of this project was to develop an efficient assessment process in order to assess the extent to which associate degree recipients achieve Macomb Community College's CDOs.

A random selection, double-blind study process was used to select and collect student artifacts. Following the collection of student artifacts, faculty, staff, and administrator volunteers joined the CDO Assessment Team for Assess Fest, a day-long event where student artifacts are assessed, using a common rubric, for evidence of the common degree outcome.

The following table depicts the common degree outcome assessed each year:

Common Degree Outcome	Artifact Collection	Assess Fest
The graduate can demonstrate how to think competently.	Winter 2017	May 2017
The graduate can demonstrate how to employ mathematical knowledge.	Winter 2018	May 2018
The graduate can demonstrate how to communicate competently.	Fall 2018	February 2019
The graduate can integrate the knowledge and technological skills necessary to be a successful learner.	Winter 2020	October 2020

Using Data

Data from assessing the common degree outcomes provided valuable insight and information for maintaining or improving student learning and informed processes for the next CDO assessment process. Once the data was analyzed, the assessment team completed an action plan to implement any new changes and strategies at multiple levels. Individual common degree outcome reports regarding the process and results of assessment were completed and shared with stakeholders.

Revising Common Degree Outcomes

In 2017 a taskforce, composed of administrators, faculty, and staff, was created to review and revise the Common Degree Outcome language and philosophy statement. In November 2019 the taskforce approved a revised version of the Common Degree Outcomes. Following taskforce approval, the updated CDOs were also reviewed and approved by the President's Council and Curriculum Committee in January 2020.

Timeline for Institutional Assessment

Faculty will update all official course syllabi during the 2020/2021 academic year, selecting which revised CDOs align to their course outcomes. In order to allow enough time to review data and fully test the revised language and rubrics, the Assessment Committee created the timeline below.

Common Degree Outcome	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	AY 25-26
Global Literacy	DC/A	P/I				
Scientific Literacy		DC/A	P/I			
Communication			DC/A	P/I		
Critical Thinking				DC/A	P/I	
Information Literacy					DC/A	P/I
Quantitative Literacy						DC/A

Key

DC/A: Data Collection and Assessment

P/I: Plan & Implement

Appendix D - Examples of Co-Curricular programs

Career Services

Career Services is responsible for supporting students' career exploration, job search readiness, and employment search activities. Career Services helps students and alumni with a variety of job seeking services, including one-on-one resume critiquing, interview preparation, workshops and professional networking guidance, as well as providing an online job database. Students are provided with the most current and relevant resources available on job trends, including salary and demand, for both the local and national job market.

Career Assessment

This assessment provides undecided students an individual method to explore their major and career options based on preferences, skills, and motivations related to the world-of-work. The assessment allows students to develop critical thinking and informed decision-making skills, playing an evaluative role in a student's career development.

Student Success Seminars

These seminars are uniquely faceted educational workshops that are designed and structured to deliver comprehensive academic and professional competencies to students. Seminars are organized into three categories: *academic, career, and counseling*. The seminars offer insight into pragmatic skills and techniques to successfully achieve and sustain academic success in college. Furthermore, they provide students the opportunity to learn specialized skills through focused learning objectives to help them navigate their professional success beyond college. *Continuing Education Credits* are awarded to students to detail progression through the workshops leading to the conferring of a Student Success Seminar Certificate upon completion of ten workshops.

First Friday Field Trips

Each field trip provides students with the opportunity to meet local employers while practicing networking skills. While there are a variety of event specific outcomes, the overarching goals of FFFT's include communication, information literacy, and critical thinking.

LIFE 1010

This course is designed to help undecided students explore various career options and map their area of interest into an academic program plan of study. The course consists of three modules. In the first module, students will explore their interests, skills, and values through personal reflection and guided assessments. The second module is experiential in nature and will involve workplace visits, employer presentations, and informational interviews covering a broad range of occupations. In the final module, students will use the information they gathered through the course to choose an academic program plan.

Student Life & Leadership

Student Life & Leadership (SL&L) is responsible for all of Macomb's student organizations, leadership development, and community service activities. The Student Development Transcript allows students to demonstrate personal growth through participation in extra-curricular activities. While there are a variety of event specific outcomes, the overarching goals of SL&L include global literacy, communication, critical thinking, and information literacy.

Leadership Workshop Series

The monthly Leadership Workshop Series provides training in basic leadership qualities and styles, team building, conflict resolution techniques, and diversity and consensus.

Macomb Multicultural International Initiatives (MMII)

Students have the opportunity to earn the Cultural Competency Certificate (C3). The C3 is 20 contact hours or 2 CEU credits acquired through attendance at multicultural and international events, workshops and activities at Macomb Community College (other level options such as 40 hours, 60 hours, and 100 hours are also available). It is a non-academic certificate awarded by Macomb Community College and MMII. It is intended to increase the knowledge, sensitivity and skills in cross-cultural interactions. Its purpose is to develop global awareness and local ability in a diverse economy and world.

PHI THETA KAPPA

As the national honor society for students attending two-year colleges, Phi Theta Kappa combines scholarship, leadership and service and fellowship activities to provide a comprehensive and rewarding learning experience for its members.

Service Learning

Students have opportunities to connect and help give back to the community by participating in monthly events. Students may work with Habitat for Humanity, visit senior citizen homes, or organize supplies at local food banks. Alternative Spring Break (ASB) also offers students a variety of volunteer opportunities during the scheduled week-long event.

Student Organizations

Student organizations provide opportunities for students to make connections based on their special interests. Some organizations include Anime, Student Veterans, Gay Straight Alliance, and the Walking Dead Club. In addition, there are organizations tied to many academic programs, such as the Legal Assistants Association and the Student Nurses Association.

Appendix E - Resources & Support for Assessment

College Website: Focus on Assessment webpages

The [Focus on Assessment](#) webpages describe Macomb Community College's commitment to continuous educational improvement through assessment. The section highlights institutional, program, and course assessment and the use of data to improve student learning. The webpages offer stakeholders information regarding assessment of student learning outcomes, assessment plans, assessment resources, current assessment activities, evidence of student learning, and use of student learning evidence.

College Portal: Assessment Resource Center

Faculty and staff have a dedicated Assessment Resource Center on the My Macomb portal. In the Assessment Resource Center, faculty and staff have access to forms and documents, workbooks, and videos regarding institutional, program, and course assessment. These resources are available to guide and assist faculty during the assessment process. Furthermore, through the Assessment Resource Center, faculty and staff have access to a new "Using Assessment Results" webpage. The Using Assessment Results page contains a compilation of resources based on the most recently assessed common degree outcome. These resources consist of instructional strategies and materials faculty can use to help students develop skills related to each outcome.

All completed Action Plans and reports are housed in the Assessment Resource Center.

Faculty and Staff Professional Development Brochure: Acting on Assessment

Each semester, the Office of Academic Development in the Center for Teaching and Learning offers faculty workshops and book discussions that focus on different aspects of assessment, such as outcome and skill alignment and using assessment data to implement strategies for student learning. These workshops provide opportunities for faculty to receive curriculum and assessment support, develop new classroom strategies, and integrate activities into courses that are designed to improve student learning. All professional development opportunities are published in the Faculty and Staff Professional Development brochure that is received at the beginning of each new semester. The Center for Teaching and Learning staff are also available for one-on-one assessment support.

Appendix F – 2021 Revisions to Global Literacy CDO

In the Fall of 2020, the Assessment Committee received the charge from the Provost to review the newly adopted Common Degree Outcomes (CDOs) and to determine whether amendments should be made to strengthen the knowledge, skills, abilities, and attitudes we expect of our Macomb graduates about race and racism in their personal, professional, and community lives.

At the February 26, 2021 Assessment Committee meeting, the newly edited Global Literacy CDO was unanimously approved. Replacing this previous version:

Global Literacy

The graduate can analyze human behavior or experiences through cultural, social, political, or economic perspectives.

Definition:

Global literacy provides opportunities to learn about human expression and experiences of other cultures. Global Literacy is the ability to analyze and evaluate local and global issues, building an awareness of d values, belief systems, and behaviors.

Performance Indicators:

1. Cultural Knowledge: Examine systems, events, or artifacts from a cultural, social, political, or economic perspective
2. Environmental Influences: Identify how the physical environment shapes culture and subculture
3. Self-Awareness: Explain the impact of personal culture and experience on one's worldview and behavior, including stereotypes, assumptions, biases, and prejudices
4. Global Awareness: Analyze the impact of current or historical events, perspectives, or cultures on world societies, human interaction and expression, and the natural environment
5. Cultural Expression: Generate an idea or artifact that expresses the human condition and one's relationship with the world

Glossary of Terms

Action Plan: A completed document that reports on assessment methods, findings, and recommendations of the assessment project. (Workbook)

Artifact: Papers, projects, presentations, demonstrations, examinations, etc., that students produce to reflect their attainment of a student learning outcome(s). (Workbook)

Assessment – “One or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes. Effective assessment uses relevant direct, indirect, quantitative and qualitative measure as appropriate to the outcome being measured. Appropriate sampling methods may be used as part of an assessment process.” (HLC)

Assess Fest: a day-long event where student artifacts are assessed, using a common rubric, for evidence of the common degree outcome.

Assessment Plan: A document used to explain and capture Macomb’s assessment procedures for all levels of assessment.

Common Degree Outcome: A broad, general statement of what students will be able to do as a result of their learning experiences at the college. (Workbook)

Co-curricular Assessment: Co-curricular assessment is a process that examines and provides evidence for student learning in programs, organizations, and learning experiences outside of the classroom.

Curriculum Mapping: “Identifies where students get a chance to learn, develop, practice and get feedback on performance” related to learning outcomes. (HLC)

Curriculum Proposals: Official documentation of curriculum changes made by faculty and approved by the curriculum committee process.

Direct Assessment: An assessment method that examines student learning through student-generated artifacts such as projects, papers, examinations, presentations, etc. (Workbook)

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

Indirect Assessment: An assessment method that examines student learning through artifacts that report on perceptions about student mastery of learning outcomes. Examples include surveys, focus groups, questionnaires, etc. (Workbook)

Learning Outcome: A statement identifying knowledge, skills, and abilities the student will be able to demonstrate upon completion of the course or program of study. (Workbook)

Objectives: Objectives at Macomb is used interchangeably as performance indicators.

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

Program Review: A systematic, cyclical process that involves collecting program information to analyze and evaluate a program's effectiveness, vitality, currency, efficiency, relevancy and resources to determine an appropriate action plan for future program development.

Rubric: A scoring tool that identifies criteria for a student artifact and describes attainment levels for each criterion. A rubric is meant to show the quality of student learning. (Workbook and HLC)

Syllabus Review: A biennial review of the global course document which includes the course description, outcomes and objectives, common degree outcomes, course assessments, course content outline, and department contacts.

Sources

HLC definitions are from the workbook provided at the HLC Emerging Leaders in Assessment Workshop, 9/24-25, 2019

Workbook definitions are from Macomb Community College's Program Assessment Workbook. Version 1.1, 2017

