

M A C O M B C O M M U N I T Y C O L L E G E

PROGRAM ASSESSMENT WORKBOOK

VERSION 1.1



Program Assessment at a Glance

1. Plan the Assessment

Review program learning outcomes, rewriting where needed

Create a curriculum map

Determine the assessment method

Determine which artifacts to collect and when to collect them

Locate or create the tools (e.g. rubrics) you'll need for assessing artifacts

2. Collect the Evidence of Student Learning

Gather the artifacts

3. Examine the Evidence of Student Learning

Use the assessment tools (e.g. rubrics) to assess artifacts

Identify patterns in the data

Ask questions about the data patterns

4. Determine Improvement Strategy

Brainstorm ideas for improvement

Determine improvement strategies to implement

Disseminate information to all interested stakeholders

Complete & submit Action Plan

5. Implement Improvement Strategy

Implement the improvement strategy

6. Begin Reassessment

Reassess to determine the effectiveness of the improvement strategy

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Philosophy of Assessment:

The Curriculum Process at Macomb Community College: A Users Guide, October 2015

“Macomb Community College is committed to equal opportunity and open access to higher education through the delivery of comprehensive programs and services. The College values teaching and learning while supporting the right of inquiry and respect.

Assessment is a process for fostering student achievement and for monitoring and enhancing the mission of the College.

Assessment promotes respect for students, faculty, staff, and administration and commits the institution to excellence through continuous improvement of programs, services, teaching, and learning. The College supports diversity in assessment by encouraging the use of multiple measures of outcomes and objectives.

Macomb’s contract with the Macomb Community College Faculty Organization requires (biennial) review of course syllabi. In the process, faculty review the assessment processes and course outcomes and objectives, updating as necessary. In addition, as the results of assessments are analyzed, courses and programs are changed as necessary. Assessment, therefore, is a changing process as faculty clarify and revise courses and programs. Assessment information, therefore, is used to improve instruction, to certify academic excellence for Macomb’s varied constituencies, and to improve our implementation of the College Mission.”



Higher Learning Commission: Criteria for Accreditation

The Higher Learning Commission (HLC) is an independent corporation which accredits degree-granting post-secondary educational institutions in the North Central Region of the United States. The HLC has set Criteria for Accreditation which is the standard of quality by which they determine whether an institution merits accreditation or reaffirmation of accreditation.

<https://www.hlcommission.org/Criteria-Eligibility-and-Candidacy/criteria-and-core-components.html>

The HLC Criteria for Accreditation that focuses on Student Learning Assessment states:

Criteria 4.B. “The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.”

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

The Program Assessment Cycle



Program Assessment Process Check List

1. Plan the Assessment

- Review program learning outcomes, rewriting where needed
- Create a curriculum map
- Determine the assessment method
- Determine which artifacts to collect and when to collect them
- Locate or create the tools (e.g. rubrics) you'll need for assessing artifacts

2. Collect the Evidence of Student Learning

- Gather the artifacts

3. Examine the Evidence of Student Learning

- Use the assessment tools (e.g. rubrics) to assess artifacts
- Identify patterns in the data
- Ask questions about the data patterns

4. Determine Improvement Strategy

- Brainstorm ideas for improvement
- Determine one or two improvement strategies to implement
- Disseminate information to all interested stakeholders
- Complete & Submit Action Plan to the Office of Academic Development in the Center for Teaching and Learning

5. Implement Improvement Strategy

- Implement the improvement strategy

6. Begin Reassessment

- Reassess to determine the effectiveness of the improvement strategy

Program Assessment Step-by-Step: Workbook Section

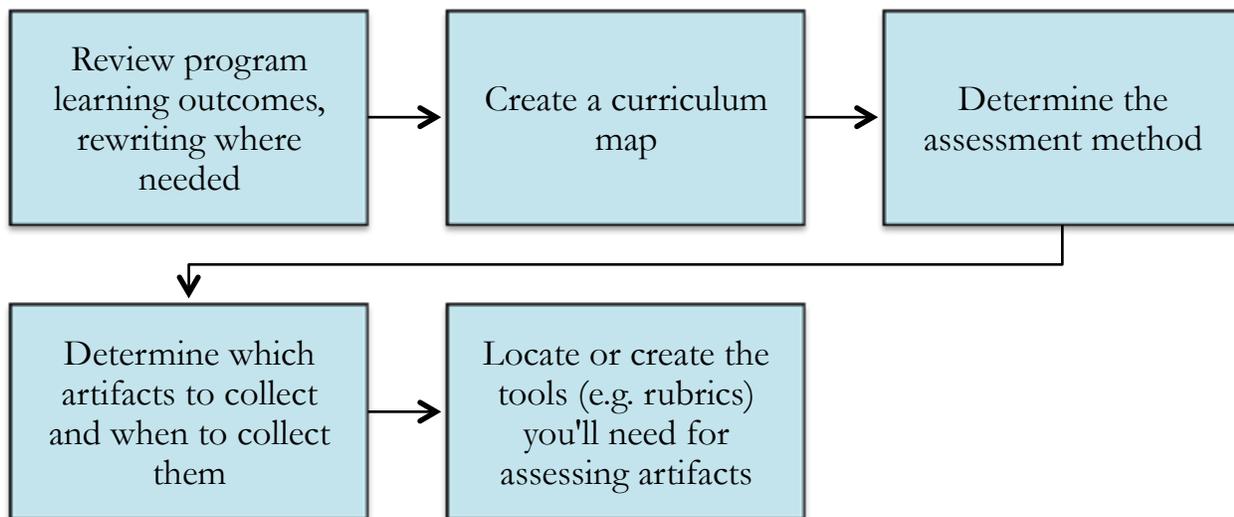
If you would like assistance or have questions about the process, contact Academic Development in the Center for Teaching and Learning.

Mary Lou Kata, Director of Academic Development, katam@macomb.edu

Deborah Armstrong, Associate Director of Academic Development, armstrongde@macomb.edu

Jillian Huot, Learning Resources Coordinator, huotj31@macomb.edu

1. Plan the Assessment



Review program learning outcomes, rewriting where needed.

Four to six learning outcomes for a program is a typical number. However, specialized accrediting bodies may have outcome expectations that must be met that will influence the number of learning outcomes for a particular program. Program learning outcomes are a holistic picture of what is expected of the students who graduate from the program. A strong program outcome identifies an essential high-level skill graduates from your program can be expected to have gained as a result of the experiences they encountered in program coursework.

Learning outcomes use language that allows you to observe and measure what students can do with what they have learned. If you can't observe what students can do to demonstrate their mastery of the program's identified essential skills, how can you measure it? If you can't measure what students can do, how can you assess it? This is why incorporating action verbs into outcome statements is crucial. (See pg.31 for Bloom's Taxonomy explanation). You can observe and measure "write" and "present" and "evaluate" but how can you observe and measure "understand" or "know about"?

Effective learning outcomes:

- are aligned to the mission and goals of the college and the program
- are specific to the program and applicable to state, regional, or national standards
- are student-focused rather than professor-focused
- focus on the observable skills developed as a result of an activity rather than on the activity itself
- focus on important, non-trivial aspects of learning that are credible to the public
- focus on skills and abilities central to the discipline and based on professional standards of excellence
- are general enough to capture important learning but clear and specific enough to be measurable
- focus on aspects of learning that will develop and endure but that can be assessed in some form now (*based on Huba & Freed, 2000*)

Review your current program learning outcomes and edit as needed:

There are several ways to determine the learning outcomes for a program. One way is to discuss with program faculty colleagues what the program prepares the students to be able to do. What are the key skills and what is the knowledge base? Brainstorm a list and from this list identify the most important skills.

Another way to determine program learning outcomes is to review your course learning outcomes. Your course learning outcomes should identify the most important skills and knowledge base for each course. Do you see a theme? Do several courses identify similar skills or mention related concepts? By looking through your course learning outcomes, you can develop a high-level view of your program and identify the essential skills students will acquire. Those essential skills can be used to write your program learning outcomes.

Please see Appendix B on pg. 25 for more information on how to write learning outcomes.

Upon completion of the program the student will be able to:**Program Learning Outcome 1:**

(Start with the action verb)

If there are objectives for each outcome, list them here.

Objective 1.1

Objective 1.2

Objective 1.3

Program Learning Outcome 2:

Objective 2.1

Objective 2.2

Objective 2.3

Program Learning Outcome 3:

Objective 3.1

Objective 3.2

Objective 3.3

Program Learning Outcome 4:

Objective 4.1

Objective 4.2

Objective 4.3

Program Learning Outcome 5:

Objective 5.1

Objective 5.2

Objective 5.3

Program Learning Outcome 6:

Objective 6.1

Objective 6.2

Objective 6.3

Create a curriculum map

A curriculum map is a visual representation of which program learning outcomes each course builds toward, and at what level the course builds toward the learning outcomes. The curriculum map will help you identify which courses align to which program learning outcomes and will help you to determine which student artifacts to collect and examine.

What follows is one method for developing a curriculum map. Please see Appendix D on pg.37 for detailed instruction on how to create a curriculum map.

SAMPLE CURRICULUM MAP

	Outcome 1: Marketing Plan			Outcome 2: 4 Ps	Outcome 3: Market Segments & Target Market	Outcome 4: Market Research	Outcome 5: Consumer & Business Buying	Outcome 6: International Marketing role	Outcome 7: Incorporate technology into marketing
	Write	Present	Develop						
MKTG 1010	R	R	I	I	I	I	I	I	I
MKTG 1020				R	R	I	R		
MKTG 1050				R		I			R
MKTG 1210	R	R	R	R	R	I	R		
MKTG 2010		M		R	R	R	R		R
MKTG 2020				R	R	R	R	I	R
MKTG 2060					M		M	R	
MKTG 2080				M		M			R
MKTG 2200	R	R	M	M	M	M	R	M	R

Introduced (I), Reinforced (R), Mastered (M)

Recommendations on Curriculum Mapping: Not every course will map to every program outcome, and that is just fine. Be as honest as you can in your mapping as that will help you determine if you need to make changes or enhancements to your program along with its sequencing of coursework. Consider your curriculum map a living and dynamic document. If you make curriculum changes to your courses, you might find that a course where students used to “master” the skill now becomes a course where the skill is reinforced.

Your Curriculum Map

When you have completed your curriculum map, you may notice some interesting patterns. For example, you may notice that an outcome is introduced in one course, but not reinforced or mastered in any other course in the program. This type of visual representation can help you consider whether or not curriculum changes such as adding specific assignments or adding additional content to another course would help students acquire the program outcomes.

Your curriculum map can also help you determine which course assignments or projects directly support student mastery of a program outcome skill and so could be used as a program assessment artifact.

Try This: Use the template on the next page to draft a curriculum map for your program.

Curriculum Map Template:

	Program Learning Outcome 1	Program Learning Outcome 2	Program Learning Outcome 3	Program Learning Outcome 4	Program Learning Outcome 5	Program Learning Outcome 6
Course:						
Course:						
Course:						
Course:						
Course:						
Course:						
Course:						
Course:						
Course:						
Course:						
Course:						
Course:						
Course:						

NOTE: It's important to get input from all program faculty. The instructors who teach each course are well positioned to know if and how the course aligns to the program learning outcomes.

Determine the assessment method

Direct assessment or a combination of direct and indirect assessment methods can be used for assessing program learning outcomes.

Direct assessment methods use a performance or product created by students that can demonstrate student attainment of the expected learning outcomes.

Indirect assessment methods use information that does not directly link learning to the learning outcomes but is an indicator of learning.

Examples of Direct Assessment Methods	Examples of Indirect Assessment Methods
Comprehensive exams	Comparison with peer institutions
Certification or licensure exams	Job placement
Rubrics for assessing	Employer surveys
Performance-based tasks	Exit interviews
Capstone projects	Focus group discussions
Portfolios	Alumni surveys
Standardized exams	Student graduation/retention rates
Internship evaluations	Surveys
Clinical experiences	

Table based on Faculty Assessment Handbook - Technical Programs. (n.d.).

Determine which artifacts to collect and when to collect them

Use artifacts from courses where mastery is expected. What artifacts from which course(s) will you use?

-

-

For the purposes of scheduling, plan on a full semester for your program assessment. In what semester will you implement the assessment project?

-

Locate or create the tools (e.g. rubrics) you'll need for assessing artifacts

For example, you could create a rubric for assessing student presentations or artifacts, or write common exam questions for item analysis.

What tools will you create?

-
-
-
-



It's important to remember that the rubric is not used to *grade* the projects; the purpose of the rubric is to measure the degree to which students have demonstrated the program outcome skill in this project. The Office of Academic Development can help create a great rubric for you! If we help create your rubric, we'll also aggregate the data and provide you with a report of the results. Please refer to Appendix C on pg.34 for instruction on how to design a rubric for program assessment.

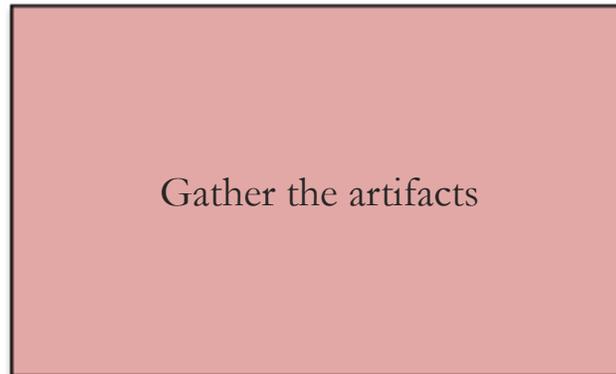
Academic Development Contact Information

Mary Lou Kata, Director of Academic Development, katam@macomb.edu

Deborah Armstrong, Associate Director of Academic Development, armstrongde@macomb.edu

Jillian Huot, Learning Resources Coordinator, huotj31@macomb.edu

2. Collect the Evidence of Student Learning



Gather the artifacts

Inform full-time and adjunct faculty of timelines, tools, etc.

Artifacts can be student presentations, student demonstrations of acquired skill, assignments, tests etc.

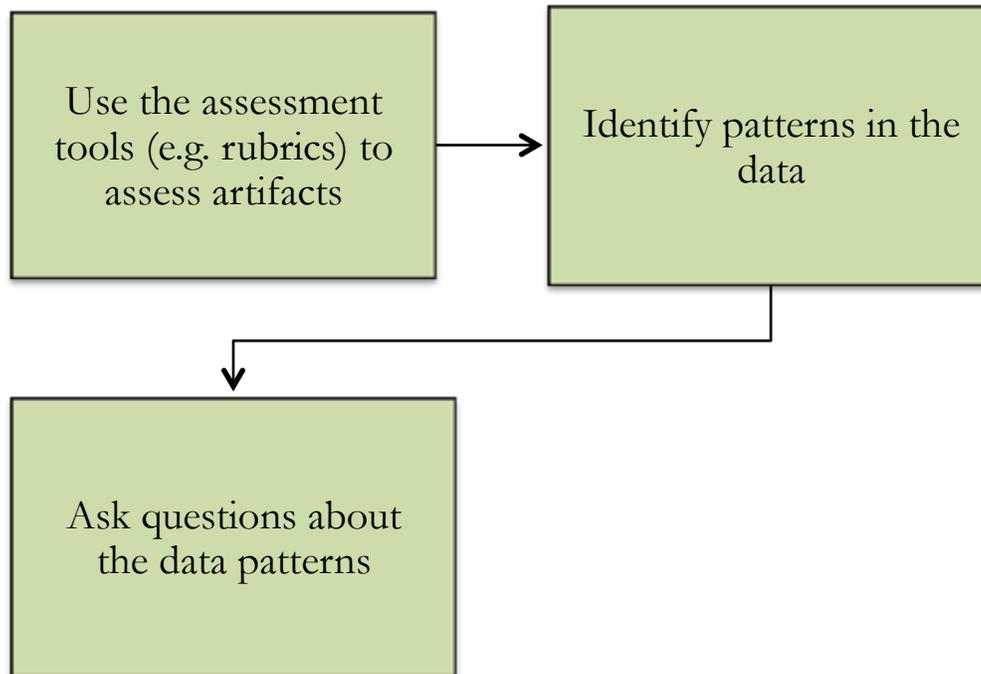
Write a brief summary of methods and procedures for inclusion in your Action Plan

NOTE: See pg. 41 for the Program Assessment Action Plan. The Action Plan form is available in the Assessment Resource Center. See Appendix E on pg. 39 for instruction on how to access the Assessment Resource Center and Appendix F on pg. 40 for instruction to locate a blank Action Plan form.

Using bullet points and brief statements, draft a summary of your methods and procedures (e.g. number of sections, number of students, description of artifacts).

-
-
-
-

3. Examine the Evidence of Student Learning



Use the assessment tools (e.g. rubric) to assess the artifacts

Collect completed assessment tools from all participating full- and part-time faculty.

- What do you see in the students' work that you value?
- What do you value that is not in the students' work?

Aggregate the data on your own or submit assessment tools to the Office of Academic Development for processing.

The Office of Academic Development can help create a great rubric for you!
If we help create your rubric, we'll also aggregate the data and provide you with a report of the results.



Identify patterns in the data

List any consistent areas of strength.

-
-

List any consistent areas of weakness.

-
-

Ask questions about the data patterns

Do the data represent identifiable trends? If so, what are those trends?

-
-

Do the data surprise you? If so, describe what surprises you.

-
-

What do the data say about areas where student learning could be improved?

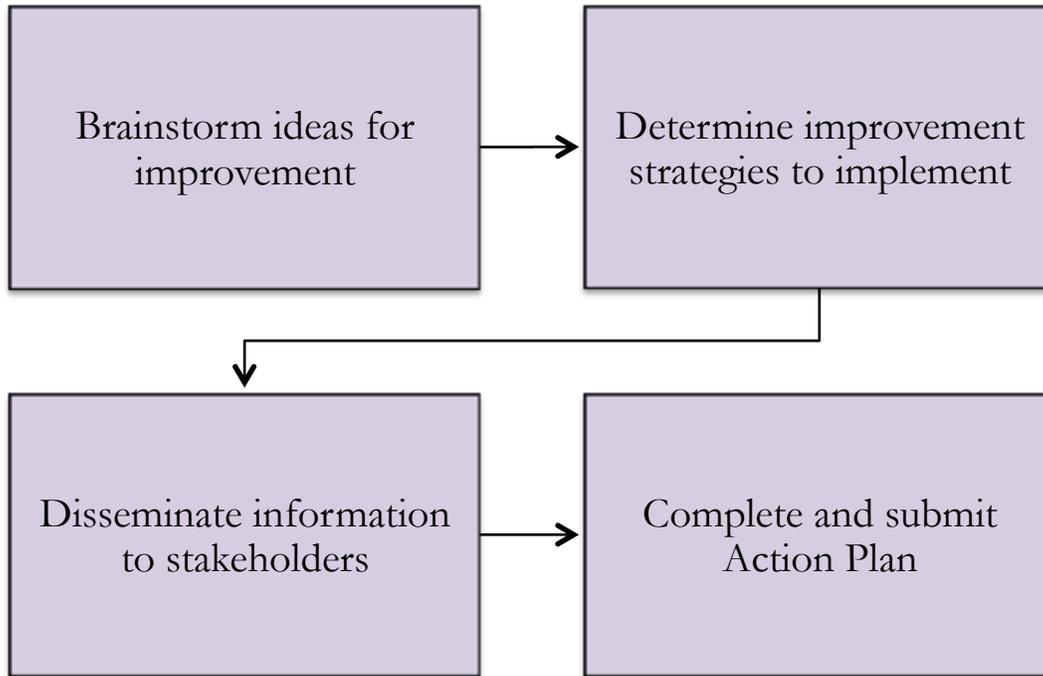
-
-

Share the assessment results with affected faculty

List affected full-time and adjunct faculty with whom to communicate.

-
-
-
-

4. Determine the Improvement Strategy



Brainstorm ideas for improvement where the data indicate a need for improvement

List all ideas for improvement strategies.

-
-
-
-
-
-

Determine one or two improvement strategies to implement

Strategies for program improvement may vary widely from one program to the next, but in general those improvements take the form of changes to the curriculum (adding or deleting courses), changes to pre- and co-requisites (maybe adding or deleting requisite courses), or changes to course learning outcomes. Changes to program policies may also be called for.

-
-

Disseminate information to all interested stakeholders

Communicate with full-time and adjunct faculty and your Associate Dean.

Provide improvement strategy details to full-time and adjunct faculty.

Complete the Program Assessment Action Plan form and submit to Academic Development for inclusion into the Assessment Resource Center.

- Submit a copy of your Action Plan to your Associate Dean for review.
- Submit a copy of your Action Plan to Jillian Huot (huotj31@macomb.edu), Deborah Armstrong (armstrongde@macomb.edu) or Mary Lou Kata (katam@macomb.edu) in Academic Development.

NOTE: See pg. 41 for the Program Assessment Action Plan. The Action Plan form is available in the Assessment Resource Center. See Appendix E on pg.39 for instruction on how to access the Assessment Resource Center and Appendix F on pg.40 for instruction to locate a blank Action Plan form.

5. Implement the Improvement Strategy

Implement the
improvement
strategy

Implement the improvement strategy

Draft a timeline for strategy implementation.

6. Begin Reassessment

Reassess to
determine
effectiveness

Reassess to determine the effectiveness of improvement strategy

Program assessment is a cyclical process – an ongoing effort to examine, strengthen, and occasionally redefine, the skills graduates take with them from the program. After the improvement strategy has been in place for a while, reexamine it. Use what you’ve learned to improve the program; ask more questions and begin the assessment process again.

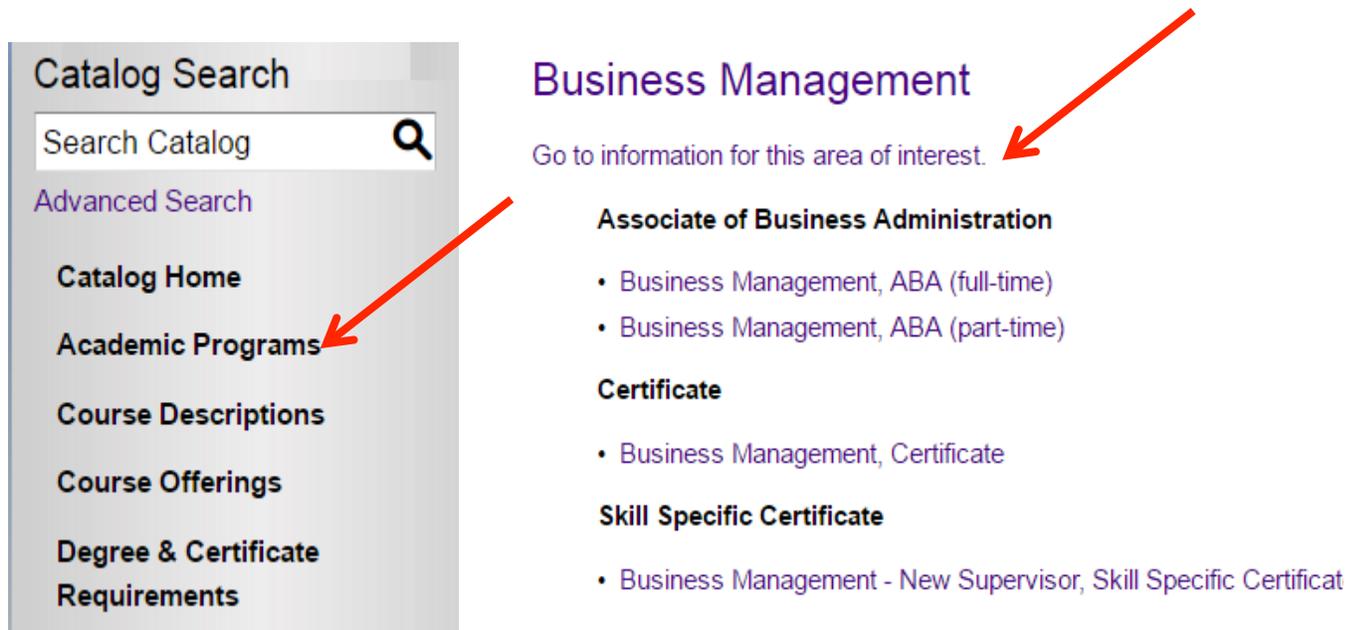
Appendix A – How To: View Current Program Learning Outcomes

One of the first steps of assessment is to review and if necessary, rewrite or revise the learning outcomes for your program. To find the current learning outcomes for your program, follow the steps below.

Step 1. Access Macomb Community College’s public website at www.macomb.edu, click on the link titled “Catalogs”.



Step 2. When the academic catalog appears, click on “**Academic Programs**”, find your program and click on the link titled “**Go to information for this area of interest**”.



The screenshot shows a 'Catalog Search' sidebar on the left with a search bar and a list of navigation links: 'Advanced Search', 'Catalog Home', 'Academic Programs', 'Course Descriptions', 'Course Offerings', and 'Degree & Certificate Requirements'. A red arrow points to 'Academic Programs'. The main content area is titled 'Business Management' and contains a link 'Go to information for this area of interest.' with a red arrow pointing to it. Below this are three sections: 'Associate of Business Administration' with two bullet points, 'Certificate' with one bullet point, and 'Skill Specific Certificate' with one bullet point.

It is on that information page, located beneath the program description, where you will find the current “**Program Outcomes**”.

Program Outcomes:

Upon completion of this program, the student will be able to:

1. Utilize the proper shop equipment and tools needed to diagnose and complete vehicle repairs.
2. Resolve potentially hazardous situations related to automotive service.
3. Utilize the proper data from shop manuals and computer resources as required to complete vehicle repairs.
4. Summarize information as it applies to vehicle servicing in writing or verbally in a comprehensive manner.
5. Strategize the achievements of professional growth with in all areas of the automobile service repair.
6. Exhibit professional and ethical behaviors in the Automotive Lab while adhering to professional technician protocol.

Appendix B – How To: Write Learning Outcomes

Learning Outcomes

A learning outcome is a broad general statement of what the students will be able to do as a result of what they have learned in the course. Learning outcomes use language that allows the faculty member to *observe* and *measure* what students have learned based on what they can do. If you can't observe what a student can do to demonstrate their mastery of course content, how can you measure it? If you can't measure what students can do, how can you assess it? This is why incorporating action verbs in outcome statements is so important. You can observe and measure "calculate" and "identify" and "critique" but how can you observe and measure "understand" or "know" or "appreciate"?

Below are examples of weak learning outcome statements and strong learning outcome statements.

Weak Learning Outcome Statement	Strong Learning Outcome Statement
The student will <i>understand</i> the importance of cell growth and reproduction.	The student will be able to <i>explain</i> the importance of cell growth and reproduction.
The student will <i>know</i> about hydraulic break systems.	The student will be able to <i>service</i> hydraulic break systems.
The student will <i>appreciate</i> a work of 20 th century British sculpture.	The student will be able to <i>analyze</i> the relationship between form and content of a work of 20 th century British sculpture.

The element that distinguishes a weak outcome from a strong outcome is *the verb used*. Consider this: as a faculty member, you can observe and measure *explain*, *service*, and *analyze*, but what do *understand*, *know*, and *learn* look like?

Fuzzy Outcome Statements – Try This:

Circle the fuzzy verb and rewrite:

1. Students will demonstrate an understanding of how to solve an algebraic equation.
2. Students will appreciate a poem.
3. Students will be familiar with terms and vocabulary.
4. Students will know about the nutritional needs of older adults.
5. Students will demonstrate knowledge of business ethics.

Look at one of your program learning outcomes and identify the verb. Write that verb in the left column below. In the right column write 2 or 3 verbs that make student attainment of that outcome more visible and measurable.

Original Outcome Verb	3 Alternative Verbs
1.	1.
2.	2.
3.	3.

Supporting Objectives

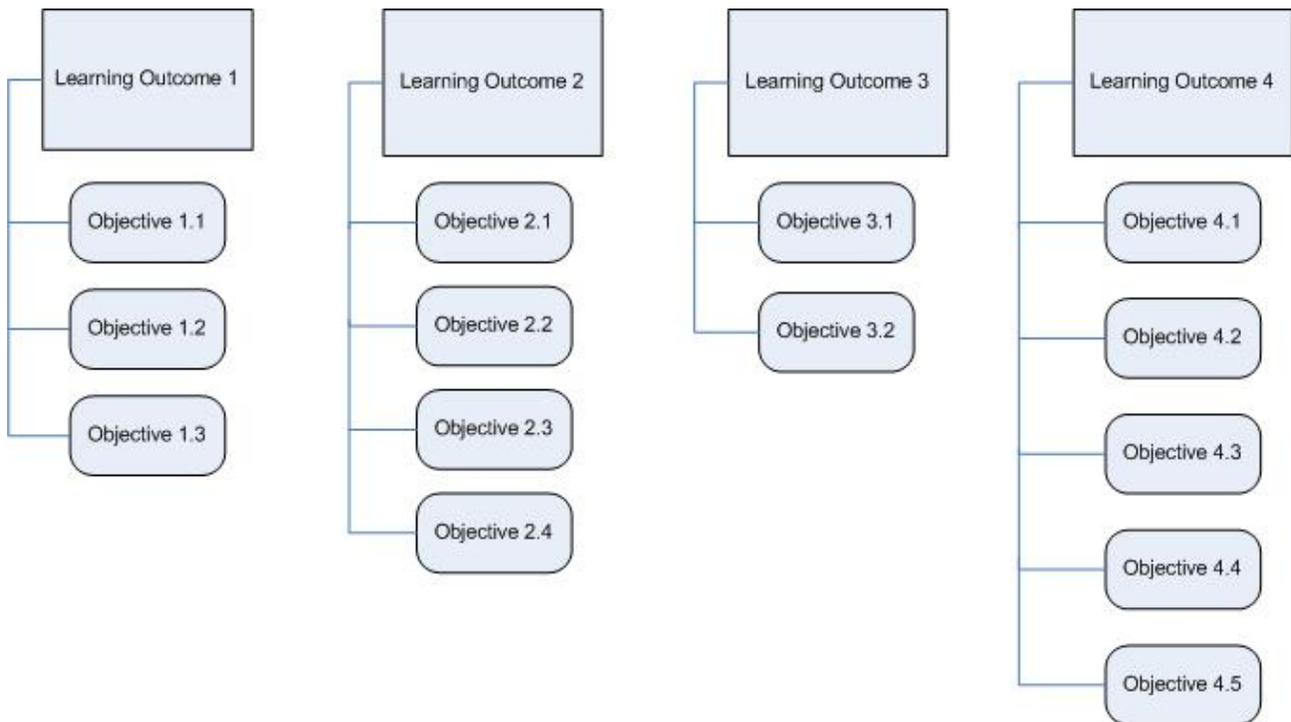
Objectives are detailed specific statements of what the students will do in order to master the program learning outcomes. Like learning outcomes, objectives use action verbs that describe measurable and observable behavior, but the verbs used in objectives are more specific than those used in learning outcomes. Consider the objectives that support the following learning outcomes:

OUTCOME: Upon completion of this program, students will be able to **design** a network plan.

OBJECTIVES:

- Analyze client requirements
- Write an environmental analysis
- Configure networking hardware

As a general rule, write 4 to 6 program learning outcomes and 2 to 5 objectives that support each program outcome.



Writing Program Learning Outcomes by Reviewing Course Learning Outcomes

One way to determine program learning outcomes is to review your course learning outcomes which can be found on the official course syllabus. Your course learning outcomes should highlight the most important skills and knowledge for each course. Do you see a theme? Do several learning outcomes mention similar concepts? By looking through your course learning outcomes, you can review and determine which may be applicable for a program learning outcome.

Before beginning the process, view the appropriate official course syllabi. If assistance is needed, please contact Jillian Huot (huotj31@macomb.edu) or Deborah Armstrong (armstrongde@macomb.edu).

Step 1: List all learning outcomes for each course in the program. (Table 1)

Step 2: Group similar learning outcomes from all of courses into similar categories. For example, Course Learning Outcome (CLO) Two for Course 1100 might be similar to Course Learning Outcome Four for Class 2310 and so can be grouped together. Don't worry if some learning outcomes don't fit neatly into a category; this is fine for this exercise. You're looking for basic similarities, not a perfect fit. (Table 2)

Step 3: Look for the common theme in each category of course learning outcomes. (Table 3)

Step 4: Develop each program outcome around the common theme in each category. You will write these learning outcomes in the same way you would write course learning outcomes.

NOTE: The tables below are suggestions only. This process can also be done using an Excel spreadsheet, a Word document or using the Curriculum Mapping Template that can be found in the Assessment Resource Center.

Table 1

Course Name/Number	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Course 1						
Course 2						
Course 3						
Course 4						
Course 5						
Course 6						
Course 7						
Course 8						

Table 2

	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7	Category 8
Supporting CLO								
Supporting CLO								
Supporting CLO								
Supporting CLO								
Supporting CLO								

Table 3

	Theme 1	Theme 2	Theme 3	Theme 4
Supporting CLO				

Program Learning Outcome 1:

Objective 1.1

Objective 1.2

Objective 1.3

Program Learning Outcome 2:

Objective 2.1

Objective 2.2

Objective 2.3

Program Learning Outcome 3:

Objective 3.1

Objective 3.2

Objective 3.3

Program Learning Outcome 4:

Objective 4.1

Objective 4.2

Objective 4.3

Program Learning Outcome 5:

Objective 5.1

Objective 5.2

Objective 5.3

Program Learning Outcome 6:

Objective 6.1

Objective 6.2

Objective 6.3

Bloom's Taxonomy: Explanation

“In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*. Familiarly known as Bloom's Taxonomy, this framework has been applied by generations of K-12 teachers and college instructors in their teaching.

The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as “skills and abilities,” with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.

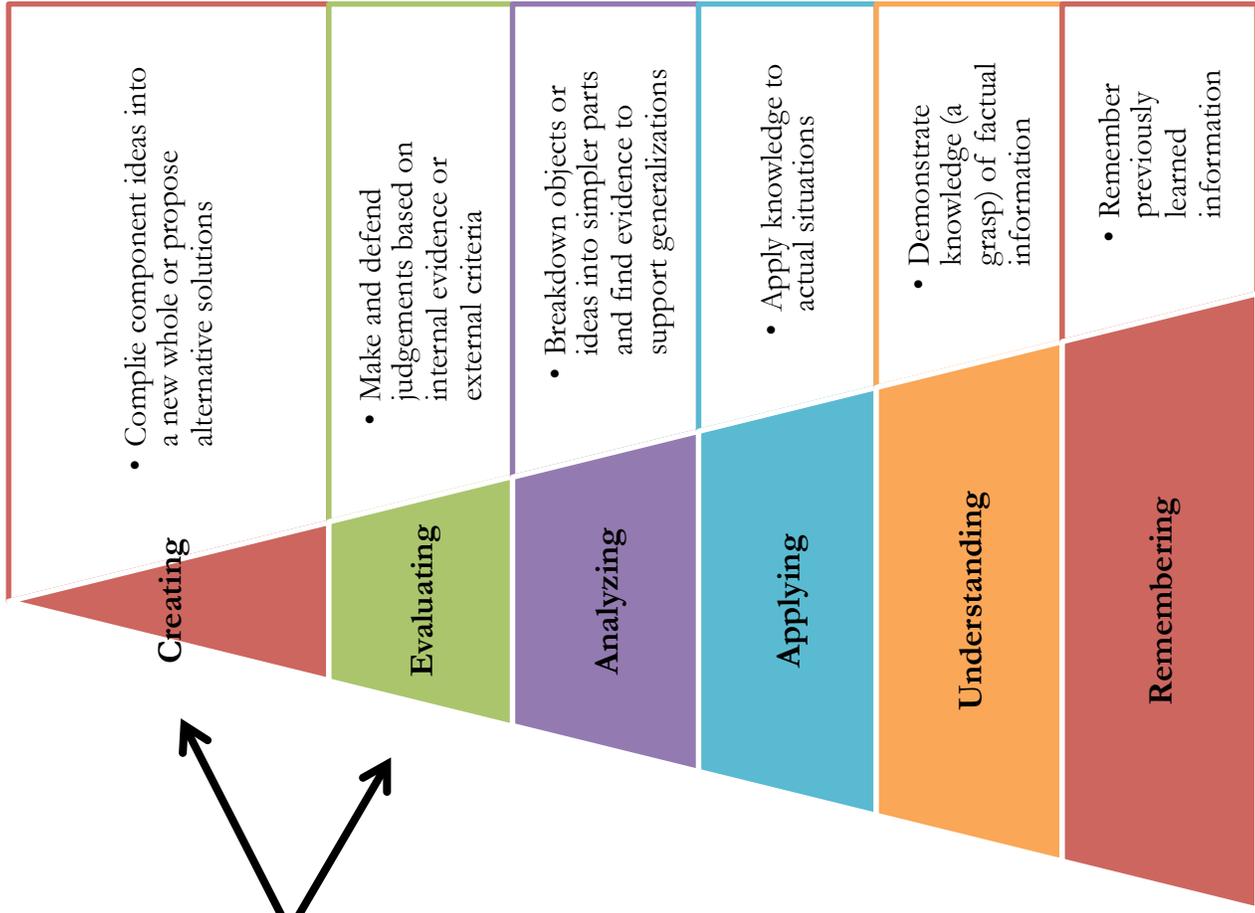
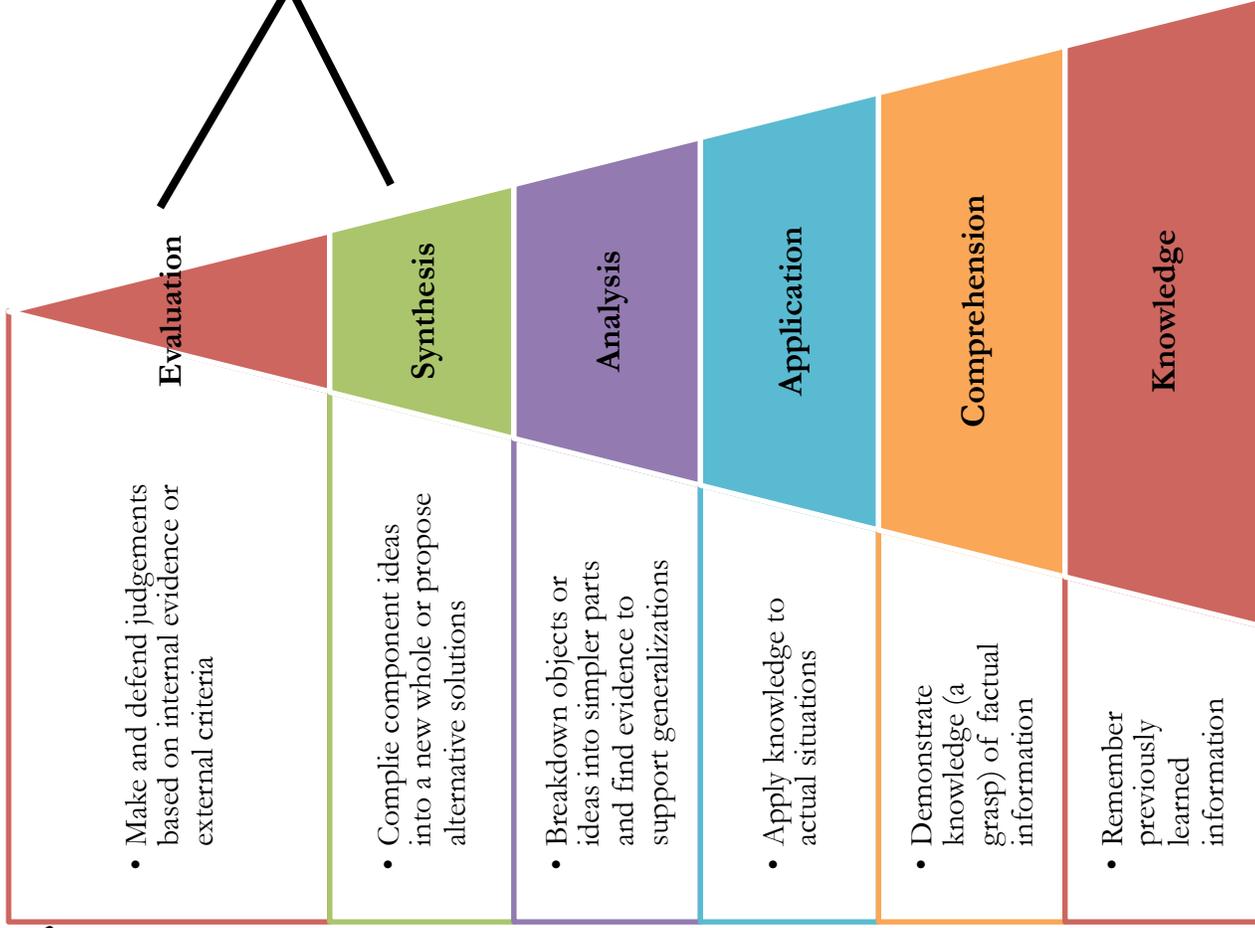
While each category contained subcategories, all lying along a continuum from simple to complex and concrete to abstract, the taxonomy is popularly remembered according to the six main categories.

In 2001, a group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published a revision of Bloom's Taxonomy with the title, *A Taxonomy for Teaching, Learning, and Assessment*. This title draws attention away from the somewhat static notion of “educational objectives” (in Bloom's original title) and points to a more dynamic conception of classification.

The authors of the revised taxonomy underscore this dynamism, using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy).”

Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>, April 20, 2017.

This workbook is based on the 2001 revised taxonomy.



The Original Taxonomy (1956)

The Revised Taxonomy (2001)

Bloom's Taxonomy Verb List: Cognitive Domain

**More examples of verb lists can be found in the Assessment Resource Center.*

Remembering	Understand	Applying	Analysis	Evaluating	Creating
Cite	Generalize	Restructure	Break down	Appraise	Arrange
Define	Illustrate	Sketch	Analyze	Interpret	Modify
Describe	Recognize	Solve	Categorize	Argue	Assemble
Duplicate	Report	Use	Correlate	Assess	Categorize
Identify	Interpret	Write	Examine	Attach	Collect
Label	Locate	Administer	Experiment	Choose	Combine
List	Restate	Articulate	Focuses	Compare	Compose
Match	Summarize	Contribute	Illustrate	Conclude	Construct
Name	Translate	Establish	Infers	Critique	Create
Order	Articulate	Implement	Limits	Defend	Derive
Outline	Associate	Include	Outline	Determine	Design
Quote	Characterize	Instruct	Prioritize	Discriminate	Develop
Recite	Approximate	Participate	Appraise	Judge	Plan
Recognize	Paraphrase	Report	Calculate	Justify	Predict
Reproduce	Classify	Utilize	Separate	Estimate	Formulate
Select	Convert	Apply	Subdivide	Evaluate	Generate
State	Confirm	Organize	Test	Infer	Invent
Tabulate	Conclude	Calculate	Categorize	Measure	Prepare
Trace	Estimate	Choose	Classify	Predict	Produce
	Explain	Classify	Compare	Rate	Propose
	Distinguish	Collect	Contrast	Recommend	Rearrange
	Differentiate	Compute	Criticize	Relate	Reconstruct
		Demonstrate	Survey	Summarize	Rewrite
		Develop	Separate	Support	Set up
		Exhibit	Infer	Validate	Synthesize
		Generalize	Inquire	Value	
		Make	Dissect	Weigh	
		Predict			
		Prepare			
		Manipulate			
		Modify			
		Operate			
		Produce			
		Relate			

Verbs to Avoid when Writing Learning Outcomes

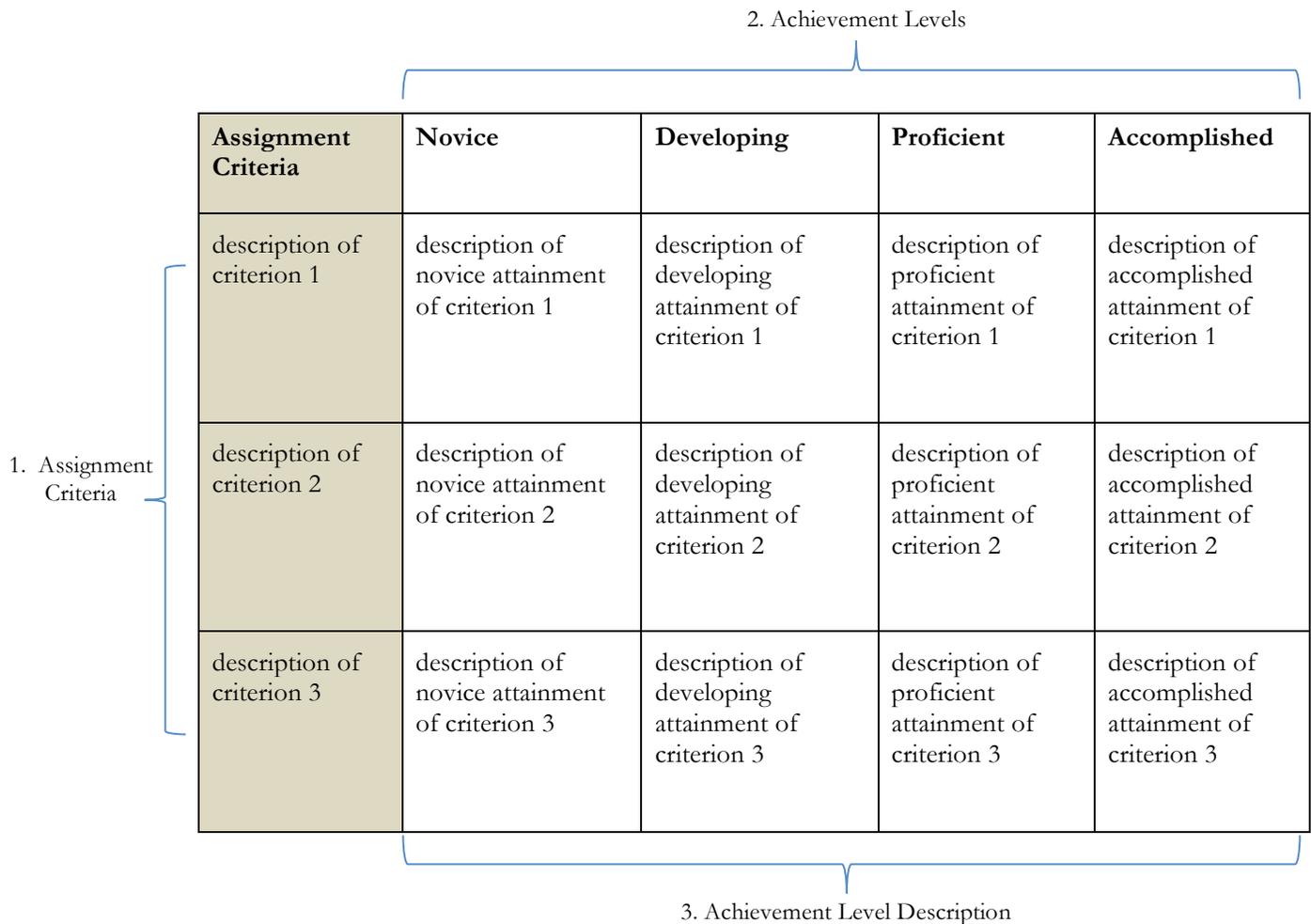
Believe	Know	Comprehend	Understand
Feel	Demonstrate knowledge	Think	See

Appendix C - How To: Design Rubrics

A rubric is a scoring tool that identifies criteria for a student artifact and describes attainment levels for each criterion. A rubric for program assessment is not used to *grade* the projects; the purpose of the rubric is to measure the degree to which outcome skill mastery is reflected in the assignment/project.

Three essential components of the assignment/project are identified in a rubric:

1. Assignment criteria
2. Achievement levels for each assignment criterion (e.g. novice, developing, proficient, accomplished)
3. Specific and detailed description of each achievement level for each assignment criterion



STEP 1: Define the assignment criterion.

- Describe in concrete terms the specific skill/ performance that will be assessed.

1.

2.

3.

4.

5.

6.

STEP 2: Define the achievement levels for each criteria.

- e.g. Novice, Developing, Proficient, Accomplished
- Consider using an even number of achievement levels

Level 1:

Level 2:

Level 3:

Level 4:

SETP 3: Write the achievement level descriptions.

- Use concrete terms to define the quality of the task/performance required to satisfy each achievement level.

Assignment Criterion 1 – first achievement level

Assignment Criterion 2 – first achievement level

Assignment Criterion 3 – first achievement level

Assignment Criterion 1 – second achievement level

Assignment Criterion 2 – second achievement level

Assignment Criterion 3 – second achievement level

Continue writing assignment criterion descriptions for each achievement level in the rubric.

Appendix D – How To: Create a Curriculum Map

A curriculum map is a visual representation of how and where program learning outcomes align to courses in the program. What follows is one method for developing a curriculum map. Before beginning the process, view the appropriate official course syllabi. If assistance is needed, please contact Jillian Huot (huotj31@macomb.edu) or Deborah Armstrong (armstrongde@macomb.edu).

Step 1. Using an Excel spreadsheet, a Word document or using the Curriculum Mapping Template that can be found in the Assessment Resource Center, create a table with one column for each program learning outcome (PLO) and one row for each course in the program.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
AHST 1100						
AHST 1101						
AHST 1102						
AHST 1303						
AHST 1304						
AHST 2000						
AHST 2102						
AHST 2203						
AHST 2204						
AHST 2505						
AHST 2506						

Step 2. Working with the faculty members who teach each course, identify which learning outcomes are covered in each course. For example AHST 1100 might support Program Learning Outcomes 1, 2, and 4; AHST 2204 might support Program Learning Outcomes 2 and 5.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
AHST 1100	x	x		x		
AHST 1101	x	x	x		x	
AHST 1102	x		x			
AHST 1303		x	x		x	
AHST 1304			x			x
AHST 2000			x		x	x
AHST 2102		x				
AHST 2203	x					x
AHST 2204		x			x	
AHST 2505						
AHST 2506		x		x	x	x

The table above provides a clear picture of where each learning outcome is addressed in the program curriculum. A quick glance shows that PLO 2 is supported by six program courses while PLO 4 is supported by two courses. AHST 2102 supports only one PLO, and AHST 2505 does not support any of the program learning outcomes.

The curriculum map will provide a more useful picture if you use a scale such as the one below to identify the level of students' interaction with the learning outcomes in program courses:

Introduced (I) – The skills associated with the program learning outcome are just introduced in the course. You may find this will happen in the lower level courses in your program.

Reinforced (R) – The skills associated with the program learning outcome are being worked on at a level above the introductory stage and/or the skills are being developed at a deeper level.

Mastered (M) – Students should have developed a sufficient level of competency in the skills associated with the program learning outcome to have mastered those skills at a community college level.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
AHST 1100	I	I		I		
AHST 1101	I	R	I		I	
AHST 1102	R		I			
AHST 1303		I	R		I	
AHST 1304			R			R
AHST 2000			M		I	R
AHST 2102		R				
AHST 2203	R					M
AHST 2204		M			I	
AHST 2505						
AHST 2506		M		M	R	M

In this instance, in AHST 1100 PLOs 1, 2, and 4 are introduced; in AHST 2204 students master PLO 2 and are introduced to PLO 5. AHST 2505 does not address any program learning outcomes. PLOs 2 and 3 are introduced, reinforced, and mastered throughout the program; PLO 4 is introduced and mastered, but not reinforced. PLO 5 is introduced repeatedly, reinforced once, but not mastered, and PLO 6 is reinforced and mastered, but nowhere in the program is that learning outcome introduced.

Step 3. Once you have identified how courses align to program learning outcomes, you can begin to consider whether or not changes or enhancements to requirements will strengthen the program. These changes might include adding or deleting courses, re-sequencing courses, adding pre- or co-reqs, or rewriting course syllabi to incorporate important program outcome skills. The curriculum map can also help you determine what student artifacts to collect and examine.

Appendix E – How To: Access the Assessment Resource Center

Step 1. From the Macomb Community College’s public website click **My Macomb** and, if prompted, enter your User ID and Password to Sign In.

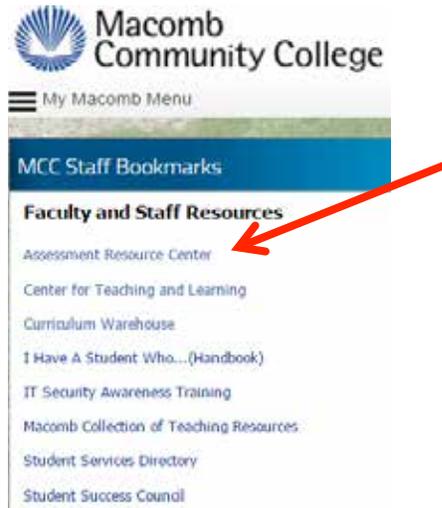


Step 2. Click the **Assessment Resource Center** link located along the left side of the My Macomb Portal Page under MCC Staff Bookmarks.

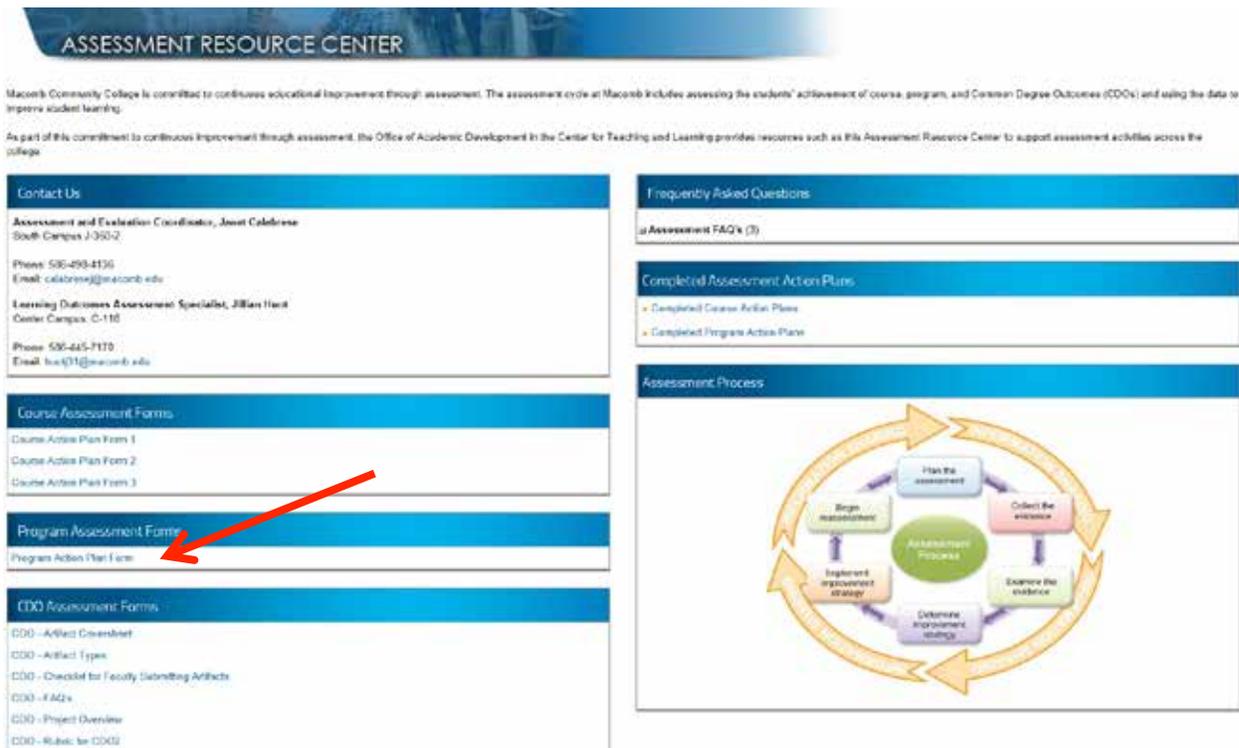


Appendix F – How To: Locate a Blank Assessment Action Plan Form

Step 1. After logging into My Macomb through Macomb Community College’s public website, click on the **Assessment Resource Center** link in the MCC Staff Bookmarks area.



Step 2. Click on **Program Assessment Action Plan Form**. See the Program Assessment Action Plan on pg. 41.



Macomb Community College | Program Assessment Action Plan

Including

Plans to Improve Student Learning

(Term & Year Data Collected)

(Program & Division)

(Faculty Name(s) & Email Addresses)

1. What Program Learning Outcomes (PLOs) were assessed?
2. What evidence was collected and what assessment tool was used to assess the PLOs?
(Please specify the number of students and course sections assessed and what evidence; i.e. course project, presentation, common exam, and tools; i.e. rubric, item analysis, were used to assess the PLOs.)
3. Based on the assessment evidence, what were the results?
(Please include a brief analysis of the overall results explain what was learned from the assessment.)
4. Based on your assessment results, please address the next steps in your improvement strategy:
 - a. What action(s) will be taken?
 - b. When will the action(s) be implemented?
 - c. How do you anticipate the action(s) will impact student learning?
(For the improvement strategy, please note specific changes that will be made to the program, including any curriculum revisions which could positively impact student learning and when those changes will take place. If no changes will be implemented, please provide a rationale. Also, include a tentative date for reassessment.)
5. If known, when was this program last assessed and which PLOs were assessed at that time? How did your area make use of the results?
(If known, please describe any changes that were made that contributed to improving student learning. If no previous assessment has occurred, please leave this question blank.)

After completing this form, please:

- submit one copy to the Office of Academic Development for inclusion into the Assessment Resource Center*
- submit one copy to your Dean and/or Associate Dean for departmental records*
- disseminate findings and actions to be implemented to improve student learning to appropriate internal and external parties (adjunct faculty, advisory boards, etc.)*

A Completed Program Assessment Pilot Project

In the Fall of 2011, the Center for Teaching and Learning (CTL) launched a project to pilot program assessment at Macomb Community College. This was in response to a new emphasis from the Higher Learning Commission (HLC) on assessing learning through entire academic programs rather than only in individual courses. HLC asks us to ask ourselves this question:

How can we tell that students who complete one of our programs have the skills and knowledge we believe they will need for future success?

A work team was formed, made up of faculty members, members of Institutional Research, and representatives from the CTL. Our goal was to pilot a program assessment process for Macomb's Marketing program, with an eye toward creating tools and methods that could be adapted for use by other departments and programs at the College. This workbook is one of those tools.

We began our three-year project by reviewing the assessment literature as well as our own experience until we had a working definition of what we meant by "program" and a clear understanding of direct and indirect assessment strategies and how they are used at peer institutions.

Next, we developed – through much trial and error – tools to help us assess the Marketing program:

1. A formal list of Marketing program learning outcomes, synthesized from the course learning outcomes that already existed on the official course syllabi.
2. A curriculum map, tracing each of the program learning outcomes back to course learning outcomes, showing us the courses in which each outcome skill is introduced, reinforced, and mastered.
3. A review of the intersections between the program learning outcomes and the College's Common Degree Outcomes (CDOs).
4. Rubrics for assessing a program capstone project according to the program learning outcomes.
5. Rubrics for assessing the capstone project according to the appropriate CDOs.
6. Surveys to be completed by program alumni and, in the case of the Marketing program, by members of the Marketing program's advisory board.
7. An Action Plan to help faculty use what was learned from the rubrics and surveys to strengthen courses and the program as a whole.

Throughout the project, we benefitted greatly from the experiences of colleagues at other institutions. We have read widely, met with faculty and staff from other Michigan Community Colleges, attended helpful sessions at the Higher Learning Commission's Annual Conference, and even presented the results of our first two years of work at the 2013 Trends in Occupational Studies Conference. At each step, we have been gratified by the willingness of colleagues to critique our work, ask probing questions, and make useful suggestions. In that same spirit, we present this workbook to help you take on the work of program assessment.

Cindy Bily, Professor of English
Monique Doll, Professor of Marketing
Joe Rice, Professor of Marketing

Deirdre Syms, Director of Institutional Research
Mary Lou Kata, Director of Acad. Dev.
Deborah Armstrong, Associate Director of Acad. Dev.

Marketing Program Assessment Process: A Case Study

What follows is the process the Marketing Department faculty used to complete the Program Assessment Pilot study.

Review and, if necessary, write program learning outcomes

We found that developing program learning outcomes is similar or at least related to developing course learning outcomes ... it is just on a larger level. We used the following process to develop our program learning outcomes.

1. We listed outcomes from all MKTG classes.
2. We grouped similar outcomes. For instance, in most classes we have an outcome related to *target market*. We found that it was helpful to write each of the course learning outcomes on a different index card. That way, we could physically move the outcomes around and group them to help identify similar outcomes.
3. Most groupings of the outcomes had a common thread; these threads turned into the program outcomes.
4. We wrote program learning outcomes for the groups from Step 2, just as we had developed them for each course using Bloom's Taxonomy and other tools provided by the Center for Teaching and Learning's Office of Academic Development.
5. The outcomes for the individual MKTG classes that we grouped together in point 2 became the objectives for each program outcome.

Create a curriculum map to determine which course learning outcomes lead to the program learning outcomes.

Curriculum Mapping:

Our next step after determining the program learning outcomes was to identify which of the courses in our program actually lead to the program learning outcomes. We developed a curriculum map (see below) where we identified which program learning outcomes each course builds toward, and at what level the course builds toward the outcomes. We measured the level at which the outcome was being met by using the Introduced (I), Reinforced (R), Mastered (M) scale. Please see Appendix D on pg. 37 for more information on this scale. Our curriculum map took the form of a chart with the program learning outcomes across the top and each MKTG class along the side. We then determined in which class each objective is introduced (I), reinforced (R), and mastered (M).

Marketing Program Curriculum Map

	Outcome 1: Marketing Plan			Outcome 2: 4 Ps	Outcome 3: Market Segments & Target Market	Outcome 4: Market Research	Outcome 5: Consumer & Business Buying	Outcome 6: International Marketing role	Outcome 7: Incorporate technology into marketing
	Write	Present	Develop						
MKTG 1010	R	R	I	I	I	I	I	I	I
MKTG 1020				R	R	I	R		
MKTG 1050				R		I			R
MKTG 1210	R	R	R	R	R	I	R		
MKTG 2010		M		R	R	R	R		R
MKTG 2020				R	R	R	R	I	R
MKTG 2060					M		M	R	
MKTG 2080				M		M			R
MKTG 2200	R	R	M	M	M	M	R	M	R

Recommendations on Curriculum Mapping: Not every course will map to every program outcome, and that is just fine. Be as honest as you can in your mapping as that will help you determine if you need to make changes or enhancements to your program, along with its sequencing of coursework. Also, this is a living, breathing document. If you make curriculum changes to your courses, then you might find that a course where you used to “master” the skill now becomes a course where you “reinforce” the skill.

You will want to be sure to involve as many faculty members as possible in your program area in this process, as each one of you will bring a unique perspective to this process. It will also help to familiarize faculty in your program area with the content and major assignments of each course in the program. You may get some lively debate as you determine what level of skill you are expecting students to reach in each course in your program.

Determine the assessment method

Our next step was to assess the Marketing program. At Macomb, we have focused on individual course assessment for the past 10 – 20 years, so we are familiar with different assessment techniques like pre- and post-tests and project / portfolio assessments. Program assessment is done in a similar fashion, although the scope of the assessment becomes a bit larger. Here are some different tools that we considered:

Direct Assessment Tools:

Competency tests – many programs have an “exit” exam or an industry certification exam that students take to identify if they get a license or if they are able to perform the tasks. This is a great assessment tool to show if students can or cannot meet the outcome of the program.

Artifacts – you can use a capstone project or a large, clearly defined assignment to measure student achievement toward the program learning outcomes. Doing this goes beyond grading an assignment; it means developing a rubric to use as you assess the assignment to measure if a student is reaching each of the outcomes. This process works best if you can use an assignment that is already a part of the course.

In Marketing, we chose to use an artifact. This artifact was a marketing plan that was completed by all students in our MKTG 2200 Global Marketing course. This course was required in order to graduate from the program, and it was usually one of the last courses taken in the program, so this made it an ideal place to find an artifact. The marketing plan can show if a student can demonstrate the learning outcomes.

Indirect Assessment Tools:

We also looked for more indirect assessments (those that are more anecdotal in nature). These may or may not show a direct link between student knowledge and learning outcomes achieved, but they can be used to informally measure what students learned from the program. These indirect assessments were as follows:

LinkedIn Group: We created a LinkedIn group and invited former students and graduates to join. This would allow us to see in what kinds of jobs and careers former students and graduates are. We have over 50 students as of the Winter 2014 semester.

Advisory Board: We discussed the learning outcomes of the Marketing program with our industry advisory board and surveyed them to see if those learning outcomes reflected the job skills necessary in today's economy.

Determine when to collect the artifacts

Since the MKTG 2200 course is only offered one time a semester, and it's typically a lower enrollment class, we chose to look at 3 semesters' worth of projects. Each program will need to determine the right amount of projects and semesters based on number of courses, projects and instructors.

Create the tools you'll need for collection

In conjunction with members of the CTL, the Marketing Department faculty developed a rubric in order to measure the performance level of our students. This is not an easy task, because it means that you, as faculty members, must define, and in some cases *quantify*, what performance level demonstrates proficiency. For Marketing, this was a long process and really made us evaluate what novice, developing, proficient, and accomplished looked like. You will see our working rubric on pages 47-48. For our pilot program, we chose to look at only 3 of our Marketing Department program learning outcomes.

NEXT STEPS: Collection and reporting of data

We gathered the MKTG 2200 marketing plans and the 2 full-time faculty members used the rubric to measure the chosen learning outcomes. We had to remember that we were not *grading* the marketing plans, but we were measuring the competency of skills in relation to the learning outcomes. In the future, however, we are considering transitioning the learning outcomes rubric to a grading rubric for the project. This, we found, would be a huge advantage to use, as it would allow us to "kill two birds with one stone" and make this assessment integrated into the course.

Action Plan:

Once all of the artifacts have been assessed or the competency tests have been graded, you need to report the results of your assessment data, and based on the results, develop a plan that addresses the results of the assessment. You might find that the plan could involve one or more of the following:

- Change in course sequence in the program
- Addition of pre-requisites to courses
- Changes in your assessment tests, artifacts or rubrics
- Changes to individual course content to better address the overall program learning outcomes

Once we tallied our results in Marketing, we found that our students were for the most part proficient, but there were two areas (pricing strategy and target market development) where we discovered that a key concept was not included in the Marketing 2200 project. Based on this finding, we revised the Marketing 2200 project. To strengthen the price strategy and target marketing development areas, we are doing a few things:

- Pricing strategy will be discussed at greater length in the Global Marketing course and the instructions on the marketing plan project will be clarified
- Target market concepts will be supplemented in lower-level courses. Assignments centered around defining a target market will be added to these courses for further reinforcement
- Pre-requisites have been added to some higher-level marketing courses to ensure students have been introduced to concepts before they are expected to master those concepts

Please see our Program Assessment Action Plan on pages 49-50.

What we learned/our results:

1. We learned that we had already been informally assessing our program.
2. We learned that using the advisory board as a valuable source for program improvement is critical. Many of the changes we've made to the program over the years have been a result of discussions with the advisory board. We recommend – for any discipline with an advisory board – to annually present the program plan and ask for feedback to make sure the program continues to represent marketplace needs.
3. We learned that assessment is **not a tool to evaluate individual instructor performance**. There are no “bad” numbers or percentages when assessing. It is a matter of improving the program and increasing student success.
4. As a result of the assessment we made two major changes in the program:
 - a. We revised the project in our MKTG 2200 Global Marketing class, considered the program capstone.
 - b. We updated and changed some class pre-requisites.

Challenges:

1. We still continue to struggle with where the general education requirements fit into the program assessment. For instance, our first objective is related to students writing and presenting a marketing plan. We teach the components of a marketing plan but we do not teach writing or presentation skills.
2. We also struggle with how to evaluate transfer students versus graduates when considering the program. These two options have different paths.
3. Considering we have very few pre-requisites on MKTG classes, students do not have a prescribed program path. This is significant because we are using the project in MKTG 2200 with the assumption of its being a capstone project/course yet students may not have taken many other MKTG classes.
4. When deciding on an artifact to directly assess, a determination needs to be made if it should be an individual project/paper or team project/paper. Both types of artifacts can show demonstration of knowledge, but there are questions surrounding using individual vs. team work to evaluate proficiency.

Marketing Sample Rubric

	NOVICE 1	DEVELOPING 2	PROFICIENT 3	ACCOMPLISHED 4
MKTG Degree Outcome #1: <i>Students will be able to develop and formally present a marketing plan</i>				
Marketing Plan Organization <ul style="list-style-type: none">• Exec. Summary• SWOT Analysis• Environmental Scan• Target Market• Product Strategy• Placement Strategy• Promotion Strategy• Pricing Strategy	Contains 0-50% of the parts of a marketing plan.	Contains 50-75% of the parts of a marketing plan.	Contains 75-90% of the parts of a marketing plan.	Contains 90-100% of the parts of a marketing plan.
Marketing Plan Content	Uses appropriate marketing concepts and displays appropriate marketing strategy plans for the target market(s) chosen in less than 50% of the paper and/or presentation.	Uses appropriate marketing concepts and displays appropriate marketing strategy plans for the target market(s) chosen in 50-75% of the areas of the paper and/or presentation.	Uses appropriate marketing concepts and displays appropriate marketing strategy plans for the target market(s) chosen in 75-90% of the areas of the paper and/or presentation.	Uses appropriate marketing concepts and displays appropriate marketing strategy plans for the target market(s) chosen in 90-100% of the areas paper and/or presentation.
MKTG Degree Outcome #2: <i>Students will be able to develop and analyze strategies in each of the 4 parts of the marketing mix (product, placement, pricing and promotion)</i>				

<u>Product</u> <ul style="list-style-type: none"> • Concept • Advantage • Product Life Cycle ID • Branding Strategy • Packaging Strategy • Positioning 	Does not contain appropriate product strategy in relation to a given target market.	Contains at least one complete, appropriate and supported product strategy suggestion (listed to the left) in relation to a given target market.	Contains at least three complete, appropriate and supported product strategy suggestions (listed to the left) in relation to a given target market.	Contains fully complete, appropriate and supported product strategy suggestions (listed to the left) in relation to a given target market.
<u>Placement</u> <ul style="list-style-type: none"> • Distribution Strategy • Supply Chain • Retail 	Does not contain appropriate promotion strategy in relation to a given target market.	Contains at least one complete, appropriate and supported placement strategy suggestion (listed to the left) in relation to a given target market.	Contains at least two complete, appropriate and supported placement strategy suggestions (listed to the left) in relation to a given target market.	Contains fully complete, appropriate and supported placement strategy suggestions (listed to the left) in relation to a given target market.
<u>Promotion</u> <ul style="list-style-type: none"> • Specific Promotion Mix Choices and Support • Objectives 	Does not contain appropriate promotion strategy in relation to a given target market.	Contains at least one fully complete, appropriate and supported promotion strategy suggestions (listed to the left) in relation to a given target market, along with a promotion objective.	Contains at least two fully complete, appropriate and supported promotion strategy suggestions (listed to the left) in relation to a given target market, along with a promotion objective.	Contains at least three fully complete, appropriate and supported promotion strategy suggestions (listed to the left) in relation to a given target market, along with a promotion objective.
<u>Pricing</u> <ul style="list-style-type: none"> • Pricing Objective • Pricing Strategy • Specific Price Point 	Does not contain appropriate pricing strategy in relation to a given target market.	Contains at least one fully complete, appropriate and supported pricing strategy suggestion areas (listed to the left) in relation to a given target market.	Contains at least two fully complete, appropriate and supported pricing strategy suggestion areas (listed to the left) in relation to a given target market.	Contains fully complete, appropriate and supported pricing strategy suggestion areas (listed to the left) in relation to a given target market.
MKTG Degree Outcome #3: <i>Students will be able to develop market segments and target markets</i>				
Market Segmentation Strategy	Did not define a market segmentation strategy.	Did define a market segmentation strategy, but did not explain why it was chosen.	Did define a market segmentation strategy and explained why it was chosen with limited supporting details.	Did define a market segmentation strategy and explained why it was chosen with complete supporting details.
Target Market Description	Does not develop an appropriate and correct description of a target market.	Develops a description and explanation of a target market, containing at least 1 example of details specific to any or all of the following characteristics: (demographics, geographics, geo-demographics, behavior, benefits and/or psychographics).	Develops a description and explanation of a target market, containing at least 2 examples of details specific to any or all of the following characteristics: (demographics, geographics, geo-demographics, behavior, benefits and/or psychographics).	Develops a description and explanation of a target market, containing at least 3 examples of details specific to any or all of the following characteristics: (demographics, geographics, geo-demographics, behavior, benefits and/or psychographics).

Marketing Program Assessment Action Plan: Results and Plans to Improve Student Learning

Action plan for Marketing Data collected Winter/Summer 2013
Assessment Meeting conducted Fall 2013
(DEPARTMENT) (SEMESTER)
(SEMESTER/DATE)

Demographic information (e.g., number of students, number of sections, etc.):

- 2 sections (Winter 2013 and Spring/Summer 2013)
- 44 students total

Evidence Collected

- MKTG 2200 Course Team Projects – Global Marketing Plans (8 projects)

Assessment Tool Used

- Marketing Program Learning Outcomes Rubric (see attached)

Information Dissemination Plan:

- Place results in the Curriculum Warehouse* in Winter 2014
- Share with MKTG faculty at Summer 2014 Department Meeting

(*As of Fall 2017, this area of the Curriculum Warehouse has been moved to the Assessment Resource Center. See Appendix E on pg.39.)

OUTCOME	# STUDENTS ASSESSED	%				FINDINGS AND ACTIONS REQUIRED TO IMPROVE PERFORMANCE	
		Novice	Developing	Proficient	Accomplished		
MKTG Degree Outcome #1: <i>Students will be able to develop and formally present a marketing plan</i>							<ul style="list-style-type: none"> All plans had the required parts of the marketing plan and 88% had the required content. Continue reinforcing the structure of a marketing plan throughout required MKTG courses. Review and revise the MKTG 2200 course project to reflect the class/program requirements as outlined on the rubric Implementation Date: <u>Ongoing</u>
Marketing Plan Organization		0%	0%	0%	100%		
Marketing Plan Content		0%	13%	25%	63%		<ul style="list-style-type: none"> All parts of the marketing mix strategy saw 20-38% of projects that were not proficient. Implement assignments in courses earlier in the program to strengthen student abilities in strategic planning in each part of the marketing mix: <ul style="list-style-type: none"> PRODUCT: MKTG 2060? PLACEMENT: MKTG 2200 PROMOTION: MKTG 2020 PRICING: MKTG 1020 Implementation Date: <u>Fall 2014</u>
MKTG Degree Outcome #2: <i>Students will be able to develop and analyze strategies in each of the 4 parts of the marketing mix (product, placement, pricing and promotion)</i>							
Product Strategies		0%	19%	50%	31%		
Placement Strategies		6%	25%	6%	63%		
Promotion Strategies		0%	25%	56%	19%		
Pricing Strategies		13%	25%	31%	31%		
MKTG Degree Outcome #3: <i>Students will be able to develop market segments and target markets.</i>							<ul style="list-style-type: none"> Clarify project rubric to include a defined market segmentation strategy. Implement in-class work and assignments in all required MKTG courses to have students develop skills in describing target markets. Implementation Date: <u>Winter 2014</u>
Market Segmentation Strategy		94%	0%	0%	6%		
Target Market Description		6%	31%	31%	31%		

Submitted by: _____

(List all team members)

Next scheduled assessment _____

Common Degree Outcomes

Macomb Community College is committed to the continual improvement of teaching and learning. To reflect this commitment, Common Degree Outcomes are provided to help establish a structured environment within which students will realize their educational goals. Therefore, associate degree recipients are expected to meet the following outcomes as appropriate to the student's degree program.

Curriculum Committee Adopted: 10/27/1995

Curriculum Committee Revised: 05/2005

1. The graduate can integrate the knowledge and technological skills necessary to be a successful learner.
 - The student will be able to utilize technology to generate work and effectively communicate with others.
 - The student can locate, analyze, evaluate, and critique information resources.
 - The student will be able to responsibly and ethically use and properly attribute information resources.

2. The graduate can demonstrate how to think competently.
 - The student will be able to identify problems, approach them systematically, and explore viable solutions.
 - The student will be able to evaluate the reasoning, arguments, and evidence offered by others.

3. The graduate can demonstrate how to employ mathematical knowledge.
 - The student can apply the concepts of math.
 - The student can use quantitative data in everyday life.
 - The student can evaluate quantitative information.

4. The graduate can demonstrate how to communicate competently.
 - The student's written and oral work is organized, and the development is appropriate to the task and to the arguments presented by the student.
 - The student can clearly distinguish between their ideas and those of others in both written and oral communication.
 - The student's written work follows the conventions of standard written English in punctuation, grammar, and spelling.

5. The graduate is sensitive to issues relating to a diverse, global society.
 - The student will have an understanding and appreciation of multicultural factors and their personal, professional, and societal significance.
 - The student will grasp technological, scientific and economic advances in the context of their broader societal and international impact.
 - The student will have an understanding and appreciation of diverse geographical, historical, sociological, and psychological viewpoints.

Definitions

Action Plan

A completed document that reports on assessment methods, findings, and recommendations of the assessment project.

Artifact

The papers, projects, presentations, demonstrations, examinations, etc., that student's produce that reflect their attainment of a student learning outcome(s).

Assessment

A continuous process that involves "...the systematic collection of information about student learning ... in order to inform decisions about how to improve learning." (*Walvoord, B.E. 2010*)

Assessment Tool

The means (instrument used) to measure achievement of learning outcomes reflected in an artifact.

Bloom's Taxonomy

A categorization of cognitive learning skills, arranged hierarchically from the most basic (Remembering) to the most complex (Creating).

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.

Course "An organization of subject matter and interrelated learning experiences with unique identifying information attached." (*The Curriculum Process: A User's Guide, 2015*)

Course Assessment

A faculty-driven, continuous process meant to improve the quality of teaching and learning, which involves the systematic collection of artifacts at the course level to determine the extent to which students in all sections of a course have achieved course student learning outcomes.

Course Learning Outcome (CLO)

A statement identifying the knowledge, skills, and attitudes the student will be able to demonstrate upon completing a course.

Curriculum Map

For the purposes of program assessment, a curriculum map is a visual representation of the alignment of course and program outcomes.

Direct Assessment

An assessment method that examines student learning through student-generated artifacts such as projects, papers, examinations, presentations, etc.

Evidence

An artifact that reflects a student's attainment of a student learning outcome.

Indirect Assessment

An assessment method that examines student learning through artifacts that report on perceptions about student mastery of learning outcomes.

Learning Outcome

A statement identifying the knowledge, skills, and attitudes the student will be able to demonstrate upon completion of the course or program of study.

Objective(s)

Detailed specific statements of what the students will do in order to master the student learning outcomes.

Program

For the purposes of assessment, Macomb has defined a program as a group of courses leading to a degree.

Program Assessment

A faculty-driven, continuous process meant to improve the quality of teaching and learning, which involves the systematic collection of artifacts at the program level to determine the extent to which graduates or completers have achieved program student learning outcomes.

Program Learning Outcome (PLO)

A statement identifying the knowledge, skills, and attitudes the student will be able to demonstrate upon completing a program.

Rubric

A scoring tool that identifies criteria for a student artifact and describes attainment levels for each criterion.

Resources

Websites

Association for the Assessment of Learning in Higher Education (AALHE)

<http://aalhe.org/>

Higher Learning Commission

<http://www.ncahlc.org/>

National Institute for Learning Outcomes Assessment

<http://www.learningoutcomeassessment.org/index.html>

North Carolina State University Internet Resources for Higher Education Outcomes Assessment

<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>

Curriculum Mapping

Assessment How-to: Curriculum Mapping / Curriculum Matrix (University of Hawaii at Manoa)

<http://manoa.hawaii.edu/assessment/howto/mapping.htm>

Creating a Curriculum Map (Long Beach City College)

<http://www.lbcc.edu/outcomesassessment/curriculummap.cfm>

Creating a Curriculum Map for Your Degree Program (University of Kentucky YouTube video)

<http://www.youtube.com/watch?v=TjnQzF2M-iE>

Rubric Design

Association for the Assessment of Learning in Higher Education – Assessment Rubrics

<http://course1.winona.edu/shatfield/air/rubrics.htm>

Rubric Samples for Higher Education

<http://rubrics.kon.org/>

University of Rhode Island Rubric Resources

<http://www.uri.edu/assessment/uri/guidance/rubrics.html>

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Nine Principles of Good Practice for Assessing Student Learning

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing, not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.



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