Academic Affairs Assessment Plan

6/18/2012

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Mission and Vision

Mission

The mission of Antioch College is to provide a rigorous liberal arts education on the belief that scholarship and life experience are strengthened when linked, that diversity in all its manifestations is a fundamental component of excellence in education, and that authentic social and community engagement is vital for those who strive to win victories for humanity.

Vision

Antioch College will be the place where new and better ways of living are discovered as a result of meaningful engagement with the world through intentional linkages between classroom and experiential education.

Introduction

Antioch College aspires to be an institution of higher learning which instills and develops in its students the values, skills, and habits of mind that foster creativity, the capacity to innovate, self-discipline, and the ability to learn through experience and reflection. We aspire to provide a rigorous liberal arts education that integrates classroom learning and experiential education, and thoroughly prepares students for life after graduation, including future employment and further education. We have designed our educational programs with these aspirations and the ideals of our mission and vision in mind.

The seven Liberal Arts Learning Outcomes (LALO) of Antioch College capture and express what we feel are the key knowledge, skills, abilities, habits, and values that must be instilled in and passed on to each generation of students. These key competencies are delivered through our classroom and cooperative education curriculum and community life, and are linked to the LALO. If students can achieve these learning outcomes, they will have gained what we consider to be the most important aspects of a modern global citizen, and will have received an excellent liberal arts education.

Liberal Arts Learning Outcomes

Knowledge and Inquiry

• Demonstrated understanding of and practical experience with concepts and modes of inquiry essential to the liberal arts and the disciplines that explore the natural, social, and cultural realms.
• Demonstrated depth in one or more areas of concentration.

Skill and Innovation

• Demonstrated ability to problem-solve, create, and innovate, both independently and collaboratively, in a range of fields, workplaces, technology, and media.

• Demonstrated ability to use analytic, communication, quantitative and information skills effectively.

<p style="text-align:center">Critical Thinking</p>

• Demonstrated ability to evaluate knowledge and evidence in a comprehensive and rational manner and to analyze, construct, and criticize arguments.
• Demonstrated ability to utilize different means of analysis and presentation of ideas including: reading, writing, oral presentation, visual interpretation and analysis, qualitative and quantitative analysis, and experiment.

<p style="text-align:center">Intercultural Effectiveness</p>

• Demonstrated knowledge of cultures and cultural practices (one's own and others'); complex cognitive and communication skills for decision-making across cultural contexts; social skills to function effectively and respectfully in diverse groups; and personal attributes that include flexibility and openness to new ideas.

<p style="text-align:center">Social Engagement</p>

• Demonstrated ability to engage as an active citizen in ethical and civil dialogue within a participatory, multicultural society concerned with the care of the planet's environment and all that resides within it.

<p style="text-align:center">Deliberative Action</p>

• Demonstrated capacity to adapt knowledge, skills, and responsibilities to new settings and challenges and to reflect on the personal and social significance of learning as a guide toward a purposeful future.
• Demonstrated constructive participation in the Antioch community life, including its governance processes.

<p style="text-align:center">Written, Oral, and Quantitative Communication</p>

• Written communication ability that demonstrates development and effective expression of ideas and arguments in writing. It involves learning how to work in a variety of genres and styles. Written communication skills and abilities develop through iterative experiences across the curriculum.
• Oral communication ability that demonstrates prepared and purposeful presentations designed to enhance knowledge, foster understanding, or promote changes in the listeners' attitudes, values, beliefs, or behaviors.
• Quantitative communication ability that demonstrates effective understanding and use of numerical and graphical information.

Description of the Plan

In order to know whether or not we are living up to our mission, achieving our vision, and educating students well, we must be able to measure student learning and achievement, especially, but not exclusively, as it pertains to the Liberal Arts Learning Outcomes. In order to improve the efficacy and efficiency of our processes, we must be able to understand what, why, and how we do what we do in Academic Affairs. In order

to create and deliver the best educational experiences possible, we must be able to experiment and engage in critical self-examination. All of these crucial things, and more, are made possible by thorough and thoughtful assessment.

We view assessment as a multi-faceted, multi-leveled, cyclical process with many feedback loops. We believe assessment is an ongoing process that is mission-driven, evidence-based, and action-oriented. We understand that assessment, by its very nature, is never complete, and always seeks improvement. And we know that assessment is best when it is authentic, minimally invasive, and participated in by all.

Our Academic Affairs Assessment Plan (AAAP) is non-invasive, multi-level, universal, and uses parallel and perpendicular information streams to make informed curricular improvement decisions within Academic Affairs. This Plan centers around capturing data regarding the Liberal Arts Learning Outcomes and other streams at all three levels of assessment (course, division/program, and institution) using the fewest number of minimally-invasive methods. This Plan is administered by the Academic Affairs Assessment Committee (AAAC), which is responsible for all aspects of assessment within Academic Affairs. While we believe strongly in making data-driven decisions, we also firmly believe that there should be no automatic, universal response to any particular set of findings. Data must be put into context for it to have true meaning, and thus conversations between the AAAC and the relevant parties are the primary (but not only) means of closing the loop and providing feedback for improvement.

It is not enough simply to note areas of concern or suggest curricular improvements; these suggestions must follow with action outside of the curriculum, as needed. Organizationally, this Plan aims to institute processes that foster and facilitate a learning organization. This Plan promotes cooperation and coordination among the various institutional levels, as well as between academic programs and support/staff administrative functions. This Plan establishes lines of communication between curricular delivery personnel, support staff, and administrative leadership, so that any curricular assessment findings can be met with the support, personnel, and leadership necessary to carry out the needed improvements.

Finally, no Plan would work without having a vibrant, supportive culture in place. Building an infrastructure for assessment is a necessary, but not sufficient, condition for planning and implementing a sustainable, responsive system of assessment. Success requires a supportive culture of assessment that is congruent with the basic values, mission, and vision of Antioch College. The strong sense of community felt by all members, including faculty, staff, and administrators inspires our commitment to providing our students with a high-quality, transformational educational experience, and this commitment sustains the needed culture of assessment an drives our improvement activities.

The Academic Affairs Assessment Committee

The Academic Affairs Assessment Committee (AAAC) is a standing committee of the Faculty Assembly, and is responsible for the assessment of student learning within Academic Affairs and the implementation of this Plan. While the AAAC is an independent committee that reports to the Faculty Assembly, and not to the Curriculum

Committee, it communicates its results to all College stakeholders, in the ways deemed best by the committee and the Office of Communication.

<u>Membership</u>

The membership of AAAC comprises:
- Chair: Associate Dean of Academic Affairs
- Representation from the following areas:
    - Registrar and Academic Services
    - Cooperative Education
    - Community Life
    - Library
- Additional members as needed, to be determined by the committee, may include:
    - Additional Classroom faculty
    - One student of third-year standing or higher
- Other guests as invited (Writing Institute, etc.)

<u>Charge</u>

The responsibilities of the AAAC are to:
- Oversee assessment in Academic Affairs only, but in consultation with Institutional Effectiveness
- Oversee the assessment of student learning in all educational offerings: classroom, co-op, community, etc.
- Stay abreast of NCA/HLC, GLCA, and SOCHE assessment guidelines and best practices in this field
- Coordinate assessment training for all instructors, with the assistance of the VPAA and other appropriate personnel, including members of GLCA and SOCHE
- Establish guidelines for comprehensive program and academic (but not administrative) review
- Provide guidance and work with faculty, Divisions, program directors, etc. for creation of assessment plans, their administration, and processing the results into assessment reports
- Review assessment procedures for consistency with goals and objectives, fairness of application, and potential intrusiveness
- Review progress of assessment implementation
- Review, alter, and update the Academic Affairs Assessment Plan as needed
- Create a timetable for finding and implementing technology and resources for computerized assessment management, and work with other areas of the College, as needed, to find and implement them
- Compile assessment reports, based on course, program, and institutional assessment reports

• Communicate key assessment information (findings, results, updates, etc.) to **all** institutional stakeholders, engage in appropriate discussion fueled by the results, including recommending improvements
• Report regularly to Faculty as whole (at faculty meeting, etc.), and share key information with others, especially the Curriculum Committee and the Senior Leadership Team

These responsibilities are carried out both by AAAC and its designees, as discussed in this Plan.

Assessment and Curriculum: Overview and Description

General Scope of the Assessment Plan

The Assessment Plan of Academic Affairs at Antioch College covers only curricular offerings within Academic Affairs. It does not deal with other realms of institutional effectiveness, such as student life, finances, etc. Those areas are dealt with separately, according to the strategic plan. We aspire to expand this plan in the future to include other elements of Academic Affairs related to student learning, such as Academic Support Services and student advising (the latter of which is dealt with, from the faculty perspective, in the Faculty review process as described in the Faculty Handbook).

Features and Design

The Academic Affairs Assessment Plan has been designed with the following four features/characteristics in mind: non-invasive, multi-level, universal, and parallel and perpendicular streams.

• Non-invasive
Assessment should work with the curriculum in an area, not invade it and change practices to enable assessment. The plans here are based on rubrics and signature assignments—things that have already been made or can be easily modified (institutional rubrics) to assess things that are already contained in a course (signature assignments: papers, exams, projects, performances, etc.). When necessary, the rubrics for the Liberal Arts Learning Outcomes (LALO) can be modified to suit a particular signature assignment, thereby collecting the most relevant data.

• Multi-level
The minimum amount of assessment should capture the maximum amount of data. For example, consider a paper written in a class. A Written Communication rubric can score that paper for a) the class, b) program/division, and c) the institution as a whole. One assignment—that would be assigned anyway—gives the institution 3 levels of assessment.

• Universality

      Where possible, and up to a point, assessment plans should be similar, so that the multi-level criterion can work across as may areas as possible. While different assessment plans at different levels may need to measure things specific to their priorities, all assessment plans contain some universal streams based on the LALO that will provide data at all institutional levels.

• Parallel and perpendicular streams

      The universal and multi-level nature of this assessment plan allows multiple parallel streams of data to be collected: streams for each Liberal Arts Learning Outcome (LALO), assessed through signature assignments (in addition to other streams which may not cross all levels). These individual streams are cross-cut by analysis at each level: course, program/division, and institution, which provide different vantage points and tie these separate streams together.
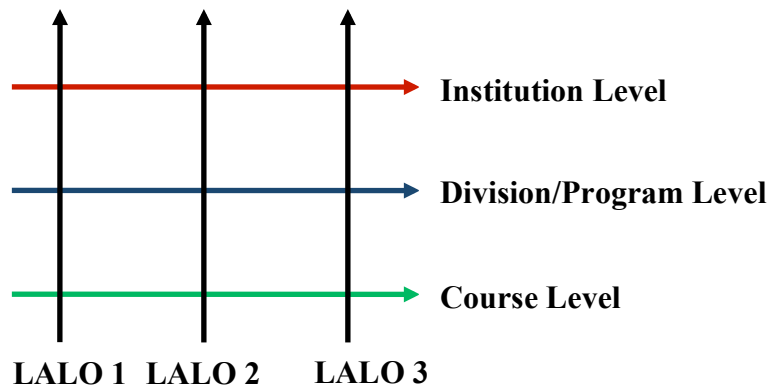
      These assessment streams are also connected by the Student Portfolio, which has three primary functions: document container, assessment tool, and advising tool/process. Individual students, with the assistance of their faculty advisors, will collect portfolio items across all four years of their education: certain signature assignments (such as projects, papers, performances, etc.), admissions essays, exit interviews, placement test results, and so forth. (More information in a later section.) Student portfolios cut across the Liberal Arts Learning Outcomes as well, but differently than the three levels. Portfolios measure individual student growth across the LALO over time, as opposed to measuring aggregate data across institutional levels, and provide snapshots of individual students as they proceed through their education. In addition, student portfolios measure other items that are not measured elsewhere, including integration of learning (again, more later). Students and their advisors populate the Portfolio as students proceed through their education, and regular reviews of them will help students and advisors both to understand the progress of a student's education, and how well students are meeting our educational expectations.
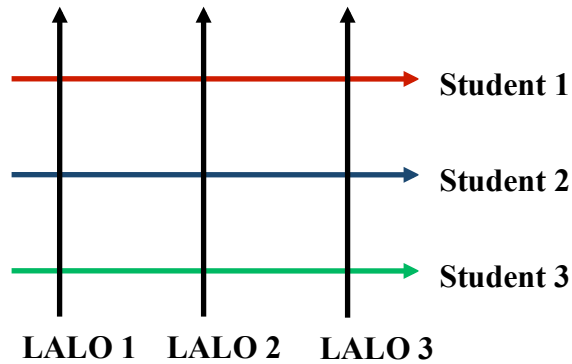
Overall, the learning outcome streams are cross-cut in two ways, which provides a comprehensive view of institutional learning, measured by individual LALO, course, program/division, institution, student, and others.
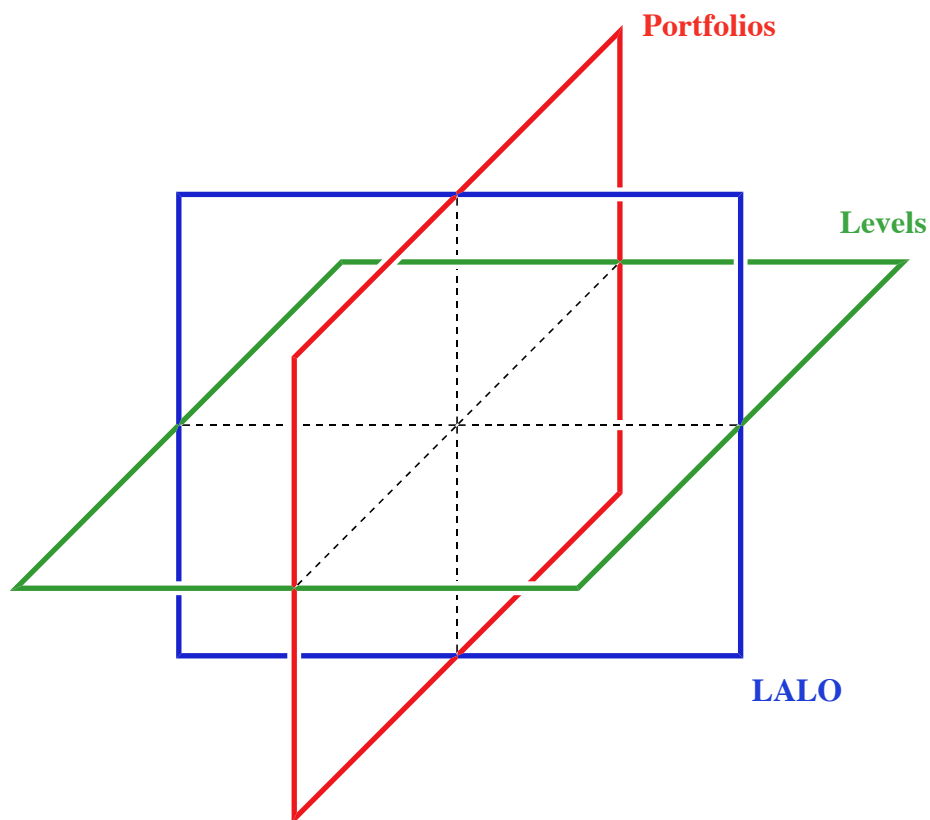
Conceptually, these "planes of assessment" are not static, and move up/down, forward/backward, or left/right, depending on the desired focus. Wherever two intersect is a particular stream of assessment that can be tracked: Liberal Arts Learning Outcomes (LALO) through levels of the institution or the Portfolios, or student performance at a particular level in a portfolio. Where all three meet is a snapshot of a student: the performance of a particular student on a particular LALO at a particular level. Given that

the levels of assessment are generally developmental over time, it is possible to get a sense of a student's growth as their education progresses.

Within this conceptual space, signature assignments are "cubes" that capture some assessment data. Most assignments in a student's Portfolio will assess several learning outcomes, and may be used at multiple levels. With careful design and lived experience, we may be able to fill the portfolios with signature assignments that capture enough assessment data to measure all areas and to mostly or completely fill this conceptual landscape.
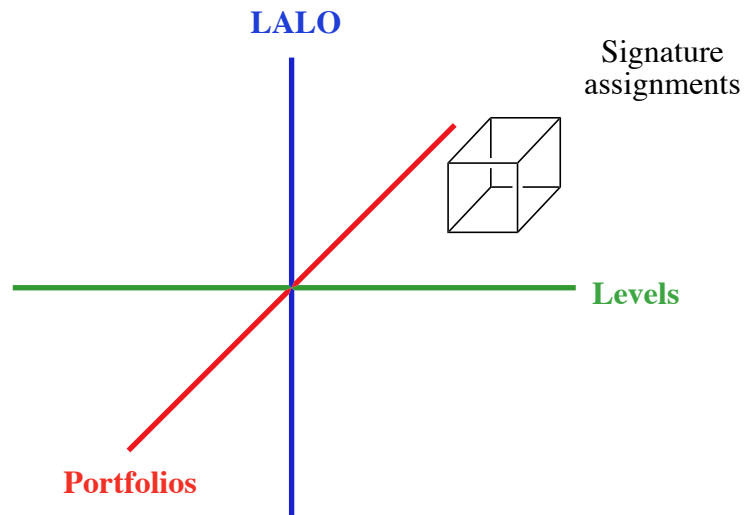
While somewhat abstract in concept, this demonstrates the power of universal, multi-level assessment cross-cut by portfolios.

Curricular Mapping and Rubrics

Antioch College's Mission, Vision, and Liberal Arts Learning Outcomes drive and inform each other, and these core educational outcomes are at the heart of all assessment activities. Each of the Liberal Arts Learning Outcomes can be mapped to specific levels of assessment as seen in Table A1 and Figures A1-A6 in Appendix A, which demonstrate how each of our key outcomes are woven into all levels of our curriculum and assessment. All instructors are required to perform curricular mapping with their individual courses, and to state in their syllabi which Liberal Arts Learning Outcomes their courses relate to, and how their courses help students to achieve these outcomes (in addition to other syllabus requirements).

The rubrics for measuring the Liberal Arts Learning Outcomes are designed as flexible, multi-stream assessment tools, and are found in Appendix B. Where feasible, a multitude of possible dimensions are contained in the rubric, in order to allow both flexibility and depth. The rubrics are designed to be used wholly or in parts, to allow instructors the flexibility necessary to customize them to the specific needs of their signature assignments. While we encourage instructors to use as many dimensions in the rubric as possible, and to gather as much deep data as possible, this is not always feasible,

and instructors are free to use the line items they deem appropriate. This is seen as a necessary condition in order to allow the collection of meaningful data; we gain nothing by forcing instructors to use tools which do not measure their students' work meaningfully.

The dimensions (line items) included in each of the rubrics reflect what we believe are the key elements contained within each of the Liberal Arts Learning Outcomes. The rubric contents were chosen both for philosophical and practical reasons, and are balanced between the necessary tensions of wanting a wide variety of data and realizing there is only so much we can do. We recognize that each of these outcomes are very broad, and have multiple streams within them, in an attempt to make them as universal as possible. However, we have limited the number of dimensions in each rubric to approximately five, for practical reasons—there is only so much we can measure meaningfully.

The Three Levels of Assessment

This assessment plan functions at three levels: course, division/program, and institution—but not major. Antioch has a small faculty, and many courses and most majors are interdisciplinary. As most majors have requirements within the academic division as well as within the discipline of the major, Division assessment is sensible. As we grow, if we find we need to develop assessment plans for the majors, we will do so. The Division assessment plans have been designed to allow for the collection of data for the majors, that may be used in the future if we need major-specific plans.

• Assessment by Level: General

The universal approach to assessment results in each level of assessment requiring approximately the same things: signature assignments to measure the Liberal Arts Learning Outcomes, and any extra items as deemed necessary, to satisfy specific needs at specific levels. For example, the Social Science Division may wish to specifically assess their Research Methods course for their own purposes, and many instructors will likely assess course-specific learning outcomes that do not relate to higher levels.

Assessment Items By Level		
Level	**Universal Items**	**Extra Items**
Institution	Signature assignments in courses	Additional Portfolio items: Admissions essays, placement exam scores, senior project work, senior reflection papers. senior exit survey, alumni survey, institutional research data, etc.
Division/Program		Division-specific items: Senior project work (papers, presentations, etc.), language proficiency exam scores, national exam scores, institutional research data, etc.
Course		Course-specific items: exams, papers,

		projects, presentations, etc.

• Assessment by Level: What courses will be selected for analysis

The universal design of this Assessment Plan allows a potentially very large pool of classes to be sampled to generate the needed data. While it is good to have a wide variety to choose from, it is also a daunting and virtually impossible task to actually process this large amount of data at this stage in our development. Thus, while data for all courses will be collected, only selected classes from the pool will be analyzed at the outset, and as our institutions, personnel, and resources grow, the sampling will widen. While we aspire to assess every class offered every term, we know we must begin small. Tables C1-C8 in Appendix C list which courses of which types will be sampled for each level of assessment at the outset of our implementation.

• Assessment by Level: Institution

Assessment at the institutional level (bachelor's degrees) uses both the Liberal Arts Learning Outcomes as well as institutional research data. In addition to measures of the seven outcomes via signature assignments, specific measures of student satisfaction, acceptance rates into jobs/further education, rates of satisfactory academic progress, and overall GPA will also be measured. See the Bachelor's Degree Program assessment plan in Appendix H for more detail, and Table C1 in Appendix C for which courses will initially be targeted.

• Assessment by Level: Division/Program

In accordance with the universal nature of the assessment plan, assessment at the division/program level uses both the Liberal Arts Learning Outcomes as well a wide variety of additional data such as satisfactory academic progress, cumulative GPA, course completion rate, employer satisfaction rate, employment rate, student satisfaction, acceptance rates into further education, and so forth. See the various Division and Program assessment plans in Appendix G for more detail, and Tables C2-C8 in the Appendices for which courses will initially be targeted.

• Assessment by Level: Course

At a minimum, individual courses must assess the Liberal Arts Learning Outcomes that they connect to, as identified in individual course syllabi. All instructors are required to use these data for potential course improvements. All instructors are also strongly encouraged to develop their own internal course assessment methods, which are connected to the individual course learning outcomes also listed on individual syllabi. These individual learning outcomes directly relate to course topics, and do not necessarily feed upwards in the overall universal process. We aspire to provide instructors training in the construction of personalized course assessment methods, and will eventually require all instructors to use them. Below is a table of what Liberal Arts Learning Outcomes will most likely connect to individual classes at the course level.

Connection Between Learning Outcomes and Curriculum: Course Level	
Learning Outcome	**Curricular Area/Connection**
Knowledge and Inquiry	Most classes
Skill and Innovation	Most classes
Critical Thinking	Most classes
Intercultural Effectiveness	Some Foundation courses, Global Seminars, Majors and Elective courses; all Language and Culture courses; all Work Portfolios; many elective Community Life courses
Social Engagement	Some Foundation courses, Global Seminars, Majors and Elective courses; all Language and Culture courses; all Work Portfolios; many elective Community Life and Academic Success courses
Deliberative Action	Some Foundation courses, Global Seminars, Majors and Elective courses; some Work Portfolios; many elective Community Life courses
Written, Oral, and Quantitative Communication	Most classes

See Table C9 in the Appendices for which Community Life classes and Academic Success classes will initially be targeted for analysis.

• **Assessment by Student Portfolio**

The Student Portfolio is a valuable tool that has three major functions: document container, assessment tool, and advising tool/process. Student Portfolios are a compilation of selected items which capture many aspects of an individual student's education over their four years. While signature assignments in courses are an important part of the Portfolio, many other items are also included (see Table D1 in Appendix D). While the Student Portfolio is an effective perpendicular measurement of the Liberal Arts Learning Outcomes, many other measurements are also taken, which help to give a better sense of the individual student and their education, as described in detail in Appendix I. Generally speaking, in their Portfolios students must not only demonstrate success in the Liberal Arts Learning Outcomes, but also positive growth and change, strong reflection skills, appropriate knowledge in their chosen major field(s), integration of their educational experiences, and communication of their best work to the outside world. Student Portfolios are effective measurements across time of the individual educational pathways students take, and are excellent general tools by which we may understand what "Antioch College students" are, especially as compared to what we want and aspire them to be.

Student Portfolios are also valuable advising tools, and are designed as ways to increase students' awareness of how their education is proceeding and has proceeded.

Students and their advisors populate the Portfolio as students proceed through their education, and regular reviews of them will help students and advisors both to understand the progress of a student's education, and how well students are meeting our educational expectations. Students and advisors can discuss progress in the assessed areas of the portfolios (which are those things we view as especially valuable in our provided education), and potentially correct the course of a student's education to improve weak or uncovered areas.

Assessment and Curriculum: Process and Timeline

Description of the Mechanics of the Process

There are three general stages of the assessment process: data collection and analysis upwards, feedback and improvement at the same level, and feedback and improvement downwards.

STAGE 1	Rubric-based data feeds up the chain.
STAGE 2	Rubric-based and other data inform improvement at one specific level.
STAGE 3	Analysis at higher levels informs the lower levels.

Bachelor's Degree (Institution)

Programs and Divisions

Individual Courses
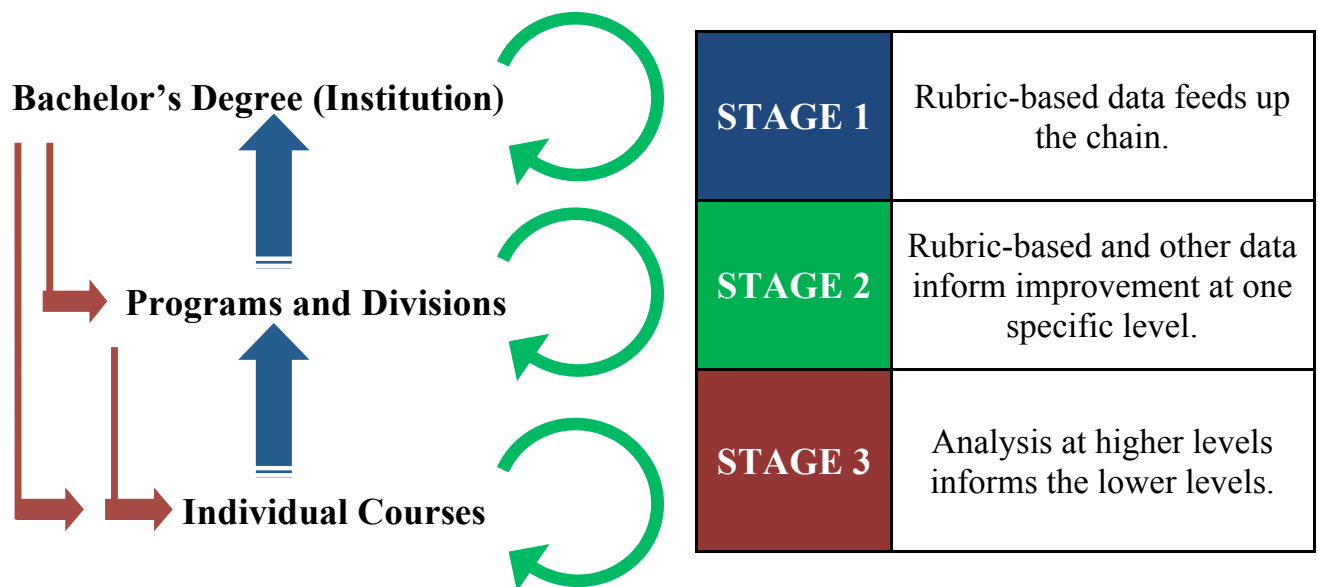
All of these activities begin with the measurement of the Liberal Arts Learning Outcomes in individual courses using the institutional rubrics. These data are analyzed, and the results "feed up" the chain, to the program/division level, and ultimately to the institutional (bachelor's degree) level (Stage 1). Each level also has data collection not based on the Liberal Learning Arts Outcomes, for level-specific priorities. Using analysis of both institutional rubric-based and other data, improvements can be suggested and implemented at the specific level (Stage 2). Finally, data analysis at the higher levels will inform lower levels: improvement suggestions "feed down" the to ensure that specific courses and divisions/programs are delivering the overall Liberal Arts Learning Outcomes desired (Stage 3).

• Data collection and analysis: Up the chain

Given the universal and multi-level nature of our assessment strategy, data collection begins primarily at the course level. Instructors will designate and create signature assignments in their classes (most preferably an activity they already have, to be non-invasive), use or adapt the institutional rubrics, and then assess those signature assignments according to the Liberal Arts Learning Outcomes identified in the individual course syllabi. For example, suppose a course had a final project presentation: students spend the term researching a particular subject, and then give a public presentation about their research and findings. (This is an excellent example of a signature assignment, and a non-invasive way of assessing student learning.) Instructors would then choose the institutional rubrics appropriate to the course and the assignment (the presentation), adapting them as necessary. While many of the dimensions of Knowledge and Inquiry, Skill and Innovation, and Critical Thinking would apply, not all of them might. Suppose the assignment was on a single, non-controversial topic—dimensions relating to multiple viewpoints may not meaningfully apply, and thus may not be measured. Similarly, not all of the dimensions of Written, Oral, and Quantitative communication would necessarily apply, and thus would not need to be measured. Additionally, instructors may use other assessment methods to measure course-specific goals. For example, the final project presentation would undoubtedly also be able to measure course-specific learning outcomes (such as understanding nutrient cycles in an environmental science class, the ability to be a participant observer in an anthropology class, and so forth).

At the course level, data analysis will occur in four ways. First, averages across the students in the class will be calculated for the individual rubric dimensions of the specific Liberal Arts Learning Outcomes that were measured. Second, an overall average for the individual Liberal Arts Learning Outcomes measured in the course will be calculated by averaging the average scores of the individual dimensions. Third, the instructor will analyze any course-specific data not based on the Liberal Arts Learning Outcomes, as necessary (preferably by the each individual, specific course learning outcome/objective). Fourth, all three of these data streams will be monitored over time, to generate useful longitudinal data, which is critical for improvement activities. See Appendix E for a diagram of these activities.

We recognize that by allowing instructors to pick and choose which dimensions to use, and then using those averages to calculate the overall score for the Outcome, that we may get somewhat incomplete or slightly skewed data. This is seen as a better alternative than having instructors measure all dimensions, even if they do not meaningfully apply—it is better to have incomplete data than incorrect data. More importantly, however, this is a deliberate check on the appropriateness of the dimensions within the rubrics: if, over time, we observe that some dimensions are not used very much, we know that some adjustment to them must be made (clarification, modification, elimination, replacement, etc.).

At both the program/division level and the institutional level, average data based on the Liberal Arts Learning Outcomes will come from both broad and narrow pools. The broader pools are based on general results from selected individual classes, or selected types of classes (such as Foundation courses), as enumerated in Appendix C. The narrower pools are based on specific classes such as the Senior Project, Senior

Reflection Paper, GSW, GSQ, etc., and are designed to target very specific basic skills, especially writing and quantitative abilities.

While the Academic Affairs Assessment Committee is responsible for assessment of student learning overall, many of its functions are farmed out to other individual(s) and committee(s), as illustrated in Table F1 in Appendix F. Similarly, there are many assessment items beyond rubric scores which are needed for assessment, and the responsible parties are listed in Table F2 in Appendix F. In all cases, the AAAC is responsible for ensuring that these other person(s)/committee(s) perform their assigned tasks.

• Feedback and improvement: Same level

Within a particular level of assessment (course, program/division, bachelor's degree/institution), both data based on the Liberal Arts Learning Outcomes and those based on level-specific needs will be used for feedback and improvement. Wherever areas of concern are found, the AAAC will act positively and proactively to find ways to improve these weaker areas, and will make suggestions for improvements to the relevant parties. Similarly, when the AAAC finds exceptional results, they will attempt to understand how these exceptional results came about, how such results can be repeated in the future for both the specific circumstance and in general, and then communicate these results to the relevant parties. It is just as important for assessment to highlight good results and to create new best practices as it is to correct areas of weakness.

The standard mode of operation for improvements involves a conversation between the AAAC and the relevant parties, who will attempt to understand the results, and come to some agreement as to how to act on them (if appropriate). Two principles are critical to bear in mind during these conversations: 1) Longitudinal data is where the true meaning lies; and 2) assessment is about process improvement, not faculty evaluation or blame-placing. Two common potential situations are presented below.

First, consider a single class in a single term in which a disappointing (or exceptionally high) Written Communication rubric score is found. As this is a single incidence, caution must be applied to the interpretation: it is entirely possible that such a result was a fluke, and unlikely to occur again, and so not too much meaning can be inferred. If the instructor in question had not provided some reflection upon this good/bad score, including a possible future action plan (including changing nothing, to see if it happens again) in their assessment report, the AAAC would request that such reflection be done. In the event of an exceptionally good or bad overall LALO score, the AAAC will make a note to check this course for this LALO again after the next offering.

Second, consider a single class in which a disappointing (or exceptionally high) Written Communication score continues over time (longitudinal data). More meaning can be inferred from these results, given that the situation has repeated. The AAAC would need to have a conversation with the responsible parties regarding how these results arose, and what, if anything, should be done about them. This conversation could reveal many things, including: a) a need for better writing support for students, such as expanded tutoring hours, more tutors, etc.; b) a need for more instructor support or additional instructors (perhaps the class is too large?); c) a need for instructor training (perhaps the teaching methods used are out of date?); etc. The conversation is the key.

Without reflection by the faculty (in the assessment report) and a conversation with the assessment committee, the proper course of action cannot be determined. Our assessment and improvement process centers around this conversation—numbers must be put into context for them to have meaning. In certain instances, the AAAC may call upon the Vice President for Academic Affairs for assistance with these crucial conversations.

• Feedback and improvement: Downwards

Assessment results not only feed upwards and inform individual levels, they also feed back downwards to inform and improve the lower levels. This is another distinct advantage of the universal and multi-level approach: rubric data in larger collections can point out strengths and weaknesses at all levels. Mechanically, the methodology is similar to the assessment of a particular level (course, program/division, institution): collect rubric-based and other data, and discuss its implications. It is somewhat different in that the higher the level of assessment, the more implications there may be for the levels below it. Two common potential situations are presented below.

First, consider the writing requirement in the General Education Program, which potentially registers exceptional writing scores after its first two-year cycle (more on timelines in a later section). Significance can be attached to this result, since it is not in fact singular—it is a composite of multiple GSW classes over two years. Thus it could be concluded that our writing program is functioning properly, and imparting the necessary level of college writing skills to our first- and second-year students.

Second, consider the writing requirement in the Bachelor's degree program, as measured by the quality of the Senior Reflection Paper over the degree program's five-year cycle. As this is a composite measure of all graduating seniors over four years, significance can be attached to the findings from a single cycle. Suppose, hypothetically, that lower-than-desired scores are achieved on this writing measure, in spite of high scores in the general education writing requirement. This could suggest that while we are doing an excellent job in instilling proper writing skills early on, we are not doing a good job in maintaining them. This would necessitate a change in the writing curriculum. Perhaps there needs to be a junior-level writing requirement? Perhaps there needs to be writing across a higher-level curriculum? And so forth.

Both of these examples illustrate how the collected results at the higher levels can inform the lower levels. Based on the results obtained, individual courses or possibly entire programs would need to be modified. This is another benefit of multi-level assessment—the ability to inform multiple levels simultaneously based on the result of a single level. Both of these examples also again illustrate the critical nature of the conversations mediated by AAAC. Without these conversations, the data cannot be contextualized or acted upon properly.

Overall, the hypothetical (but quite possible) examples illustrate how using institutional rubrics universally over multiple levels drives a non-time-dependent cycle of assessment: data generated at the course level travels all the way up to the highest levels, and then cycles back down to inform the courses that initially generated the data.

• Reporting findings

The Academic Affairs Assessment Committee will review and discuss the findings provided by instructors (at the course level) and other parties (at higher levels), and then report to other persons/groups (Faculty, Senior Leadership Team, Community Life, Cooperative Education, etc.) as needed. Similarly, the AAAC will prepare an overall report on Academic Affairs assessment findings, and will share it with **all** institutional stakeholders (students, alumni, staff, faculty, administrators, etc.) by posting this report publicly on the institution's website. (This report will be prepared every 2-3 years, as resources allow; while we aspire to annual reports, this may not possible at this stage.) This report will give a general summary of assessment activities and results, and briefly discuss challenges, triumphs, and plans for the future.

• Example

An example of a course-level assessment report, which uses institutional rubric-based assessment and other course-specific assessment, and reflects upon and discusses the results, is available from the person(s) responsible for academic affairs assessment. The current responsible party is Dr. David Kammler, Associate Dean of Academic affairs, and the current report is that from Global Seminar: Water, Fall 2011.

• Mechanics of the Student Portfolio Review Process

The Student Portfolio provides valuable, cross-cutting institutional assessment data, as well as snapshots of who our students truly are. While we recognize their critical importance in our assessment process, we also acknowledge the time and effort necessary to assemble and evaluate them. As a counter-balance to the work involved in their assessment, we will only evaluate a statistically significant fraction of them each annual review cycle. A random sampling of portfolios will be chosen (preferably with representation from all four academic Divisions as well as Self-Designed Majors), and evaluated by the AAAC and/or their designees. Specific guidelines for Student Portfolio review, and the mechanics thereof (including reporting), are found in Appendix I.

Generally speaking, the portfolios will be assembled over the four (or more) years of a student's education, reviewed informally as time passes for advising purposes, and then formally for assessment purposes shortly following a student's graduation. A student's Portfolio must not only demonstrate success in the Liberal Arts Learning Outcomes, but also positive growth and change, strong reflection skills, appropriate knowledge in their chosen major field(s), integration of their educational experiences, and communication of their best work to the outside world. Thorough and complete coverage of the assessed areas is assisted by the completion of two perpendicular Portfolio Checklists, which help to ensure that signature assignments and other data, which cover the LALO and other assessed areas, are included. A group of persons chosen from a pool (AAAC members, VPAA, ADAA, on-campus faculty/academic advisors), will asses the portfolios over the course of three months, and prepare and submit a Portfolio assessment report.

On the Nature of Signature Assignments

Our assessment plan strives to be as non-invasive as possible. In this spirit, we have chosen to use signature assignments as one of the key pieces of assessment evidence. Signature assignments are major assignments in a course, preferably towards its end, that capture a significant portion of student learning: a final paper, a final project, a final exam, a final performance, etc. Faculty are strongly encouraged to choose an assignment that is normally contained within their class, and not to create an assignment simply for assessment purposes. If possible, the signature assignment should provide evidence for all of the Liberal Arts Learning Outcomes that map to the course (as determined by the instructor), as well as any other course-specific outcomes the instructor deems appropriate. To minimize workload, faculty should choose only one signature assignment per course if possible, but it may occasionally be necessary to have two (but not more than three) to make sure that all of the LALO are measured. Faculty are required to assess the signature assignments using the institutional rubrics (or modified forms thereof), and to use these data to prepare and submit assessment reports for their classes. Faculty are not required to use the assessment results to assign a grade for the assignment, but they may choose to do so if they feel it is appropriate. (We recommend this, simply because it reduces faculty workload, but also recognize that there may need to be separate grading and assessment events.)

We recognize that assessing signature assignments using rubrics will slightly increase faculty workload, but feel that this is a fair tradeoff which minimizes invasiveness and increases meaningfulness of the assessment. Pre- and post-tests are common assessment items which are easy to quantify, but typically invade an instructor's classroom and replace some instructional days with testing days. While the pre- and post-test results are easier to quantify, we feel they are too invasive. While potentially costly, national exams which test skills (writing, critical thinking, etc.) provide excellent quantitative data with less faculty work. However, these exams tend to invade the classroom, and recent national research has shown that while national skill-based performance exams are meaningful at the institutional and program level, they have no statistical validity or reliability as measures of individual student progress. Given that we have chosen the Student Portfolio as a means of assessment, national skill-performance exams would not provide reliable information for this key assessment tool (as opposed to other national exams which are more valid and reliable, such as the National Survey of Student Engagement, NSSE). Thus, we have chosen rubric-assessed signature assignments.

Assessment Plans: Contents and Format

We currently only require formal assessment plans for the institutional level (bachelor's degree), all programs and divisions, and the combined Community Life and Academic Success courses. While all instructors for all courses must submit assessment data for the Liberal Arts Learning Outcomes, no formal assessment plans of any courses (other than CL/AS) are required, although instructors are welcome and encouraged to develop their own individual course assessment plans. As the College grows and

resources and personnel increase, we will explore the possibility of requiring more course-level assessment plans.

All required assessment plans of all levels must contain the following items, preferably in the same visual layout style provided (see Appendix G for the current assessment plans).

- What level the plan applies to (course, division/program, institution) and the effective year(s)
- Which of the seven Liberal Arts Learning Outcomes (college learning outcomes) are assessed within the plan (note that individual plans may have assessment streams beyond these, and do not need to list them specifically in this section)
- What the Goals and Objectives are for that level (preferably 2-3 goals and not more than 8 total Objectives)
- A table listing specifically how the goals and objectives are met (follow the provided style): Learning Objective/Outcome, Measurement, Means of Assessment, When Assessed, Results and Interpretation, Use of Results / Action Plan (this is where both measures of Liberal Arts Learning Outcomes and other streams are listed)

While each level of assessment has its own priorities, all levels must measure the relevant Liberal Arts Learning Outcomes, and on average have the following goals:

- To impart fundamental knowledge and a variety of academic skills which enable students to succeed academically and in the work environment, and to prepare them for future careers
- To develop the analytical and critical skills necessary to evaluate and solve problems
- To enhance a student's written, oral, and quantitative communication skills
- To impart in students an understanding and appreciation of global cultures, situations, and diversity.

Note that these specific goals are not required, but represent, overall, what the goals tend to be; persons writing assessment plans should try to match these goals in their own plans, if possible. Additional and alternate goals, as appropriate to the level, are allowed.

Timeline of Assessment Cycles

The Faculty Orientation/Retreat for Fall 2012 will include a segment on assessment training, especially targeting the use of rubrics for assessing student work and how to report data usefully. By the Fall of 2012, all course syllabi must list which Liberal Arts Learning Outcomes their courses connect to (curricular mapping), and must discuss how their courses help students to meet those outcomes (most course syllabi have these things already). Data collection for all courses formally begins Fall 2012; however, some courses have begun to collect data sooner than this, especially those taught by experienced faculty familiar with assessment of student learning.

While data will be collected every term, it will not be thoroughly analyzed each quarter. Rather, instructors will submit assessment reports (with data, analysis, reflection, etc.) as their courses are offered (quarterly, annually, etc.), and then this information will be used to review higher levels, according to the timelines in Tables J1-

J2 in Appendix J. We aspire to purchase, install, and implement the technology and software necessary to process assessment data for all courses taught, every academic year. While we do not yet have such data management tools, the AAAC has been charged with investigating what tools could be used, and establishing a timeline for their purchase, installation, and use.

As the terms and years roll by, we will begin to gather enough longitudinal data to sense emerging trends and patters, which may suggest future actions. To continue the hypothetical examples from an earlier section, suppose the data over the years show strong performance in writing at the General Education level. We could attempt to determine what gave such strong performance, and they try to export it to other areas of the curriculum. For example, suppose the GSW courses prove to be an effective and engaging means of teaching writing. Similar companion writing courses could be developed for classes in the major, to continue writing excellence. Or similar companion courses that teach other Liberal Arts Learning Outcomes could be developed at the general education level, and also attached to the Global Seminars.

Assessment Reports: Contents and Format

We do not have a universal, specific format for our assessment reports. Rather, we have a list of items that assessment reports must contain, and questions they must answer. We must balance the integrity, accountability, and improvement seeking associated with assessment with the flexibility needed to engage in it authentically and regularly. When preparing assessment reports for Academic Affairs, individuals/groups must follow the guidelines listed in the document "Guidelines for Academic Affairs Assessment Reports" (Appendix H). In brief, reports must contain a short summary of results, the raw data and average scores (stored for future use, and deeper investigations as needed), and answers to the Five Key Questions below:
1) What do you want to know, and why?
2) How are you going to find out?
3) Were you able to answer your questions, and answer them meaningfully?
4) What did you find out?
5) What did you do with what you found out?
As we begin, the answers to some of these questions are already set (as seen in the various assessment plans in Appendix G). As time passes, we may modify these assessment plans based on our findings and experiences, but still must be able to answer these questions, and provide the needed information. As discussed earlier, these assessment reports will enable and inform conversations between the Academic Assessment Affairs Assessment Committee and the persons/groups who made the reports, in order to close the loop and provide the most effective improvements based on the most meaningful interpretation of the data. A flow diagram that illustrates the types of information included in assessment reports, and how they move up the levels, is given in Appendix E.

Assessment: Closing the Loop

As discussed in many previous places in this document, the primary means of closing the assessment loop and informing improvement activities are conversations between the AAAC and relevant parties (individual instructors, program personnel, Senior Leadership Team, etc.). While our approach to assessment is mechanically universal, we feel strongly that the improvement activities should not be: there should not be identical responses to all situations. The secondary means of closing the loop are the assessment reports (annual or less frequent) that the AAAC prepares and posts publicly. While important, these are seen as secondary because while they may trigger conversations about improvement, they do not automatically do so. In order to inform this process further, we have created a table which summarizes loop-closing activities, which will be available to all persons involved in assessment activities (Table F2, Appendix F).

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Appendix A: Curricular Maps
Table A1. General Curricular Map

		Knowledge and Inquiry	Skill and Innovation	Critical Thinking	Intercultural Effectiveness	Social Engagement	Deliberative Action	Communication		
								Written	Oral	Quantitative
1)	BA/BS	X	X	X	X	X	X	X	X	X
2)	General Education Program	X	X	X	X	X	*	X	**	X
	Foundation Courses	X	X	X	*	*	*	**	*	*
	Global Seminar	X	X	X	*	*	*	X	**	*
	Writing Requirement							X		
	Quantitative Requirement									X
	Senior Reflection Paper			X				X		
	Work Portfolio		X	X	X	X		X	X	
3)	Cooperative Education Program		X	X	X	X		X	X	
4)	Division/Majors	X	X	X				X	X	*
5)	Language and Culture Program	X		X	X	X		FL	FL	
6)	Community Life Courses			X	**	*	*			
7)	Academic Success Courses			X		*		*	*	*

X: Maps to this Liberal Arts Learning Outcome in all cases
**: Maps to this Liberal Arts Learning Outcome in most cases
*: Maps to this Liberal Arts Learning Outcome in selected cases
FL: Maps to this Liberal Arts Learning Outcome in a Foreign Language

Figure A1. Curricular Map of the Institutional Level (Bachelor's Degree).
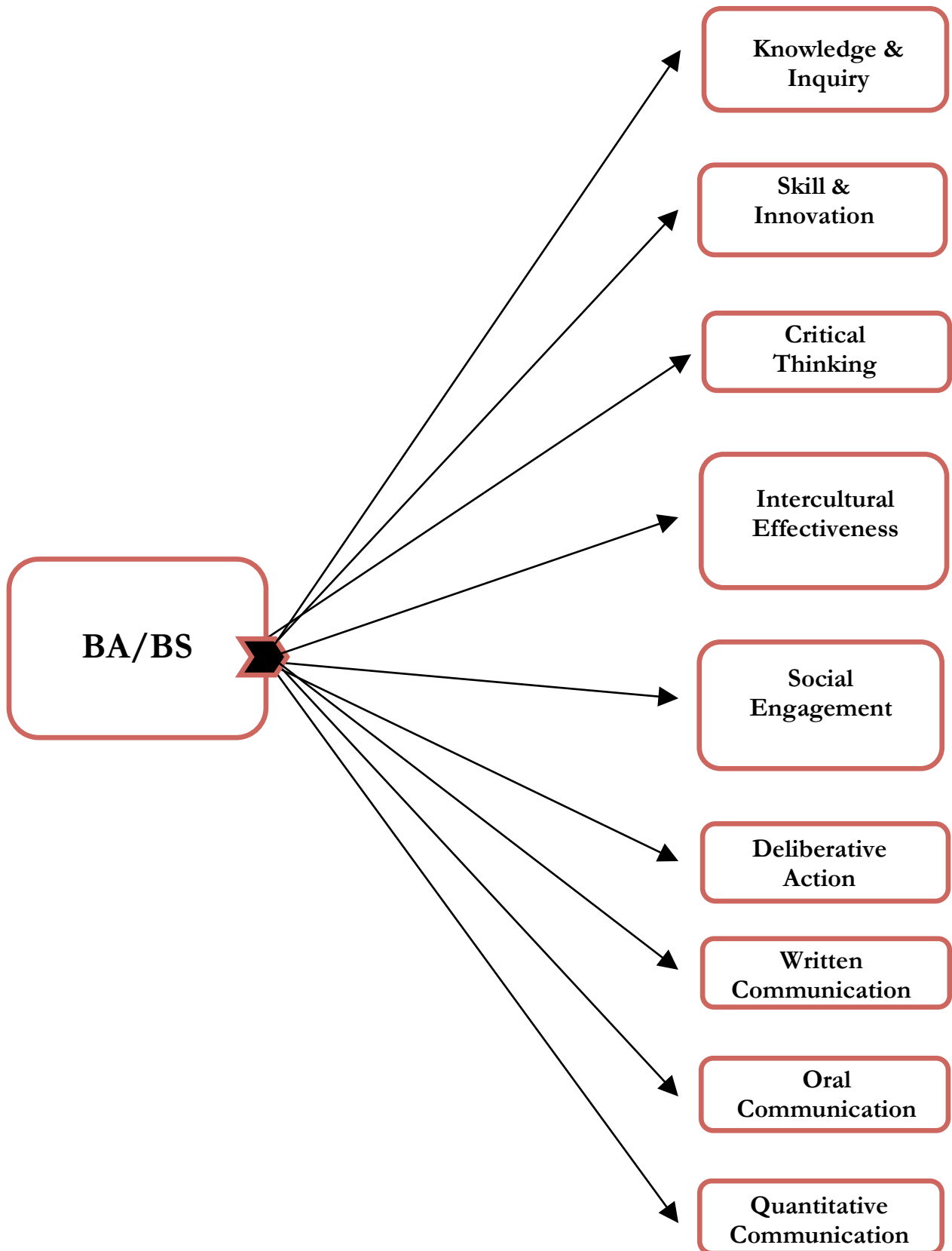
Figure A2. Curricular Map of the General Education Program.

Figure A3. Curricular Map of the Cooperative Education Program.

Figure A4. Curricular Map of the Academic Divisions.

Division/ Majors → Knowledge & Inquiry, Skill & Innovation, Critical Thinking, Written Communication, Oral Communication, Quantitative Communication

Figure A5. Curricular Map of the Language and Culture Program.

Language and Culture Program

Knowledge & Inquiry

Critical Thinking

Intercultural Effectiveness

Social Engagement
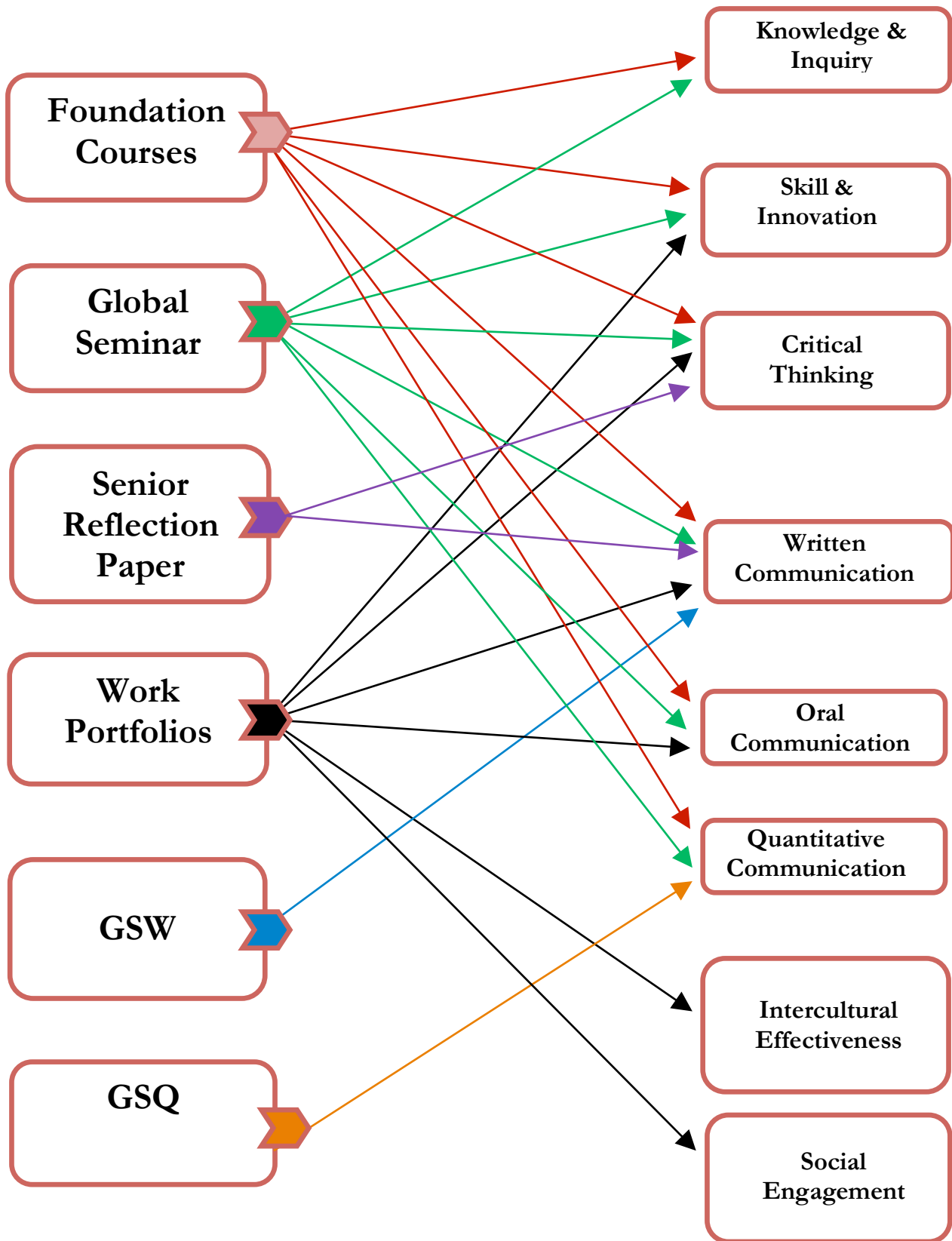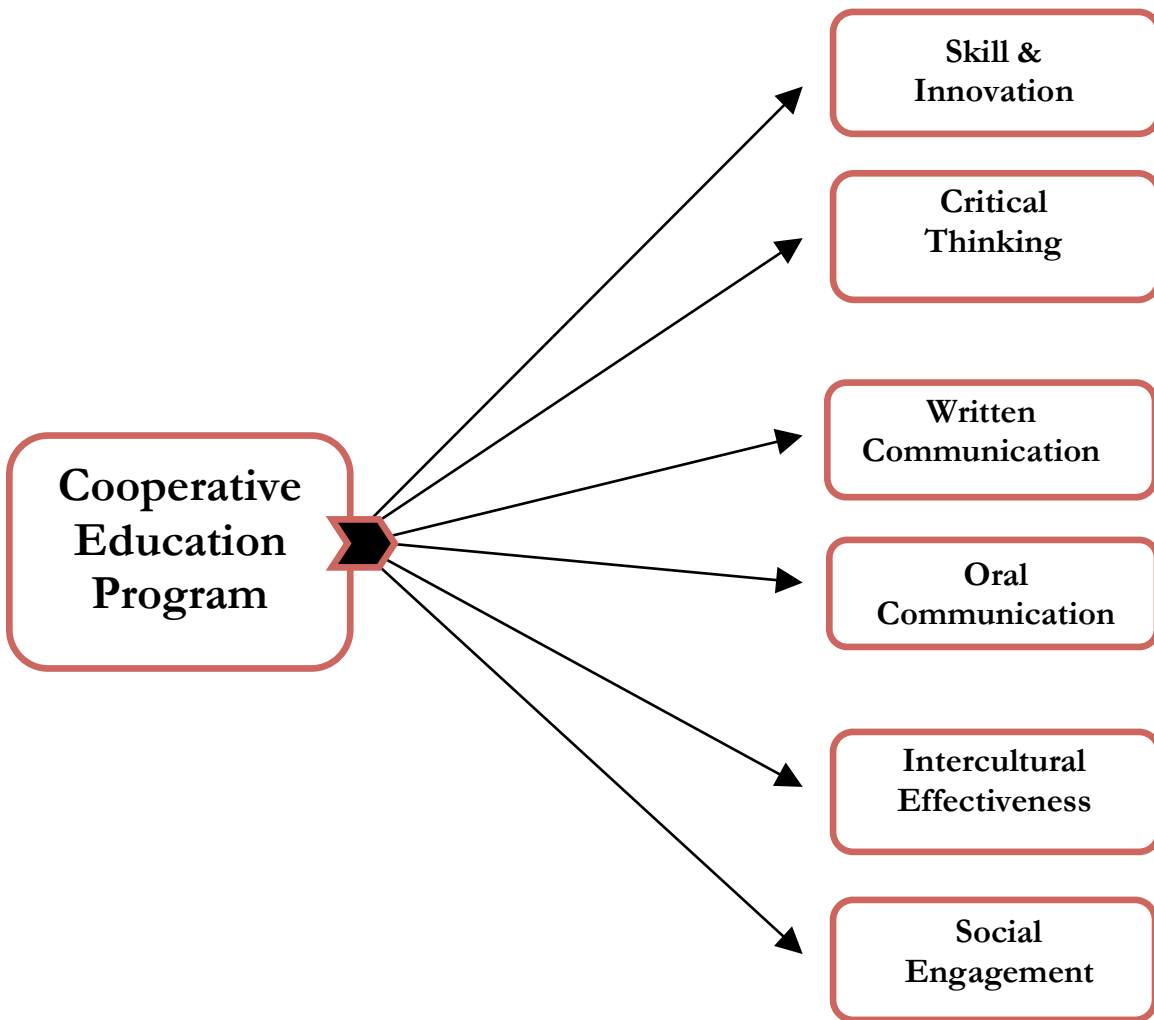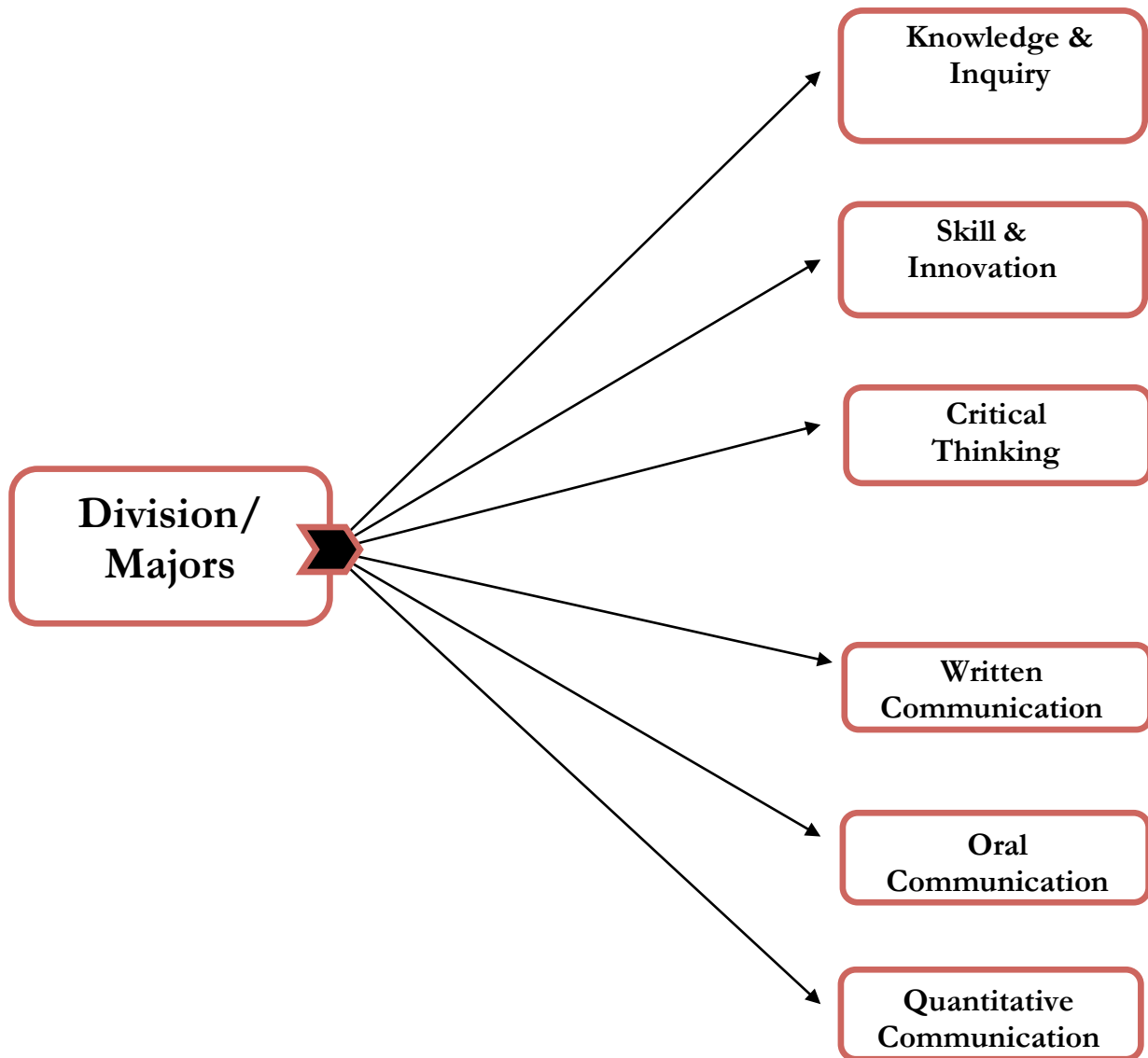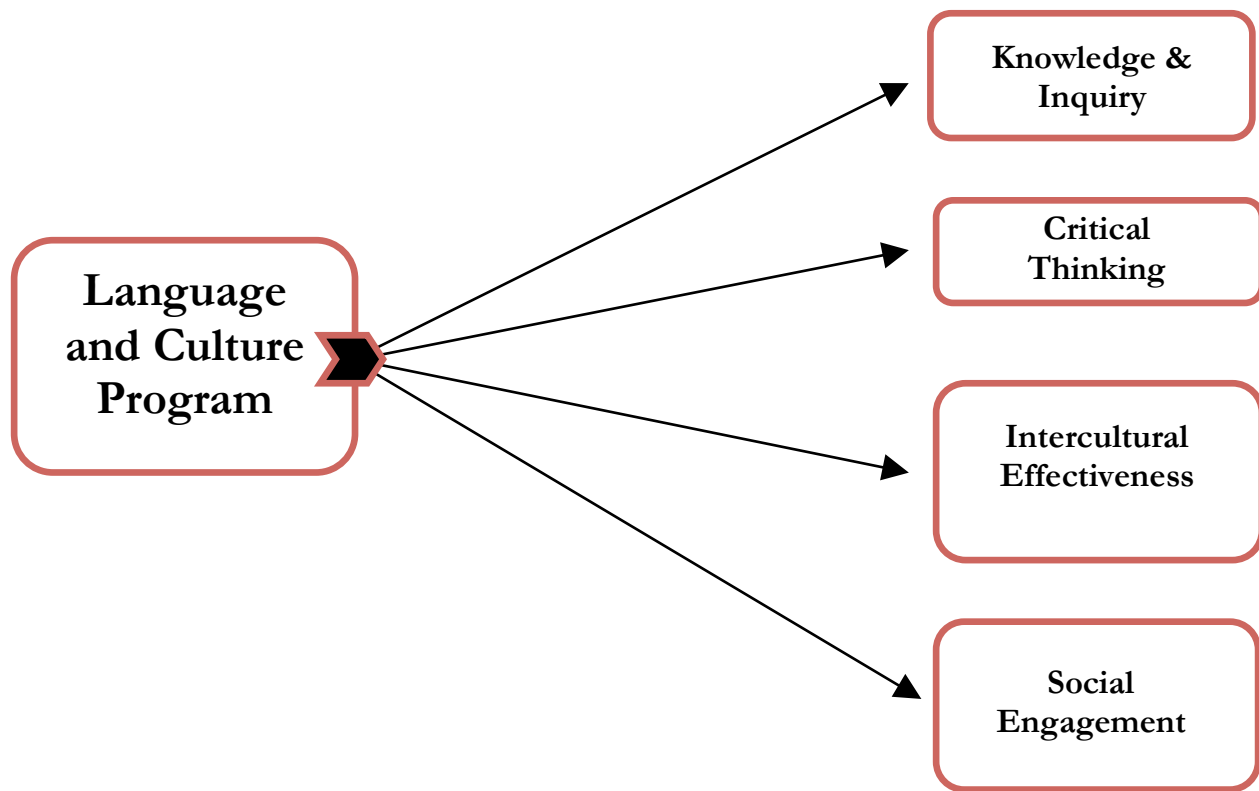
Figure A6. Curricular Map of Community Life and Academic Success Courses.
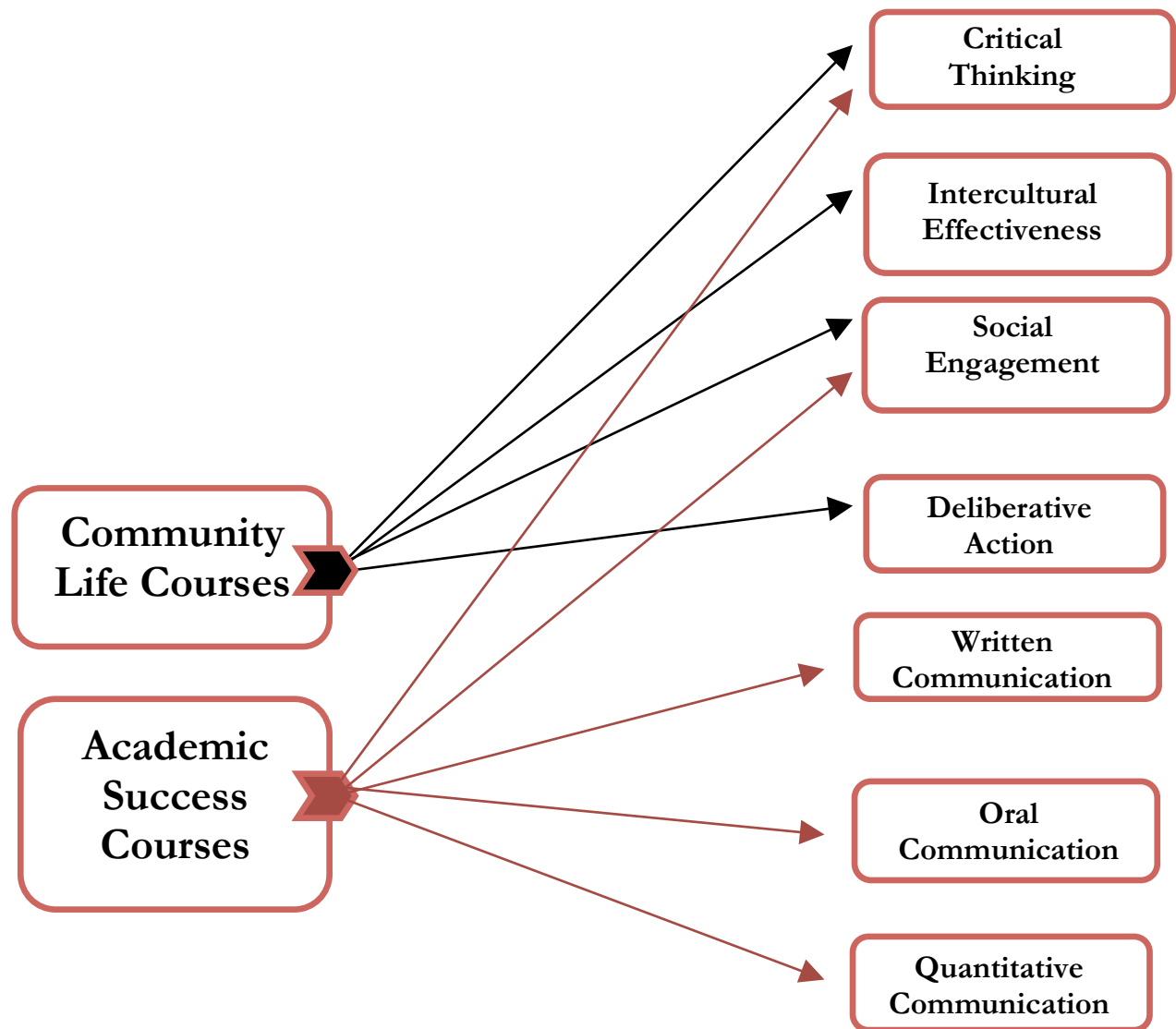
Appendix B: Rubrics for Measuring Liberal Arts Learning Outcomes

Students' abilities in these areas will be evaluated on a scale from "unsuccessful" to "mastering", on a five-point scale (1 to 5). The highest level, mastering (1) is equivalent to an "A", effective (2) is "B", on down through F.

RUBRIC FOR THE EVALUATION OF KNOWLEDGE & INQUIRY

Levels / Dimensions	Mastering (5)	Effective (4)	Adequate (3)	Emergent (2)	Unsuccessful (1)
Concepts and Topics	Identifies key concepts in a discipline and identifies a creative, focused topic	Identifies concepts and topics in a discipline but not creative or focused	Identifies concepts and topics in a discipline too narrowly	Identifies concepts and topics in a discipline too general and un-manageable	Unable to identify concepts and topics that are manageable
Information from various points of view	Synthesizes and Presents in-depth information from relevant sources representing various points of view	Presents in-depth information from relevant sources representing various points of view	Presents information from relevant sources representing limited points of view	Presents information from irrelevant sources and limited approaches	Unable to present information in a coherent fashion
Methodology & Theoretical Framework	Identifies an appropriate methodology or theoretical framework from relevant discipline(s) and fully applies it	Identifies and applies some elements of a methodology or theoretical framework from relevant discipline(s)	Some elements of the methodology or theoretical framework are missing, misunderstood, or unfocused	Inquiry suggests a misunderstanding of the selected methodology or theoretical framework	Unable to identify the methodology or theoretical framework
Treatment of Evidence	Identifies, organizes and synthesizes evidence to reveal important patterns, differences, or similarities related to a focus	identifies, organizes, but not synthesize, evidence to reveal important patterns, differences, or similarities related to a focus	Organizes evidence but ineffective in revealing important patterns, differences, or similarities	Lists evidence, but is not organized or related to the focus	Unable to compile a list of evidence
Drawing a Conclusion from Evidence	Identifies and states a conclusion or generalization that is logically and plausibly drawn from the findings	States a conclusion- but not generalization- that is narrowly tied to the findings	States a conclusion that involves a broad generalization that goes beyond the scope of the findings	States a conclusion that is ambiguous and/or illogical and is not supported by the findings	Unable to state a conclusion

RUBRIC FOR THE EVALUATION OF SKILL & INNOVATION

Levels Dimensions	Mastering (5)	Effective (4)	Adequate (3)	Emergent (2)	Unsuccessful (1)
Problem Statement	Demonstrates ability to construct a clear, sufficiently detailed statement of the problem by taking into consideration all relevant contextual factors	Demonstrates ability to construct an adequately detailed statement of the problem by taking into consideration only most relevant contextual factors	Begins to demonstrate ability to construct a problem statement but without taking relevant contextual factors into consideration	Demonstrated a limited ability in identifying a problem statement	Unable to identify a problem statement
Problem-Solving Approaches	Identifies various approaches for solving the problem that apply within a specific context	Identifies various approaches for solving the problem some of which apply within a specific context	Identifies only single approach for solving the problem that applies within a specific context	Identifies an approach for solving the problem that does not apply within a specific context	Unable to identify an approach for solving the problem
Identifying Solutions	Identifies and proposes one or more solutions- or hypotheses- that indicates a full comprehension of the problem and shows sensitivity to ethical, legal, and cultural dimensions of the problem	Proposes one or more solutions- or hypotheses- that indicates some comprehension of the problem and shows sensitivity to some dimensions of the problem	Proposes only one solution- or hypothesis- that does not address specific contextual factors pertaining to the problem	Proposes a solution that is vague and, as a result, difficult to evaluate	Unable to propose a solution to the problem
Evaluation of Solutions	Evaluates solutions in a way that is deep and elegant; reviews their feasibility, impacts, benefits and costs	Evaluates solutions with adequate explanation regarding their feasibility, impacts, benefits and costs	Evaluates solutions but without depth of explanation	Evaluates solutions in a superficial fashion	Unable to evaluate solutions
Implementation of the Solution	Implements the solution in a manner that addresses the contextual factors of the problem thoroughly and deeply	Implements the solution in a manner that addresses the contextual factors of the problem only on the surface	Implements the solution in a manner that addresses the problem but ignores the contextual factors of the problem	Implements the solution in a manner that does not directly address the problem	Unable to implement a solution at all
Communication of Results	Reviews and communicates the results relative to the problem with thorough, specific considerations of the need for further work	Reviews the results relative to the problem with some considerations of the need for further work	Reviews the results relative to the problem with little, if any, considerations of the need for further work	Reviews the results relative to the problem superficially with no considerations of the need for further work	Unable to review results and evaluate outcomes

RUBRIC FOR THE EVALUATION OF CRITICAL THINKING

Levels / Dimensions	Mastering (5)	Effective (4)	Adequate (3)	Emergent (2)	Unsuccessful (1)
Identifies and summarizes the key Issue	Demonstrated ability to clearly identify and summarize the central question or issue including implicit aspects of the problem	Demonstrated ability to clearly identify and summarize the most important problem with some attention to subsidiary problems	Demonstrated ability to identify and summarize only the basics of the central question or issue without considering any implicit aspects of the problem	Is confused about the central problem	Unable to identify or summarize the problem or identifies inappropriate problem
Identifies and Presents the Student's Own Perspective and Position	Demonstrated ability to identify and present his/her own thesis or perspective with objective support from experience and information	Demonstrated ability to identify and present his/her own thesis or perspective with support from assigned sources	Demonstrated ability to identify and present his/her own position on the issue with some references to established positions	Identifies the established position on the issue but fails to present his/her own position	Unable to identify the established or own position on the issue
Identifies and Considers Other salient Perspectives and Positions	Acknowledges the existence of other perspectives/positions, is able to compare and contrast different perspectives using outside information, and is able to develop new insights based on evaluation of salient perspectives	Acknowledges the existence of other perspectives/positions and is able to compare and contrast different perspectives using outside information	Acknowledges the existence of other perspectives/positions and is able to compare and contrast different perspectives using assigned sources	Acknowledges the existence of multiple perspectives/positions provided in assigned sources but deals with a single perspective	Unable to identify multiple perspectives
Identifies and Assesses the key Assumptions	Identifies assumptions related to multiple perspectives and evaluates their validity including an objective evaluation of own assumptions; addresses the most important assumptions and their limitations	Identifies assumptions related to multiple perspectives and evaluates their validity including an objective evaluation of own assumptions	Acknowledges assumptions without being explicitly asked; identifies assumptions related to multiple perspectives and compare them	Does not acknowledge assumptions unless explicitly asked; focuses on others' assumptions, or identifies some assumptions but provides superficial analysis of them	Does not acknowledge assumptions unless explicitly asked; responds inappropriately

Identifies and assesses the Quality of Supporting Data/Evidence	Identifies data/evidence to support own and other perspectives; examines the evidence and source of evidence from multiple perspective; questions evidence accuracy; ranks data/evidence in terms of importance, relevance, reliability	Identifies data/evidence to support own and other perspectives; uses additional data/evidence; examines the evidence and source of evidence from multiple perspective; questions evidence accuracy	Identifies data/evidence to support own and other perspectives; uses additional data/evidence	Identifies data/evidence to support own argument and ignores data/evidence from other perspectives; equates unsupported personal opinion with other forms of evidence	Merely repeats information provided with no question or interpretation
Identifies and Considers the Influence of the Context on the Issue	Analyzes the issue with a clear sense of scope and context; identifies and addresses long-term considerations related to the scope, context, and audience	Identifies and considers the influence of context when analyzing perspectives and data/evidence and is able to identify pertinent contexts not explicitly provided	Identifies and considers the influence of context when analyzing perspectives and data/evidence	Acknowledges the existence of different contexts but discusses the problem primarily in egocentric or socio-centric terms	Does not address context beyond dichotomous characterizations such as good/bad or right/wrong
Identifies and Assesses Conclusions, Implications, and Consequences	Analyzes alternative conclusions, implications, and consequences; conclusions incorporate previously discussed problem statement, its context and assumptions; established criteria to apply across alternatives	Analyzes alternative conclusions, implications, and consequences; conclusions incorporate previously discussed problem statement, its context and assumptions	Clearly states conclusions, but limited to supporting one perspective; considers implications and consequences only superficially	Provides facts and definitions that mask as conclusions instead of own conclusion ; does not address implications or consequences	Does not distinguish between facts, definitions, and conclusions

RUBRIC FOR THE EVALUATION OF INTERCULTURAL EFFECTIVENESS

Levels Dimensions	Mastering (5)	Effective (4)	Adequate (3)	Emergent (2)	Unsuccessful (1)
Cultural self-Awareness	Identifies and articulates insights into one's own cultural rules and biases, including awareness of how one's experience have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description	Recognizes new perspective about one's own cultural rules and biases, without looking for sameness	Identifies one's own cultural rules and biases, but with a strong preference for those rules shared with one's own cultural group	Shows minimal awareness of one's own cultural rules and biases and uncomfortable with identifying possible cultural differences with others	Unable to demonstrate any awareness of one's own cultural rules and biases
Knowledge of Cultural Worldview Framework	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy or beliefs and practices	Demonstrates adequate understanding of the prior knowledge	Demonstrates partial understanding of the prior knowledge	Demonstrates surface understanding of the prior knowledge	Unable to demonstrate any understanding of the prior knowledge
Empathy	Interprets intercultural experiences from one's own perspective and that of more than one worldview, and demonstrates the ability to act in a supportive manner that recognizes the feelings of another cultural group	Recognizes intellectual and emotional dimensions of more than one worldview	Identifies components of other cultural perspectives but responds in all situations with one's own worldview	Views the experience of others but does so through one's own cultural worldview	Unable to view the experience of others with any discretion
Verbal and Non-Verbal Communication	Articulates a complex understanding of cultural differences in both verbal and non-verbal communication, including the use of physical contact in communicating direct and indirect meaning	Recognizes and participates in cultural differences in verbal and non-verbal communication and begins to negotiate a shared understanding based on those differences	Identifies some cultural differences in communication and is aware that misunderstanding can occur based on those differences, but cannot negotiate a shared understanding	Demonstrates a minimal level of understanding of cultural differences in communication, but unable to negotiate a shared understanding	Unable to demonstrate any understanding of cultural differences in communication
Sophisticated Curiosity	Identifies and asks complex questions about other cultures, seeking out and articulating answers to those questions that reflect multiple cultural perspectives	Ask deeper questions about other cultures	Ask simple or surface questions about other cultures	States minimal interest in learning more about other cultures	Demonstrates no interest in, or even hostility toward, learning about other culture

Openness	Initiates and develops interactions with culturally different others	Begins to initiate and develop interactions with culturally different others	Expresses openness to most interactions with culturally different others, but still has difficulty suspending judgments in interactions with those others	Receptive to interacting with culturally different others, but has difficulty suspending any judgment wit those others, and is unaware of one's own judgment	Is incapable of trying to interact with culturally others

RUBRIC FOR THE EVALUATION OF SOCIAL ENGAGEMENT

Levels / Dimensions	Mastering (5)	Effective (4)	Adequate (3)	Emergent (2)	Unsuccessful (1)
Openness to Diversity	Demonstrates evidence of adjustments in one's own attitudes and beliefs resulting from working within and learning from a diversity of communities and cultures and promotes others' engagement with diversity	Reflects on how one's own attitudes and beliefs are different from those of other cultures and communities, and exhibits curiosity about what can be learned from diversity of communities	Has some awareness that one's own attitudes and beliefs are different from those of other cultures and communities, but exhibits little curiosity about what can be learned from that diversity of communities	Expresses attitudes and beliefs from a one-sided view, and is indifferent or resistant to what can be learned from diversity of communities	Is openly hostile to what can be learned from other cultures and communities
Linking Academic Knowledge and Social Engagement	Connects and extends knowledge from one's own academic study and work experiences to social engagement and to one's own participation in civic life, politics, and government	Analyzes knowledge from one's own academic study and work experience, making some relevant connections to social engagement	Begins to connect knowledge from one's own academic study and work experience to social engagement and participation in civic life	Begins to identify knowledge from one's own academic study and work experience that is relevant to social engagement and civic life	Expresses no connection between one's academic study/work experience and social engagement
Reflection and Civic identity	Provides evidence of experience in social and civic engagement activities, bust as it relates to a growing sense of civic identity and commitment	Provides evidence of experience in social and civic engagement activities, bust as it relates to a growing sense of civic identity and commitment	Exhibit evidence of some involvement in civic engagement activities, but primarily as the result of course requirements rather than a sense of civic identity	Provides little evidence of experience in civic engagement activities, and does not connect experiences to civic identity	Exhibits no interest, or even hostility, toward social engagement activities

RUBRIC FOR THE EVALUATION OF DELIBERATIVE ACTION

Levels / Dimensions	Mastering (5)	Effective (4)	Adequate (3)	Emergent (2)	Unsuccessful (1)
Application of Knowledge	Demonstrates ability to adapt one's knowledge and skills gained from academic study and work experience to working purposively with others and demonstrates leadership in doing so	Demonstrates ability to adapt one's knowledge and skills to participating in working purposively with others	Demonstrates some experimentation with adapting one's knowledge and skills to working purposively with others	Demonstrates at least minimal awareness of the possibility of adapting one's knowledge and skills to working purposively with others	Unable to conceive of adapting one's knowledge and skills to working purposively with others
Interest in and Skills of Deliberation	Demonstrates the ability to deliberate with others on public problems and solutions, and shows leadership in those deliberations	Shows an ability to participate in deliberations with others on public problems and solutions	Demonstrates some efforts to experiment in group participatory deliberations	Expresses interest in, and awareness of importance of group deliberation on public problems	Demonstrates a barely adequate and vague conception of the importance of group deliberation
Reasoned Reflection & Community Judgment	Demonstrates the ability to engage in reasoned reflection and refined community judgment	Demonstrates an ability to listen to reasoned reflection and refined community judgment	Demonstrates an awareness of the importance of reflection and refined community judgment	Demonstrates an interest and ability to engage in the promotion of self-interest in the face of community judgment	Unable to express the importance of community judgment
Values and Interests in Deliberation	Demonstrates a sophisticated understanding of the values, perspectives, and interests of others in deliberation, and incorporate them into one's own deliberation	Demonstrates an adequate understanding of the values, perspectives, and interests of other, but not yet able to internalize and incorporate them into one's own deliberation	Demonstrates a partial understanding of those perspectives, and a willingness to listen to them	Demonstrates only on a surface understanding of those perspectives, and tends to over-generalize their meaning	Unable or unwilling to entertain the values and perspectives of others in deliberation
Application of Deliberation Skills to Leadership	Demonstrates the application of deliberative action skills in the Antioch governance system in a vaiety of leadership modes	Demonstrates the application of those skills by persistently participating in committees, task forces, and organizing groups with a sense of commitment and purpose	Demonstrates the application of those skills in an experimental fashion through an occasional foray into the governance system	Demonstrates a willingness to learn more and become involved in the governance system	Refuses to, or withdraws from involvement in the governance system

RUBRIC FOR THE EVALUATION OF WRITTEN COMMUNICATION

Levels Dimensions	Mastering	Effective	Adequate	Emergent	Unsuccessful
Context and Purpose for Writing	Demonstrates a thorough understanding of the context, audience, and purpose that is responsive to an assigned task and focuses all elements of the work	Demonstrates an adequate understanding of the context, audience, and purpose of a written work, and a clear focus on how the task aligns with audience, context, and purpose	Demonstrates awareness of context, audience, and purpose , and beginning to show awareness of the audience's perceptions and assumptions	Demonstrates a minimal attention to context, audience, purpose, and to the assigned task	Unable to demonstrate any focused attention to context, audience, and purpose of the written work
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline, and shape the whole work	Uses appropriate and relevant content to develop and explore ideas through most of the work	Uses appropriate and relevant content to develop simple ideas in some parts of the work	Unable to use appropriate and relevant content in expressing ideas in any of the work
Genre and Disciplinary Conventions	Demonstrates detailed attention to, and successful execution of, a wide range of conventions particular to a specific discipline and/or writing task, including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions to a particular discipline and/or writing task, including organization, content, presentation, formatting, and stylistic choices	Follows expectations appropriate a particular discipline and/or writing task, for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation	Unable to employ any consistent system for basic organization and presentation
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate to the discipline and genre of the writing	Demonstrates consistent use of credible and relevant sources to support ideas that are situated within the discipline and genre of the writing	Demonstrates an attempt to use credible and relevant sources to support ideas that are appropriate for the discipline and genre of the writing	Demonstrates an attempt to use sources to support ideas in the writing	Demonstrates a failure to use sources to support ideas in the writing
Control of Syntax and Mechanics	Uses graceful or elegant language that skillfully communicates meaning to readers with clarity and fluency, and is virtually free of errors	Uses straightforward language that generally conveys meaning to readers, and the language has only few errors	Uses language that generally conveys meaning to readers with clarity, but the writing may include some errors	Uses language that sometimes impedes and obscures meaning because of errors in usage	Unable to use language that conveys meaning because of fundamental misunderstanding of basic syntax and mechanics

RUBRIC FOR THE EVALUATION OF ORAL COMMUNICATION

Levels / Dimensions	Mastering (5)	Effective (4)	Adequate (3)	Emergent (2)	Unsuccessful (1)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (introduction and conclusion, material within the body) is not observable within the presentation.	Listener can follow presentation only with effort. Organization seems haphazard.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear minimally support the effectiveness of the presentation. Language is not appropriate to audience	Language choices are random and made the presentation ineffective.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, contact, and vocal expressiveness) from the understandability presentation, and speaker appears uncomfortable	Delivery techniques made the presentation boring, and confusing. . Presenter seems uncomfortable and can be heard only if listener is very attentive.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, statistics, analogies, quotations relevant authorities) make reference to information or analysis that supports the presentation or establishes the presenter's credibility on the topic.	Random, inadequate supporting materials (explanations, examples, statistics, analogies, quotations relevant authorities) with no direct to the presentation; they do not establish the presenter's credibility on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation	It rambles; There seems to be no central message in the presentation

RUBRIC FOR THE EVALUATION OF QUANTITATIVE COMMUNICATION

Levels / Dimensions	Mastering (5)	Effective (4)	Adequate (3)	Emergent (2)	Unsuccessful (1)
Interpretation Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables)	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms. But occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Provides inaccurate or incomplete explanation of information presented in mathematical forms.
Representation Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables)	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical Portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Conversion of information into desired mathematical portrayal is incomplete or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem..	Calculations are attempted but are both unsuccessful and are not comprehensive.	Unable to perform calculations successfully.
Application/Analysis Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Judgments or conclusions are not based on the quantitative analysis of data
Assumptions Ability to make and evaluate important assumptions in estimation, modeling, and data analysis.	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.	Unable to describe assumptions.

| Communication

Expressing quantitative evidence in support of the argument or purpose of the work in terms of what evidence is used and how it is formatted, presented, contextualized.)	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of explication may be uneven.	Uses quantitative information, but does not effectively connect to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many,""few," "increasing,""small," and the like in place of actual quantities)	Presents an argument for which quantitative evidence is pertinent, but does not provide numerical support.

Appendix C: Tables of Selected Courses to Be Used for Assessment, by Level

Table C1: Selected Courses for Institutional Assessment

Examples of Selected Courses to Use for Assessment: Institution Level		
LO	**Course(s)**	**Example(s)**
KI, SI, CT	Foundation courses: 1 in each Division; rotates annually	Visa 101, Phil 110, Chem 105, Anth 105
	Majors courses: 1 in each Division; rotates annually	Visa 220, Lit 210, Bio 205, Peco 220
ICE	Work Portfolios: choose 1; rotates annually	Work 150
	Language and Culture: choose 1 year from each language; rotates annually	Span 110, 120, 130, and 140
	Community Life classes	CLCE 125. CLCN 120, CLCN 130, CLCN 150
	Selected other classes that have ICE as a LO	Most Anth classes, Arts 110
SE	Work Portfolios: choose 1; rotates annually	Work 150
	Community Life classes	CLCN 120, CLCN 150
	Selected other classes that have SE as a LO	Some Hist classes
DA	Community Life classes	CLCN 120, CLCN 130, CLCN 150
	Selected other classes that have DA as a LO	(none listed so far)
WOC (Writ)	SRP 494 (Senior Reflection Paper)	
WOC (Quant)	Required math classes beyond college-level requirement	Math 115, Math 330, Anth/Peco/Psyc 490

Table C2: Selected Courses for General Education Program Assessment

Examples of Selected Courses to Use for Assessment: General Education		
LO	**Course(s)**	**Example(s)**
KI, SI, CT	Foundation courses: 1 in each Division; rotates annually	Visa 101, Phil 110, Chem 105, Anth 105
ICE	Work Portfolios: choose 1; rotates annually	Work 150
	Selected other classes that have ICE as a LO	Most Anth classes
SE	Work Portfolios: choose 1; rotates annually	Work 150
	Selected other classes that have SE as a LO	Some Hist classes
WOC (Writ)	GSW classes; choose 1, rotates annually	GSW 105 (Water)
	FC that identify WOC as LO	All Lit FC
WOC (Quant)	GSQ classes; choose 1, rotates annually	GSQ 105 (Energy)
	FC that identify WOC(Q) as LO	All Math FC

Table C3: Selected Courses for Cooperative Education Program Assessment

Examples of Selected Courses to Use for Assessment: Cooperative Education		
LO	**Course(s)**	**Example(s)**
SI, CT, ICE, SE, WOC	Work Portfolios: choose 1; rotates annually	Work 150

Table C4: Selected Courses for Arts Division Assessment

Examples of Selected Courses to Use for Assessment: Arts Division		
LO	**Course(s)**	**Example(s)**
KI, SI, CT	At least 1 skills/ practice-based course and 1 history/ theory course at each level (100, 200, 300, 400); rotate each year	Visa 110, Perf 230, Meda 340, Visa/Perf/Meda 470;
	1 history/theory course at each level (100, 200, 300)	Visa/Meda/Perf 120 / 220 / 320
WOC (Writ)	Senior Project (via paper/artist's statement)	Arts 495
WOC (Oral) or separate Visual Communication	Senior Project (via performance, exhibition, etc.)	Arts 495

Table C5: Selected Courses for Humanities Division Assessment

Examples of Selected Courses to Use for Assessment: Humanities Division		
LO	**Course(s)**	**Example(s)**
KI, SI, CT	At least 1 disciplinary course at each level (200-, 300-); rotate each year	Lit 220, His 220, Phil 220 Lit 310, His 330, Phil 330
	1 of the divisionally-universal 210 series; rotate each year	Lit 210, His 210, Phil 210
WOC (Writ)	Senior Project (via paper/ creative work)	Hum 495
WOC (Oral)	Senior Project (via presentation, reading, etc.)	Hum 495

Table C6: Selected Courses for Sciences Division Assessment

Examples of Selected Courses to Use for Assessment: Sciences Division		
LO	**Course(s)**	**Example(s)**
KI, SI, CT	At least 1 course of each level (100, 200) in courses common to each major; rotate each year	Bio 160, Bio 205, Chem 160, Phys 160, Phys 260
	At least 1 course of each level (200, 300) not common to each major; rotate each year	Bio 215, Bio 330 Envs 220, Envs 305
WOC (Writ)	Senior Project (via paper)	Sci 495
WOC (Oral)	Senior Project (via presentation)	Sci 495

Table C7: Selected Courses for Social Sciences Division Assessment

Examples of Selected Courses to Use for Assessment: Social Sciences Division		
LO	**Course(s)**	**Example(s)**
KI, SI, CT	At least 1 disciplinary course at each level (200-, 300-); rotate each year	Anth 220, Peco 220, Psyc 225 Anth 345, Peco 350, Psyc 305
	Social Science Research Methods	Anth/Peco/Psyc 490
WOC (Writ)	Senior Project (via paper/ creative work)	Ssc 495
WOC (Oral)	Senior Project (via presentation, reading, etc.)	Ssc 495

Table C8: Selected Courses for Language and Culture Program Assessment

Examples of Selected Courses to Use for Assessment: Language and Culture		
LO	**Course(s)**	**Example(s)**
KI	300-level Language and Culture classes: choose 1 year from each language; rotates annually	Span 310, 320, 330, and 340
ICE	Language and Culture: choose 1 year from each language; rotates annually	Span 110, 120, 130, and 140
SE	Language and Culture: choose 1 year from each language; rotates annually	Span 110, 120, 130, and 140

Table C9: Selected Courses for Community Life and Academic Success Courses Assessment

Examples of Selected Courses to Use for Assessment: CL and AS Courses		
LO	**Course(s)**	**Example(s)**
CT	Community Life classes	CLCE 125
ICE	Community Life classes	CLCE 125. CLCN 120, CLCN 130, CLCN 150
SE	Community Life classes	CLCN 120, CLCN 150
DA	Community Life classes	CLCN 120, CLCN 130, CLCN 150
WOC (Writ)	Academic Success classes	Eng 090
WOC (Quant)	Academic Success classes	Math 090

Appendix D: Student Portfolios

Table D1: Contents of Student Portfolios

Contents of Student Portfolios		
Item	**Year(s) of Students' Education**	**Measurement (especially of Liberal Arts LO)***
Admissions essays	0	WC, CT; maturity and attitudes, especially towards ICE, SE, and DA.
Placement exam results	0	WQC; foreign language ability
Signature assignments in courses: General Education	1-2	KI, SI, CT, ICE, SE, WOQC; general knowledge
Signature assignments in courses: Majors	mostly 3-4; some 1-2	KI, SI, CT, WOQC; depth of knowledge in major area(s)
Signature assignments in courses: Work Portfolios	1-4	SI, CT, ICE, SE, WOC; general and transferable workplace skills
Signature assignments in courses: Language Language Proficiency Exam results	1-3	Foreign language ability; KI, ICE, SE
Signature assignments in courses: Electives	1-2	Depends on electives (disciplinary, general, Community Life, Academic Success, etc.)
Co-op employer evaluations of student	1-4	General and transferrable workplace skills; CT, SE
Student evaluations of co-op employers	1-4	CT; reflection ability
Senior Project work	4	KI, SI, CT, WOC; depth of knowledge in major area(s)
Senior Reflection Paper	4	CT, WC; students' understanding of coherence and connectedness of education
Disciplinary exam scores (GRE, MCAT, LSAT, etc.)	3-4	Depth of knowledge in major area(s), particularly as compared to others
CV or Resume Cover letters for job applications; applications to further education	1-4	Work-related skills; written communication of self to prospective employers and further educators
Degree Plan	1-4	Coherence of student's education; guided path through student's experiences
National exam scores (Ex: NSSE)	4	Student engagement in educational experiences
Senior Exit Survey	1-4	Student satisfaction; relevance and usefulness of educational programs
Alumni Survey	1-4	Student satisfaction; relevance and usefulness of educational programs

* KI: Knowledge and Inquiry; SI: Skill and Innovation; CT: Critical Thinking; ICE: Intercultural Effectiveness; SE: Social Engagement; DA: Deliberative Action; W/O/QC: Written / Oral / Quantitative Communication.

Appendix E: Flow Diagram of How Information in Assessment Reports is Used

Course Level

Average score of a single rubric dimension of a single LALO across all students in class

→ Average score of a single LALO across all students in class

→ Report containing individual and overall averages for each LALO for a single course for a single term

Average score of a single course LO across all students in class

→ Report containing overall results for each course LO for a single term

→ Report containing:
1) individual and overall averages for each LALO for a single course over time; and
2) Report containing overall results for each course LO for a single course over time

Program/Division Level

Individual course reports containing average scores of each relevant LALO

→ Report subsection containing overall average scores of each relevant LALO across assessed areas of curriculum

Institutional Research reports containing average data for all areas of assessment

→ Report subsection containing overall average data of each additional assessment stream relevant to assessed program

→ Report containing overall averages for
1) each LALO; and
2) each additional assessment stream

Institution Level

Individual course reports containing average scores of each relevant LALO

→ Report subsection containing overall average scores of each relevant LALO at course level across assessed areas of curriculum

Individual program/division reports containing overall averages for each LALO and each additional assessment stream

→ Report subsection containing overall average scores of each relevant LALO at program/division level across assessed areas of curriculum

Institutional Research reports containing average data for all areas of assessment

→ Report subsection containing overall average data of each additional assessment stream relevant to assessed program

→ Report containing overall averages for
1) each LALO; and
2) each additional assessment stream

Appendix F: Responsibilities for Assessment

Table F1. Parties Responsible for Various Levels of Assessment

Who Performs Which Level of Assessment	
Bachelor's Degree (Institution)	AAAC
Program/Division	
General Education Program	AAAC or General Education Subcommittee
Cooperative Education Program	Cooperative Education Department via Dean of Cooperative Education
Arts Division	Designated Arts Faculty
Humanities Division	Designated Humanities Faculty
Sciences Division	Designated Science Faculty
Social Sciences Division	Designated Social Science Faculty
Language and Culture Program	Director of the Language and Culture Program
Course	
Individual Courses	Individual Instructors
Community Life Courses and Academic Success Courses as a group	Community Life via Dean of Community Life and Academic Affairs via Academic Administrator

Table F2. Summary of Assessment Activities: Items, Responsible Parties, Timelines, and Improvement Activities

Summary of Assessment Activities					
Assessment Item/Activity/Tool	**Who Creates Data**	**Who Responsible for Collecting and Interpreting Data**	**When Assessed**	**Who Gets Feedback**	**Potential Improvement Activities***
Admissions essays	Enrolled students	Admissions and Financial Aid via Dean of A&FA	After student matriculates	Students, academic advisors, Dean of Admissions	Better marketing materials and applications; changes in academic offerings
Placement exam results	Students	Academic Affairs	First-year / new student Orientation	Students and their academic advisors	Appropriate class placement; remediation activities (such as tutoring) if needed
Writing		via director of Writing Institute			
Quantitative		via designee			
Language		via Language faculty and Director of Language Program			
Rubric scores (via signature assignments) and other specific class-related data	Individual course instructors	Course level: Individual course instructors; higher levels: AAAC and designees	Every term course offered	All parties at all levels that use the data in question	Determined on a case-by-base basis
Grades and narrative evaluations		Registrar's office		Students and academic advisors	Student performance improvement; better academic advising
Course and instructor evaluations	Students	Academic Affairs		Instructors	Course design and teaching improvements
Academic advisor evaluations			Annually	Academic Advisors	Academic advising improvements
Language Proficiency Exam results		Director of Language Program via independent third-party testers	Once per year at the end of the Summer term	Students, academic advisors, and Director of Language Program	Changes in Language and Culture Program, especially concerning reaching proficiency in established time frames
Co-op employer evaluations of students	Co-op employers	Cooperative Education department, via co-op faculty	Every co-op term	Co-op department and students	Student performance improvement; better student placement in co-op jobs
Student evaluations of co-op employers (Employer Feedback Form)	Students			Co-op department and employers	Counseling of employers; job improvements; possible changes in employers
Institutional research data (GPA, graduation rates, etc;	Registrar's Office	Registrar's Office collects and persons using	As appropriate	As appropriate (primarily AAAC and	Determined on a case-by-base basis

see individual Assessment Plans)		assessment plans interpret		designees)	
Degree Plan	Students and academic advisors	Academic Affairs via Registrar	Every year in Fall, or as needed	Students and academic advisors	Better understanding of curricular requirements; improved academic planning
Disciplinary exam scores (GRE, MCAT, LSAT, etc.)	Students		As they occur	Students and Academic Affairs	Possible remediation for student; possible course/curricular improvement
National exam scores (Ex: NSSE)			Every year in Spring		Enhanced social engagement (etc.); enhanced curricular connectivity
Senior Reflection Paper	Graduating senior students	Student's academic advisor(s)	Every term course offered	Students, advisors, and Bachelor's Degree Program	Institutional improvement, especially in areas of WOQC, major's program, and overall student academic experience
Senior Project work		Student's Senior Project advisor(s) (if different from above)		Students, advisors, and Academic Divisions	
Senior Exit Survey		Registrar	Every year in Spring	Academic Affairs	Curricular and student life changes to enhance relevance of curriculum and student satisfaction
Alumni Survey	Alumni	Academic Affairs via Alumni Relations	Every few years	Faculty, APRC, VPAA, Dean of Co-op	Determined on a case-by-base basis
Employer Survey	Employers of alumni				
Student Portfolios	Students and academic advisors	Academic advisors	Annually	Faculty, APRC, VPAA, AAAC	Determined on a case-by-base basis

* No specific improvement activity is necessarily automatic: it requires a conversation between the AAAC or a designee and the parties in question.

Appendix G: Assessment Plans

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Academic Affairs Assessment Plan
Academic Year 2012-Onward
Overall Bachelor's Degree Programs: Final 5/16/12

Antioch College Mission Statement
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The mission of Antioch College is to provide a rigorous liberal arts education on the belief that scholarship and life experience are strengthened when linked, that diversity in all its manifestations is a fundamental component of excellence in education, and that authentic social and community engagement is vital for those who strive to win victories for humanity.

<div align="center">

Link to College Learning Outcomes
</div>

The bachelor's degree programs contributes to all of the Liberal Arts Outcomes: Knowledge and Inquiry, Skill and Innovation, Critical Thinking, Intercultural Effectiveness, Social Engagement, Deliberative Action, and Written, Oral, and Quantitative Communication.

<div align="center">

Bachelor's Degree Programs Goals and Objectives
</div>

1) To impart fundamental knowledge and a variety of academic skills which enable students to succeed academically.

2) To develop the analytical and critical skills necessary to evaluate and solve problems.

3) To enhance a student's written communication and quantitative reasoning skills.

4) To impart in students an understanding and appreciation of global cultures, situations, and diversity.

Goal #	Learning Objective/Outcome	Measurement	Means of Assessment	When Assessed	Results and Interpretation	Use of Results / Action Plan
	Should be specific and measurable	How will outcome be measured?	What is plan to collect, organize, and analyze data?	How often will information be collected and analyzed?	What will the assessment data show?	How will the assessment results be utilized?
1	**Objective 1**: 90% of graduating seniors will feel they have had a positive and relevant educational experience.	Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors.	Data will be collected once per year in Spring.	How well students are performing in the degree programs.	Results may indicate need for increased resources, increased support services, or curricular adjustment.
1	**Objective 2**: 50% of graduating seniors will be either employed or accepted into a further education program within a year of graduation.	Alumni Survey and Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors. Alumni Surveys every few years.	SES data collected once per year in Spring. AS every few years in Summer.	How well graduating students and alumni are viewed by outside constituencies.	Results may indicate need for curricular adjustment.
1	**Objective 3**: 75% of students will meet the Normal Standards of Progress for all years of their education	Institutional research data	Academic Affairs will request data from Registrar's office.	Data will be collected once per year after each Summer term.	How well students are proceeding through the degree programs.	Results may indicate need for increased support services or curricular adjustment.
1	**Objective 4**: 50% of graduating seniors will have a GPA of 3.0 or better	GPA from transcript	Academic Affairs will request data from Registrar's office.	Data will be collected once per year after Spring graduation.	How well students are proceeding through the degree programs.	Results may indicate need for increased support services or curricular adjustment.
1	**Objective 5**: 75% of students will have an overall average score of at least 4 (out of 5) in Knowledge & Inquiry on signature assignments in selected classes.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to gain and analyze disciplinary knowledge.	Results may indicate need for course or curricular adjustment.
2	**Objective 1**: 75% of students will have an overall average score of at least 4 (out of 5) in Skill & Innovation on signature assignments in selected classes.	Performance on signature assignments (such as papers, indiv. projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to problem solve.	Results may indicate need for course or curricular adjustment.
2	**Objective 2**: 75% of students will have an overall average score of at least 4 (out of 5) in Critical Thinking on signature assignments in selected classes.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to think critically and problem solve.	Results may indicate need for course or curricular adjustment.

3	**Objective 1**: 75% of graduating seniors will have an overall average score of at least 4.5 (out of 5) in Written Communication on the Senior Reflection Paper.	Performance on signature assignment: Senior Reflection Paper	Faculty advisors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to communicate information in a written format.	Results may indicate need for writing or curriculum adjustment.
3	**Objective 2**: 75% of graduating seniors with a major with a quantitative requirement beyond GSQ/Math 105 (Sciences, Social Sciences) will have an overall average score of at least 4.5 (out of 5) in Quantitative Reasoning in Calculus I, Statistics, and/or Social Science Research Methods.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to reason quantitatively.	Results may indicate need for quantitative or curriculum adjustment.
4	**Objective 1**: 75% of students will have an overall average score of at least 4 (out of 5) in Intercultural Effectiveness on signature assignments in selected classes and activities (especially Work Portfolios, Language and Culture, and Community Life classes and activities).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to navigate across cultures and appreciate diversity.	Results may indicate need for course or curricular adjustment.
4	**Objective 2**: 75% of students will have an overall average score of at least 4 (out of 5) in Social Engagement on signature assignments in selected classes or activities (especially Work Portfolios and Community Life classes and activities).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to engage others and appreciate diversity.	Results may indicate need for course or curricular adjustment.
4	**Objective 3**: 75% of students will have an overall average score of at least 4 (out of 5) in Deliberative Action on signature assignments in selected classes and activities (especially Community Life classes and activities).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to act rationally, dialogue effectively, and reflect reasonably.	Results may indicate need for course or curricular adjustment.

Academic Affairs Assessment Plan
Academic Year 2012-Onward
General Education Program: Final 5/16/12

Program Mission Statement

The mission of the General Education Program is to provide a rigorous liberal education across a wide variety of disciplines, and to impart fundamental academic skills which enable academic success, awareness of diversity, and lifelong learning.

Link to College Learning Outcomes

The general education program contributes to the following Liberal Arts Outcomes: Knowledge and Inquiry, Skill and Innovation, Critical Thinking, Intercultural Effectiveness, Social Engagement, and Written, Oral, and Quantitative Communication.

General Education Goals and Objectives

1) To impart fundamental knowledge and a variety of academic skills which enable students to succeed academically.

2) To develop the analytical and critical skills necessary to evaluate and solve problems.

3) To enhance a student's written communication and quantitative reasoning skills

4) To impart in students an understanding and appreciation of global cultures, situations, and diversity.

Goal #	Learning Objective/Outcome	Measurement	Means of Assessment	When Assessed	Results and Interpretation	Use of Results / Action Plan
	Should be specific and measurable	How will outcome be measured?	What is plan to collect, organize, and analyze data?	How often will information be collected and analyzed?	What will the assessment data show?	How will the assessment results be utilized?
1	**Objective 1:** 80% of students will meet the Normal Standards of Progress their first two years (includes completing most/all Gen Ed requirements)	Institutional research data	Faculty will request data from Registrar's office.	Data will be collected once per year after each Summer term.	How well students are proceeding through the General Education Program.	Results may indicate need for increased support services or curricular adjustment.
1	**Objective 2:** 75% of rising third-year students will have an overall GPA of 3.0 or better	GPA from transcript	Faculty will request data from Registrar's office.	Data will be collected once per year after each Summer term.	How well students are proceeding through the General Education Program.	Results may indicate need for increased support services or curricular adjustment.
1	**Objective 3:** 75% of students will have an overall average score of at least 4 (out of 5) in Knowledge & Inquiry on signature assignments in general education classes (especially Foundation courses and Global Seminars).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to gain and analyze disciplinary knowledge.	Results may indicate need for course or curricular adjustment.
2	**Objective 1:** 75% of students will have an overall average score of at least 4 (out of 5) in Skill & Innovation on signature assignments in general education classes (especially Foundation courses and Global Seminars).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to problem solve.	Results may indicate need for course or curricular adjustment.
2	**Objective 2:** 75% of students will have an overall average score of at least 4 (out of 5) in Critical Thinking on signature assignments in general education classes (especially Foundation courses and Global Seminars).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to think critically and problem solve.	Results may indicate need for course or curricular adjustment.
3	**Objective 1:** 85% of students enrolled in a GSW course will have an overall average score of at least 4 (out of 5) in Written Communication.	Performance on signature assignments (especially papers)	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to communicate information in a written format.	Results may indicate need for writing or curriculum adjustment.

3	**Objective 2**: 85% of students enrolled in a GSQ course or Math 105 will have an overall average score of at least 4 (out of 5) in Quantitative Reasoning.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to reason quantitatively.	Results may indicate need for quantitative or curriculum adjustment.
4	**Objective 1**: 75% of students will have an overall average score of at least 4 (out of 5) in Intercultural Effectiveness on signature assignments in general education classes (selected FC, GS; especially Work Portfolios).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to navigate across cultures and appreciate diversity.	Results may indicate need for course or curricular adjustment.
4	**Objective 2**: 75% of students will have an overall average score of at least 4 (out of 5) in Social Engagement on signature assignments in general education classes (selected FC, GS; especially Work Portfolios).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to engage others and appreciate diversity.	Results may indicate need for course or curricular adjustment.

Academic Affairs Assessment Plan
Academic Year 2012-Onward
Cooperative Education Program: Final 5/16/12

Program Mission Statement

The mission of the Cooperative Education Program is to provide integrated experiential education through a mutually rewarding, structured partnership among students, employers and the College. The co-ops are planned, progressive, monitored and quality work experiences across a wide variety of employment opportunities, and impart workplace success, awareness of diversity, and lifelong learning through reflection about fundamental work skills.

Link to College Learning Outcomes

The cooperative education program contributes to the following Liberal Arts Outcomes: Skill and Innovation, Critical Thinking, Intercultural Effectiveness, Social Engagement, and Written, Oral, and Quantitative Communication.

General Education Goals and Objectives

1) To impart a variety of workplace skills which enable students to succeed academically and in the work environment.

2) To develop the analytical and critical skills necessary to evaluate and solve problems.

3) To enhance a student's written communication skills.

4) To impart in students an understanding and appreciation of global cultures, situations, and diversity.

Goal #	Learning Objective/Outcome	Measurement	Means of Assessment	When Assessed	Results and Interpretation	Use of Results / Action Plan
	Should be specific and measurable	How will outcome be measured?	What is plan to collect, organize, and analyze data?	How often will information be collected and analyzed?	What will the assessment data show?	How will the assessment results be utilized?
1	**Objective 1:** 90% of students will successfully complete 4 Work Portfolios over 4 Work terms.	Institutional research data	Co-op faculty will request data from Registrar's office.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are proceeding through the Cooperative Education Program.	Results may indicate need for increased support services or curricular adjustment.
1	**Objective 2:** 90% of students will report a meaningful cooperative education experience (measured per co-op term)	Employer Feedback Forms; Course and Instructor Evaluations	Co-op faculty will collect data and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are proceeding through the Cooperative Education Program.	Results may indicate need for increased support services or curricular adjustment.
1	**Objective 3:** 90% of employers will report a successful cooperative education experience (measured per work term)	Employer Evaluations of students	Co-op faculty will collect data and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are proceeding through the Cooperative Education Program.	Results may indicate need for employer training or curricular adjustment.
2	**Objective 1**: 75% of students will have an overall average score of at least 4 (out of 5) in Skill & Innovation on signature assignments in Work Portfolio classes.	Performance on signature reflection assignments (such as papers, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to problem solve.	Results may indicate need for course or curricular adjustment.
2	**Objective 2**: 75% of students will have an overall average score of at least 4 (out of 5) in Critical Thinking on signature assignments in Work Portfolio classes.	Performance on signature reflection assignments (such as papers, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to think critically and problem solve.	Results may indicate need for course or curricular adjustment.
3	**Objective 1**: 75% of students will have an overall average score of at least 4 (out of 5) in Written Comm. on signature assignments in Work Portfolio classes.	Performance on signature reflection assignments (especially papers)	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to communicate information in a written format.	Results may indicate need for writing or curriculum adjustment.
4	**Objective 1**: 75% of students who complete a cultural immersion co-op will have an overall average score of at least 4 (out of 5) in Intercultural Effectiveness on signature assignments in Work Portfolios.	Performance on signature reflection assignments (such papers, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to navigate across cultures and demonstrate appreciation of diversity.	Results may indicate need for course or curricular adjustment.
4	**Objective 2**: 75% of students will have an overall average score of at least 4 (out of 5) in Social Engagement on signature assignments in Work Portfolios.	Performance on signature reflection assignments (such papers, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to engage others and demonstrate appreciation of diversity.	Results may indicate need for course or curricular adjustment.

For Implementation after the Class of 2015 Graduates

1	**Objective 4:** 90% of students will report a meaningful cooperative education experience overall	Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors.	Data will be collected once per year in Spring.	How well students are performing in the Cooperative Education Program.	Results may indicate need for increased support services or curricular adjustment.
1	**Objective 5:** 90% of graduating seniors will have a complete and satisfactory resume/CV.	Student-produced resumes/CVs.	Co-op faculty will collect data and prepare a report.	Data will be collected once per year in Spring.	How well students are proceeding through the Cooperative Education Program.	Results may indicate need for curricular adjustment.
1	**Objective 6:** 50% of students seeking work will be employed within one year of graduation.	Alumni Survey and Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors. Alumni Surveys every few years.	SES data collected once per year in Spring. AS every few years in Summer.	How well graduating students and alumni are viewed by outside constituencies.	Results may indicate need for curricular adjustment.

Academic Affairs Assessment Plan
Academic Year 2012-Onward
Arts Division: Final 5/16/12

Division Mission Statement

The mission of the Arts Division is to provide a solid foundation in the fundamental areas of arts necessary for careers that emphasize media arts, performance, or visual arts, including the background for admission into graduate school.

Link to College Learning Outcomes

The arts division most directly contributes to the following Liberal Arts Outcomes: Knowledge and Inquiry, Skill and Innovation, Critical Thinking, and Written, Oral, and Quantitative Communication.

Arts Division Goals and Objectives

1) To prepare students for graduate school or technical careers in the arts, by providing relevant educational experiences in media, performance, and visual arts.

2) To develop the analytical, technical, and critical skills necessary to evaluate and solve problems.

3) To enhance a student's ability to communicate and express information and intentions in oral, written, and visual forms.

Goal #	Learning Objective/Outcome	Measurement	Means of Assessment	When Assessed	Results and Interpretation	Use of Results / Action Plan
	Should be specific and measurable	How will outcome be measured?	What is plan to collect, organize, and analyze data?	How often will information be collected and analyzed?	What will the assessment data show?	How will the assessment results be utilized?
1	**Objective 1**: 50% of graduating arts majors will have an overall GPA of 3.0 or better	GPA from transcript	Arts faculty will request data from registrar's office	Data will be collected once per year after Spring graduation.	How well students are performing in the arts division.	Results may indicate need for increased support services or curricular adjustment.

1	**Objective 2**: 90% of graduating arts majors will feel they have had a positive and relevant educational experience.	Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors.	Data will be collected once per year in Spring.	How well students are performing in the arts division.	Results may indicate need for curricular adjustment.
1	**Objective 3**: 50% of graduating arts majors will be either employed or accepted into a graduate school program within a year of graduation.	Alumni Survey and Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors. Alumni Surveys every few years.	SES data collected once per year in Spring. AS every few years in Summer.	How well graduating students and alumni are viewed by outside constituencies.	Results may indicate need for curricular adjustment.
2	**Objective 1**: 75% of students will have an overall average score of at least 4 (out of 5) in Knowledge & Inquiry on signature assignments in arts classes (especially those involving creation of art).	Performance on signature assignments (such as papers, individual projects, exhibits, performances, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to create art and problem solve in the arts.	Results may indicate need for course or curricular adjustment.
2	**Objective 2**: 75% of students will have an overall average score of at least 4 (out of 5) in Skill & Innovation on signature assignments in arts classes (especially those involving creation of art).	Performance on signature assignments (such as papers, individual projects, exhibits, performances, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to create art and problem solve in the arts.	Results may indicate need for course or curricular adjustment.
2	**Objective 3**: 75% of students will have an overall average score of at least 4 (out of 5) in Critical Thinking on signature assignments in arts classes (especially those involving creation of art).	Performance on signature assignments (such as papers, individual projects, exhibits, performances, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to create art and problem solve in the arts.	Results may indicate need for course or curricular adjustment.
3	**Objective 1**: 90% of students enrolled in the Arts Senior Project that produce written work (Final Paper, robust artist's statement, etc.) will have an overall average score of at least 4 (out of 5) in Written Communication.	Performance on Writing portion of Senior Project	Senior Project advisors will use a rubric to assess the paper, collect data, and prepare a report.	Data will be collected at end of Senior Project term, usually once a year in Spring.	How well students are able to communicate information (and express themselves) in a written format.	Results may indicate need for writing or arts curriculum adjustment.
3	**Objective 2**: 90% of students enrolled in the Arts Senior Project that give a Final Presentation (exhibit, performance, etc.) will have an overall avg. score of at least 4 (out of 5) in Oral or Vis. commun.	Performance on Oral or Visual Presentation portion of Senior Project	Senior Project advisors will use a rubric to assess the presentation / exhibit / etc., collect data, and prepare a report.	Data will be collected at end of Senior Project term, usually once a year in Spring.	How well students are able to communicate information (and express themselves) in an oral or visual format.	Results may indicate need for oral / visual communication or humanities curriculum adjustment.

Academic Affairs Assessment Plan
Academic Year 2012-Onward
Humanities Division: Final 5/16/12

Division Mission Statement

The mission of the Humanities Division is to provide a solid foundation in the fundamental areas of humanities necessary for careers that emphasize history, literature, and philosophy, including the background for admission into graduate school.

Link to College Learning Outcomes

The humanities division most directly contributes to the following Liberal Arts Outcomes: Knowledge and Inquiry, Skill and Innovation, Critical Thinking, and Written, Oral, and Quantitative Communication.

Humanities Division Goals and Objectives

1) To prepare students for graduate school or professional employment, by providing relevant educational experiences in the humanities, especially in the fields of history, literature, and philosophy.

2) To develop the analytical and critical skills necessary to evaluate and solve problems.

3) To enhance a student's ability to communicate information in both oral and written form.

Goal #	Learning Objective/Outcome	Measurement	Means of Assessment	When Assessed	Results and Interpretation	Use of Results / Action Plan
	Should be specific and measurable	How will outcome be measured?	What is plan to collect, organize, and analyze data?	How often will information be collected and analyzed?	What will the assessment data show?	How will the assessment results be utilized?
1	**Objective 1**: 50% of graduating humanities majors will have an overall GPA of 3.0 or better	GPA from transcript	Humanities faculty will request data from registrar's office	Data will be collected once per year after Spring graduation.	How well students are performing in the humanities division.	Results may indicate need for increased support services or curricular adjustment.

1	**Objective 2**: 90% of graduating humanities majors will feel they have had a positive and relevant educational experience.	Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors.	Data will be collected once per year in Spring.	How well students are performing in the humanities division.	Results may indicate need for curricular adjustment.
1	**Objective 3**: 50% of graduating humanities majors will be either employed or accepted into a graduate school program within a year of graduation.	Alumni Survey and Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors. Alumni Surveys every few years.	SES data collected once per year in Spring. AS every few years in Summer.	How well graduating students and alumni are viewed by outside constituencies.	Results may indicate need for curricular adjustment.
2	**Objective 1**: 75% of students will have an overall average score of at least 4 (out of 5) in Knowledge & Inquiry on signature assignments in humanities classes (especially those involving research).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to perform research and problem solve in the humanities.	Results may indicate need for course or curricular adjustment.
2	**Objective 2**: 75% of students will have an overall average score of at least 4 (out of 5) in Skill & Innovation on signature assignments in humanities classes (especially those involving research).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to perform research and problem solve in the humanities.	Results may indicate need for course or curricular adjustment.
2	**Objective 3**: 75% of students will have an overall average score of at least 4 (out of 5) in Critical Thinking on signature assignments in humanities classes (especially those involving research).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to perform research and problem solve in the humanities.	Results may indicate need for course or curricular adjustment.
3	**Objective 1**: 90% of students enrolled in the Humanities Senior Project that produce written work (Final Paper, collection of works, etc.) will have an overall average score of at least 4 (out of 5) in Written Communication.	Performance on Writing portion of Senior Project	Senior Project advisors will use a rubric to assess the paper, collect data, and prepare a report.	Data will be collected at end of Senior Project term, usually once a year in Spring.	How well students are able to communicate information (and express themselves) in a written format.	Results may indicate need for writing or humanities curriculum adjustment.
3	**Objective 2**: 90% of students enrolled in the Humanities Senior Project that give a Final Presentation (or Reading, etc.), will have an overall average score of at least 4 (out of 5) in Oral commun.	Performance on Oral Presentation portion of Senior Project	Senior Project advisors will use a rubric to assess the presentation, collect data, and prepare a report.	Data will be collected at end of Senior Project term, usually once a year in Spring.	How well students are able to communicate information (and express themselves) in an oral format.	Results may indicate need for oral communication or humanities curriculum adjustment.

Academic Affairs Assessment Plan
Academic Year 2012-Onward
Science Division: Final 5/16/12

Division Mission Statement

The mission of the Science Division is to provide a solid foundation in the fundamental areas of science necessary for careers that emphasize modern environmental and biomedical science, including the background for admission into graduate and professional schools.

Link to College Learning Outcomes

The science division most directly contributes to the following Liberal Arts Outcomes: Knowledge and Inquiry, Skill and Innovation, Critical Thinking, and Written, Oral, and Quantitative Communication.

Science Division Goals and Objectives

1) To prepare students for graduate and other professional schools or technical positions in government and industry, by providing relevant educational experiences in environmental and biological sciences, as well as their supporting fields including mathematics, physics, and chemistry.

2) To develop the analytical and technical skills necessary to evaluate and solve scientific problems.

3) To enhance a student's ability to communicate scientific and technical information in both oral and written form.

Goal #	Learning Objective/Outcome	Measurement	Means of Assessment	When Assessed	Results and Interpretation	Use of Results / Action Plan
	Should be specific and measurable	How will outcome be measured?	What is plan to collect, organize, and analyze data?	How often will information be collected and analyzed?	What will the assessment data show?	How will the assessment results be utilized?
1	**Objective 1**: 50% of graduating science majors will have an overall GPA of 3.0 or better	GPA from transcript	Science faculty will request data from registrar's office	Data will be collected once per year after Spring graduation.	How well students are performing in the science division.	Results may indicate need for increased support services or curricular adjustment.

1	**Objective 2**: 90% of graduating science majors will feel they have had a positive and relevant educational experience.	Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors.	Data will be collected once per year in Spring.	How well students are performing in the science division.	Results may indicate need for curricular adjustment.
1	**Objective 3**: 50% of graduating science majors will be either employed or accepted into a graduate school program within a year of graduation.	Alumni Survey and Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors. Alumni Surveys every few years.	SES data collected once per year in Spring. AS every few years in Summer.	How well graduating students and alumni are viewed by outside constituencies.	Results may indicate need for curricular adjustment.
2	**Objective 1**: 75% of students will have an overall average score of at least 4 (out of 5) in Knowledge & Inquiry on signature assignments in science classes (especially those involving experiments).	Performance on signature assignments (such as lab reports, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to perform scientific experiments and problem solve in a scientific setting.	Results may indicate need for course or curricular adjustment.
2	**Objective 2**: 75% of students will have an overall average score of at least 4 (out of 5) in Skill & Innovation on signature assignments in science classes (especially those involving experiments).	Performance on signature assignments (such as lab reports, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to perform scientific experiments and problem solve in a scientific setting.	Results may indicate need for course or curricular adjustment.
2	**Objective 3**: 75% of students will have an overall average score of at least 4 (out of 5) in Critical Thinking on signature assignments in science classes (especially those involving experiments).	Performance on signature assignments (such as lab reports, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to perform scientific experiments and problem solve in a scientific setting.	Results may indicate need for course or curricular adjustment.
3	**Objective 1**: 90% of students enrolled in the Science Senior Project that write a Final Paper will have an overall average score of at least 4 (out of 5) in Written Communication.	Performance on Writing portion of Senior Project (Final Paper)	Senior Project advisors will use a rubric to assess the paper, collect data, and prepare a report.	Data will be collected at end of Senior Project term, usually once a year in Spring.	How well students are able to communicate scientific information in a written format.	Results may indicate need for writing or scientific curriculum adjustment.
3	**Objective 2**: 90% of students enrolled in the Science Senior Project that give a Final Presentation will have an overall average score of at least 4 (out of 5) in Oral communication.	Performance on Oral Presentation portion of Senior Project (Final Presentation)	Senior Project advisors will use a rubric to assess the presentation, collect data, and prepare a report.	Data will be collected at end of Senior Project term, usually once a year in Spring.	How well students are able to communicate scientific information in an oral format.	Results may indicate need for oral communication or scientific curriculum adjustment.

Academic Affairs Assessment Plan
Academic Year 2012-Onward
Social Science Division: Final 5/16/12

Division Mission Statement

The mission of the Social Science Division is to provide a solid foundation in the fundamental areas of social science necessary for careers that emphasize anthropology, political economy, and psychology, including the background for admission into graduate and professional schools.

Link to College Learning Outcomes

The social science division most directly contributes to the following Liberal Arts Outcomes: Knowledge and Inquiry, Skill and Innovation, Critical Thinking, and Written, Oral, and Quantitative Communication.

Social Science Division Goals and Objectives

1) To prepare students for graduate school or professional employment, by providing relevant educational experiences in the social sciences, especially the fields of anthropology, political economy, and psychology.

2) To develop the analytical and critical skills necessary to evaluate and solve problems.

3) To enhance a student's ability to communicate information in both oral and written form.

Goal #	Learning Objective/Outcome	Measurement	Means of Assessment	When Assessed	Results and Interpretation	Use of Results / Action Plan
	Should be specific and measurable	How will outcome be measured?	What is plan to collect, organize, and analyze data?	How often will information be collected and analyzed?	What will the assessment data show?	How will the assessment results be utilized?
1	**Objective 1**: 50% of graduating social science majors will have an overall GPA of 3.0 or better	GPA from transcript	Social science faculty will request data from registrar's office	Data will be collected once per year after Spring graduation.	How well students are performing in the social science division.	Results may indicate need for increased support services or curricular adjustment.

1	**Objective 2**: 90% of graduating social science majors will feel they have had a positive and relevant educational experience.	Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors.	Data will be collected once per year in Spring.	How well students are performing in the social science division.	Results may indicate need for curricular adjustment.
1	**Objective 3**: 50% of graduating social science majors will be either employed or accepted into a graduate school program within a year of graduation.	Alumni Survey and Senior Exit Survey	Senior Exit Surveys administered in Spring to graduating seniors. Alumni Surveys every few years.	SES data collected once per year in Spring. AS every few years in Summer.	How well graduating students and alumni are viewed by outside constituencies.	Results may indicate need for curricular adjustment.
2	**Objective 1**: 75% of students will have an overall average score of at least 4 (out of 5) in Knowledge & Inquiry on signature assignments in social science classes (especially those involving research).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to perform research and problem solve in a social scientific setting.	Results may indicate need for course or curricular adjustment.
2	**Objective 2**: 75% of students will have an overall average score of at least 4 (out of 5) in Skill & Innovation on signature assignments in social science classes (especially those involving research).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to perform research and problem solve in a social scientific setting.	Results may indicate need for course or curricular adjustment.
2	**Objective 3**: 75% of students will have an overall average score of at least 4 (out of 5) in Critical Thinking on signature assignments in social science classes (especially those involving research).	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Faculty instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Spring, especially for graduating seniors.	How well students are able to perform research and problem solve in a social scientific setting.	Results may indicate need for course or curricular adjustment.
3	**Objective 1**: 90% of students enrolled in the Social Science Senior Project that write a Final Paper will have an overall average score of at least 4 (out of 5) in Written Communication.	Performance on Writing portion of Senior Project (Final Paper)	Senior Project advisors will use a rubric to assess the paper, collect data, and prepare a report.	Data will be collected at end of Senior Project term, usually once a year in Spring.	How well students are able to communicate social scientific information in a written format.	Results may indicate need for writing or social science curriculum adjustment.
3	**Objective 2**: 90% of students enrolled in the Social Science Senior Project that give a Final Presentation will have an overall average score of at least 4 (out of 5) in Oral communication.	Performance on Oral Presentation portion of Senior Project (Final Presentation)	Senior Project advisors will use a rubric to assess the presentation, collect data, and prepare a report.	Data will be collected at end of Senior Project term, usually once a year in Spring.	How well students are able to communicate social scientific information in an oral format.	Results may indicate need for oral communication or social science curriculum adjustment.

Academic Affairs Assessment Plan
Academic Year 2012-Onward
Language and Culture Program: Final 5/11/12

Program Mission Statement

The mission of the Language and Culture Program is to enable students to achieve an appropriate proficiency in a foreign language, and to enable those students to appreciate and navigate the culture of the countries which speak that language.

Link to College Learning Outcomes

The language and culture program contributes to the following Liberal Arts Outcomes: Knowledge and Inquiry, Intercultural Effectiveness, and Social Engagement.

Language and Culture Goals and Objectives

1) To instill in students functional language skills in speaking, reading, writing, and listening.

2) To create confident learners who are not afraid of taking risks and experimenting with language in class and in real-life communicative situations.

3) To develop in students an awareness of the richness and diversity of other cultures, moving beyond stereotypes.

Goal #	Learning Objective/Outcome	Measurement	Means of Assessment	When Assessed	Results and Interpretation	Use of Results / Action Plan
	Should be specific and measurable	How will outcome be measured?	What is plan to collect, organize, and analyze data?	How often will information be collected and analyzed?	What will the assessment data show?	How will the assessment results be utilized?
1	**Objective 1:** 75% of students will achieve Novice-High proficiency in their chosen language by the end of their first year.	Results from Proficiency Exams.	Instructors will request data from the independent third-party proficiency testers and prepare a report.	Data will be collected once per year at the end of the summer quarter, and analyzed in the fall.	How well students are proceeding through the Language and Culture Program.	Results may indicate need for increased support services or curricular adjustment.

1	**Objective 2:** 80% of students on the 3-year language track will achieve an appropriate proficiency in their chosen language by the end of the third year.	Results from Proficiency Exams.	Instructors will request data from the independent third-party proficiency testers and prepare a report.	Data will be collected once per year at the end of the summer quarter, and analyzed in the fall.	How well students are proceeding through the Language and Culture Program.	Results may indicate need for increased support services or curricular adjustment.
1	**Objective 3:** 50% of students on the 3-year language track will successfully complete a language and culture immersion co-op in a foreign country.	Institutional research data.	Instructors will request data from Registrar's office and/or Cooperative Education office.	Data will be collected after each language and culture immersion experience.	How well students are completing the immersion experience requirement.	Results may indicate need for increased resources or curricular adjustment.
1	**Objective 4:** 75% of students will have an overall average score of at least 4 (out of 5) in Knowledge & Inquiry on signature assignments in 300-level Language and Culture classes.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to acquire knowledge of language and culture in their chosen language.	Results may indicate need for increased support services, or for course or curricular adjustment.
2	**Objective 1:** 40% of all students in Language and Culture classes will attend optional out-of-class cultural events.	Attendance at optional out-of-class cultural events.	Instructors will collect data and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How willing students are to experiment with language and engage with culture in real-life events.	Results may indicate need for course or curricular adjustment.
2	**Objective 2:** 85% of all students in Language and Culture classes will participate in in-class activities that require stepping out of one's comfort zone.	Student engagement sub-score in course grades.	Instructors will collect data and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How willing students are to take risks with language and culture in class.	Results may indicate need for course or curricular adjustment.
3	**Objective 1:** 75% of students will have an overall average score of at least 4 (out of 5) in Intercultural Effectiveness on signature assignments in Language and Culture classes.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to navigate across cultures and appreciate diversity.	Results may indicate need for course or curricular adjustment.
3	**Objective 2:** 75% of students will have an overall average score of at least 4 (out of 5) in Social Engagement on signature assignments in Language and Culture classes.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to engage others and appreciate diversity.	Results may indicate need for course or curricular adjustment.

Academic Affairs Assessment Plan
Academic Year 2012-Onward
Community Life and Academic Success Courses: Final 5/25/12

Community Life and Academic Success Courses Mission Statement

The mission of the Community Life and Academic Success Courses is to provide a rigorous liberal education across a wide variety of activities and learning modalities, and to impart fundamental academic, study and life skills which enable academic success, student development, awareness of diversity, and lifelong learning.

Link to College Learning Outcomes

The community life courses most directly contribute to the following Liberal Arts Outcomes: Critical Thinking, Intercultural Effectiveness, Social Engagement, and Deliberative Action. The academic success courses most directly contribute to the following Liberal Arts Outcomes: Critical Thinking, Social Engagement, and Written, Oral, and Quantitative Communication.

Overall Community Life and Academic Success Courses Goals and Objectives

1) To promote enhanced community engagement and connections between curriculum and community.

2) For students to exhibit personal and academic growth and development.

3) For students to demonstrate competencies related to an understanding and appreciation for local and global communities, cultures and diversity awareness.

Goal #	Learning Objective/Outcome	Measurement	Means of Assessment	When Assessed	Results and Interpretation	Use of Results / Action Plan
	Should be specific and measurable	How will outcome be measured?	What is plan to collect, organize, and analyze data?	How often will information be collected and analyzed?	What will the assessment data show?	How will the assessment results be utilized?
1	**Objective 1:** 40% of all students in a four-year degree program will enroll in elective Community Life classes.	Enrollment in elective Community Life classes.	Instructors will request data from Registrar's office.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How willing students are to enroll in CL courses and engage with the community.	Results may indicate need for course or curricular adjustment, or increased communication regarding CL.
1	**Objective 2**: 90% of students who successfully complete Community Life and/or Academic Success courses will feel they have had a positive and relevant educational experience.	Student Evaluations of Instruction	Academic Affairs will administer course evaluations, collect data, and prepare a report.	Data will be collected quarterly, and analyzed once per year in the Fall.	How well Community Life and Academic Success courses enhance the curriculum.	Results may indicate need for increased support services or curricular adjustment.
1	**Objective 3**: 90% of students who successfully complete Community Life and/or Academic Success courses will feel that these courses enhanced and complemented their education.	Student Evaluations of Instruction	Academic Affairs will administer course evaluations, collect data, and prepare a report.	Data will be collected quarterly, and analyzed once per year in the Fall.	How well Community Life and Academic Success courses enhance the curriculum.	Results may indicate need for increased support services or curricular adjustment.
2	**Objective 1**: 90% of students who successfully complete Community Life and/or Academic Success courses will meet the Normal Standards of Progress their first two years of study.	Institutional research data	Instructors will request course grade and GPA data from Registrar's office.	Data will be collected once per year after each Summer term.	How well students are proceeding through their undergraduate degree programs (BA or BS).	Results may indicate need for increased support services or curricular adjustment.
2	**Objective 2**: 90% of students who successfully complete Community Life and/or Academic Success courses will improve or maintain their academic performance	GPA from transcript, academic progress status (normal or minimum progress; academic warning or probation)	Instructors will request data from Registrar's office.	Data will be collected once per year after each Summer term.	How well students are proceeding through their undergraduate degree programs (BA or BS).	Results may indicate need for increased support services or curricular adjustment.
2	**Objective 3**: 75% of students will have an overall average score of at least 4 (out of 5) in Skill & Innovation on signature assignments in relevant Community	Performance on signature assignments (such as papers, individual projects, exams, presentations,	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to problem solve.	Results may indicate need for course or curricular adjustment.

	Life and Academic Success courses.	etc.).				
2	**Objective 4**: 75% of students will have an overall average score of at least 4 (out of 5) in Critical Thinking on signature assignments in relevant Community Life and Academic Success courses.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to think critically and problem solve.	Results may indicate need for course or curricular adjustment.
2	**Objective 5**: 90% of students enrolled in a remedial writing course (such as Eng 090) will have an overall average score of at least 3 (out of 5) in Written Communication on signature assignments.	Performance on signature assignments (especially papers).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to communicate information in a written format.	Results may indicate need for increased support services, or writing or curriculum adjustment.
2	**Objective 6**: 90% of students enrolled in a remedial math course (such as Math 090) will have an overall average score of at least 3 (out of 5) in Quantitative Reasoning on signature assignments.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to reason quantitatively.	Results may indicate need for increased support services, or quantitative reasoning or curriculum adjustment.
3	**Objective 1**: 75% of students will have an overall average score of at least 4 (out of 5) in Intercultural Effectiveness on signature assignments in relevant Community Life courses or activities.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to navigate across cultures and appreciate diversity.	Results may indicate need for course or curricular adjustment.
3	**Objective 2**: 75% of students will have an overall average score of at least 4 (out of 5) in Social Engagement on signature assignments in relevant Community Life and Academic Success courses or activities.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to engage others and appreciate diversity.	Results may indicate need for course or curricular adjustment.
3	**Objective 3**: 75% of students will have an overall average score of at least 4 (out of 5) in Deliberative Action on signature assignments in relevant Community Life courses or activities.	Performance on signature assignments (such as papers, individual projects, exams, presentations, etc.).	Instructors will use a rubric to assess the signature assignments, collect data, and prepare a report.	Data will be collected quarterly; data will be analyzed once per year in the Fall.	How well students are able to act rationally, dialogue effectively, and reflect reasonably.	Results may indicate need for course or curricular adjustment.

Appendix H: Guidelines for Academic Affairs Assessment Reports
5/25/12

The following guidelines apply to assessment reports submitted to Academic Affairs:

A) While there is no universal format, all assessment reports must contain the following three sections:

    1) Brief summary: Include a ½- to 1-page-long summary of your results, so that a reader can get a quick but accurate idea of what assessment activities occurred, how it affected what you do, and what your recommendations for the future are.

    2) Answers to the Five Key Questions below.

    3) Attachments: Any data-containing or other documents you feel are necessary to include. Note: Minimally, you must provide the average scores for each rubric dimension measured and the overall average score for each Liberal Arts Learning Outcome measured. If available, provide a) any course-specific data not based on the LALO; b) longitudinal data and a brief analysis thereof; and c) your formal course-level assessment plan. Examples are available.

B) All assessment reports must answer the Five Key Questions below. Note that some of these questions may have already been answered (for example, if you already have a complete assessment plan), and so do not need to be answered again unless something has changed, except to refer to the exiting document(s) that answer the questions. If you do not yet have a complete assessment plan, you will need to answer the questions below fully.

    1) What do you want to know, and why?

        a) What is important to you? What are the goals or questions you have? (These should be stated clearly in the relevant assessment plans.) You should have 2-4 goals, and best practices suggest no more than 5-8 total objectives (summed over all goals).

        b) Your assessment activities must address as many Liberal Arts Learning Outcomes as apply meaningfully to the level assessed (for example, at the course level, these would be the LALO identified in your syllabus).

    2) How are you going to find out? (Most of this should be in the relevant assessment plans; summarize briefly and point to the plan(s) in question.)

        a) Describe your methodology or process for assessment.

        b) Describe your data source(s).

        c) Determine the desired target levels for each question or goal.

    3) Were you able to answer your questions, and answer them meaningfully?

        a) Briefly discuss if you were able to follow your assessment plan. If not, briefly discuss what prevented you from following your plan, and what you were able to do instead (if anything).

        b) Briefly discuss if the answers to your questions gave you meaningful, usable data. If not, briefly explain why.

        c) If appropriate, briefly discuss how you will change your assessment plan/practices to allow you to gather measurable and meaningful data.

4) What did you find out?

   a) Were the criteria you determined met or not? Indicate results by question or goal.

5) What did you do with what you found out?

   a) What changes will you make, if any, and why?

   b) How does this affect your plans for curriculum, staffing, or other resources?

   c) What are the new questions or goals that emerge from the data and its analysis?

Adapted from and inspired by, in part and with Permission, Harding University.

Appendix I: Guidelines for Student Portfolio Review
Version 5/31/12

Definitions

A Student Portfolio is an organized collection of student work and similar materials, which outlines and explains a student's activities, accomplishments, and achievements. In general, there are two types of portfolios: process and product. A *process portfolio* (*reflective portfolio*) documents the stages of learning and provides a progressive record of student growth. A *product portfolio* (*project portfolio*) demonstrates mastery of a learning task or a set of learning objectives. (Adapted in part from Venn, J. J. (2000). <u>Assessing students with special needs</u> (2nd ed.). Upper Saddle River, NJ: Merrill.)

For institution-level (Bachelor's program) assessment purposes, Antioch College will use a process portfolio, which captures student work across all years of their education. Divisions, Programs, etc. are free to use additional portfolios as they see fit (for example, a product portfolio in the Arts). Both students and academic advisors choose materials to put into the Portfolio.

Contents

The required contents of Student Portfolios are:

• Admissions essays
• Placement exam results (writing, math, language) or exemptions
• Signature assignments in courses*:
     General Education (FC, GS, WP, W/Q requirement SRP), Majors, Language,
     Electives (esp. Community Life and Academic Success), Senior Seminar, Senior
     Project
• Signature assignments across all four years of coursework*:
     100-level Gen Ed (FC, GS), 100/200-level majors, 300/400-level majors,
     400-level capstones in majors
• Language Proficiency Exam results
• Co-op employer evaluations of student
• Student evaluations of co-op employers
• Senior Project work (paper, presentation, etc.)*
• Senior Reflection Paper*
• Disciplinary exam scores (GRE, MCAT, LSAT, etc.)
• CV or resume
• Cover letters for job applications; applications to further education
• Degree Plan
• National exam scores (Ex: NSSE)
• Senior Exit Survey
• Alumni Survey
• Student Portfolio contents checklists
• Student Portfolio assessment form

* LALO rubric scores must be attached to these items by the instructor of the course in which the item was generated.

(For more information on what data these items capture, and what Liberal Arts Learning Outcomes they are informed by, see the Academic Affairs Assessment Plan.)

Student Portfolios are designed as ways to increase students' awareness of how their education has proceeded as much as they are assessment tools. Since they serve two roles, Portfolios have three general types of content: specifically required materials, generally required materials, and optional materials. Working closely with their academic advisors, students include materials which, as a cohesive whole:

• Demonstrate learning achievements throughout all years of their education
• Cross all Liberal Arts Learning Outcomes
• Demonstrate positive growth and change over their educational experiences
• Demonstrate an understanding of and reflection upon their own strengths and weaknesses
• Demonstrate thorough and deep knowledge, skills, and abilities in their chosen major field(s), at the undergraduate level
• Demonstrate integration of the various aspects of their education
• Demonstrate and communicate their best work, especially in the context of future employment or further education

The attached checklists must be filled out and placed into each portfolio. Sample checklists are available.

The required materials and their aspects are listed above. Some of these materials are very specific: admissions essays, exam scores, senior course work etc., and must be included. Other required materials are looser, and require consultation between students and their academic advisors. For example, signature assignments (exams, papers, projects, performances, etc.) in a wide variety of courses need to be included. Students and advisors work together to choose work, which collectively covers and displays all of the aspects listed above. In addition to the required materials, students, in consultation with their academic advisors, are free to include other materials which they believe document the progress of their education and the development of the aspects above. (Bear in mind that the longer portfolios are, the harder they are to evaluate).

The table below lists what information must be included on the signature assignments (or corresponding reports, if the items cannot be included practically), and who is responsible for placing that information on the signature assignment/report:

Information Which Must Appear on Signature Assignments in Portfolios	
Information	Responsible Party
Average score for each LALO that was assessed	Instructor of the course
Course prefix and number (i.e., GS 120)	Students and academic advisors
Type of course (FC, GS, Major, Capstone,	

etc.)	
In what year of their education student took course (1, 2, etc.)	

It is important to note that the reviewers do not assess the signature assignments, rather, they gather and average their scores. It is critical that instructors maintain proper records, and submit thorough assessment reports, so that the needed LALO data is available.

It is important that the contents of the Student Portfolios also capture the progression of a student's education. Thus, signature assignments and other work must be taken from each year of a student's education, and each level of course (100-level gen ed, 100/200-level majors, 300/400-level majors, 400-level majors capstones).

Student Portfolio Evaluation: Criteria

Evaluation of the Student Portfolio must answer the following questions:

1) How well has the student demonstrated positive growth or change over their educational experiences?
2) How well has the student achieved the Liberal Arts Learning Outcomes?
3) How well does the student understand, and reflect upon, their own strengths and weaknesses?
4) How thorough and deep are the student's knowledge, skills, and abilities in their chosen major field(s) (at the undergraduate level)?
5) How well has the student integrated the various aspects of their education?
6) How well has the student demonstrated and communicated their best work, especially in the context of future employment or further education?

Reviewers must use the provided rubric for assessing student portfolios, in addition to the LALO scores provided by course instructors on the signature assignments. Reviewers will use the LALO scores provided on the signature assignments, and process them to provide time-stream-related data across a student's education. Reviewers will also assess the portfolio overall using the rubric provided. Instructions are provided on the "Antioch College Student Portfolio Assessment Report".

Student Portfolio Evaluation: Mechanics

• Sample size

Student portfolios are both educational tools and assessment items. Since they are educational tools, it is important that each student completes a portfolio, so that they may benefit from the reflection and learning their creations impart. Since they are assessment items, it is important that each student complete a portfolio, so that there is a wide pool to choose from.

We recognize that a complete assessment of all Student Portfolios is not practical at this stage, and may not ever be feasible. Thus, we will sample a statistically significant number of portfolios, across an appropriate range, to capture meaningful data. The

number of students which determines "statistically significant" has not yet been decided, but will likely not be less than 30. To capture the appropriate range of data, we will randomly select portfolios from each of the four Academic Divisions, and the Self-Designed Major, as evenly as possible.

• Responsible parties

The Academic Affairs Assessment Committee (AAAC) will choose the specific personnel responsible for assessing the Student Portfolios, from the following pool:
    AAAC members
    VPAA
    ADAA
    On-campus faculty/academic advisors
It is currently envisioned that each person would review four portfolios in their area(s) of expertise, and that each portfolio would have two reviewers. Thus, a sample size of 30 portfolios would need [(30 x 2)/4] = 15 persons (assuming an even distribution of portfolios and personnel in the majors).

• Timeline

The AAAC will collect Student Portfolios from graduating seniors before their departure from campus in the Spring. Portfolios will be distributed for review very early in the Summer, with assessment reports due in the Fall.

• Portfolio assessment reports

Student Portfolio Assessment Reports must be completed electronically using the form provided, and include the following two sections:
    1) Brief summary: Include a ½- to 1-page-long summary of your assessment of the portfolio, noting strengths, weaknesses, and missing or incomplete items.
    2) Average LALO scores for each LALO across time, as well as by year.
    3) Rubric scores for each of the dimensions of the rubric, and an overall average rubric score for the portfolio.
Instructions are provided on the "Antioch College Student Portfolio Assessment Report". Email your assessment report to the Chair of the AAAC, and include a hard copy of your Student Portfolio Assessment Report in the portfolio itself.

Distribution of Required Contents of Senior Portfolio Checklist: Fill in Evidence/Assignment and LALO (or other areas) covered				
	Year 1	**Year 2**	**Year 3**	**Year 4**
General Education				
FC				
GS				
W. Req.				
Q. Req.				
WP				
SRP				

Distribution of Required Contents of Senior Portfolio Checklist: Fill in Evidence/Assignment and LALO (or other areas) covered				
	Year 1	**Year 2**	**Year 3**	**Year 4**
Majors				
Intro./Intermediate				
Advanced				
Capstone				
Senior Seminar				
Senior Project				

Distribution of Required Contents of Senior Portfolio Checklist: Fill in Evidence/Assignment and LALO (or other areas) covered				
	Year 1	**Year 2**	**Year 3**	**Year 4**
Others				
CL/AS courses				

LALO	Year of Classes				Senior & Capstone classes
	1*	2*	3*	4*	
KI					
SI					
CT					
ICE					
SE					
DA					
WOQC: W					
WOQC: O					
WOQC: Q					

Cross-Wise Checklist:
Fill in Evidence/Assignment and LALO (or other areas) covered
Cross-Wise Checklist:

* Do not include Senior or Capstone classes.

Antioch College Student Portfolio Assessment Report
Version 5/31/12

Name of Student: Name of Reviewer:

Graduation Date: Date of Review:

Major:

Summary of Assessment Findings:

Regarding the Rubric Score Sheets: Average LALO Rubric Scores

1) In each column, include work in classes of the appropriate year, and of the appropriate type: do not include Senior or Capstone courses in any column (normally only found in Years 3 and 4). Senior and Capstone work is done in specific Senior and Capstone classes, including universal Senior courses such as Senior Seminar, Senior Project, Senior Reflection paper, as well as other capstone classes such as the final Work Portfolio (Work 425, 450, 475), the language capstone (Language 340), and other disciplinary capstones such as SSC 490, VISA 480, etc.

2) Inspect all signature assignments, and get all scores for each relevant LALO (instructors must include these on the documents: you find and use the scores, not generate them). Average the scores for a single LALO for a specific time stream, and record the score in the appropriate box. If there is no score for a particular LALO in a particular area, denote it with a dash or x (so that we know you didn't forget that part), and do not include it in the averages. For example, average all of the Knowledge and Inquiry scores across all included signature assignments for all classes in Year 2; this would go in the box at the intersection of "KI" and "Year 2". Repeat for all boxes, as you are able.

3) Calculate the (horizontal) average for each individual LALO, and calculate the (vertical) average for each time stream. Do not calculate a vertical average for the horizontal averages (it's not meaningful).

4) In your summary, note any particularly high or low scores, and improvements or declines, especially over time.

Regarding the Rubric Score Sheets: Average LALO Rubric Scores

1) Using the Rubric for Evaluation of Student Portfolios, assess each of the six dimensions. For this sheet, the LALO score is your overall perception of how this graduating senior has satisfied the LALO overall. All work in the Senior year (including, but not limited to, Capstone work) may be particularly illuminating.

2) Calculate the average of the six dimensions.

	Student Portfolio Assessment Report: Average LALO Rubric Scores					
Name of Student:				**Name of Reviewer:**		
Graduation Date:			**Major:**		**Date of Review:**	
LALO	**Year of Classes**				**Senior & Capstone classes**	**Average (Horizontal by individual LALO)**
	1*	**2***	**3***	**4***		
KI						
SI						
CT						
ICE						
SE						
DA						
WOQC: W						
WOQC: O						
WOQC: Q						
Average (Vertical)						

* Do not include Senior or Capstone classes.

Student Portfolio Assessment Report: Portfolio Rubric Scores	
Name of Student:	
Name of Reviewer:	
Graduation Date:	
Major:	
Date of Review:	
Dimension	**Score**
Positive growth and change	
LALO overall	
Knowing strengths and weaknesses and reflecting	
Depth of knowledge, skills, and abilities in field	
Integration of various aspects of education	
Demonstration and communication of work	
Average of six dimensions above:	

Rubric for the Evaluation of Student Portfolios

	Mastering (5)	Effective (4)	Adequate (3)	Emergent (2)	Unsuccessful (1)	Missing (0)
Positive growth and change	Clearly demonstrates continued improvement and positive growth.	Demonstrates continued improvement and positive growth, but not always consistently.	Improvement and growth is sporadic, and occasionally negative.	Limited improvement and little or no positive growth.	No improvement or positive growth.	Required demonstrations absent.
Liberal Arts Learning Outcomes (LALO): Overall	Demonstrates thorough and effective understanding and use of LALO knowledge, skills, and abilities.	Demonstrates reasonable understanding and use of LALO knowledge, skills, and abilities.	Demonstrates awareness of LALO knowledge, skills, and abilities, but use is limited and not always effective.	Limited understanding and use of LALO knowledge, skills, and abilities.	Does not demonstrate understanding or use of LALO knowledge, skills, or abilities.	Required demonstrations absent.
Individual LALO: KI, SI, CT, ICE, SE, DA, WOQC	Use the LALO scores provided on the signature assignments; refer to the LALO rubrics found in the Academic Affairs Assessment Plan as needed.					
Knowing strengths and weaknesses & reflecting	Clearly demonstrates understanding of own strengths and weaknesses, reflects upon them, and suggests realistic ways to improve.	Demonstrates understanding of own strengths and weaknesses, but is less clear / realistic about ways of improvement.	Demonstrates understanding of own strengths and weaknesses, but does not reflect upon them well or at all.	Limited understanding of own strengths and weaknesses, with little or no reflection.	Does not understand own strengths and weaknesses, with little or no reflection.	Required demonstrations and reflections absent.
Depth of knowledge, skills, and abilities (KSA) in field	Solid and deep KSA in field, suitable to advanced undergraduate/ beginning graduate.	Strong KSA in field, suitable to average graduating senior.	Reasonable KSA in field, but could be stronger / deeper.	Limited KSA in field.	Does not demonstrate KSA in field.	Required demonstration absent.
Integration of different aspects of education (classroom, co-op, community, others)	Meaningfully synthesizes connections among different experiences	Selects and develops examples of different experiences to illustrate concepts, etc. in discussion	Compares life experiences and academic knowledge	Limited connections between experiences	Does not connect various aspects of education	Required connections absent.
Demonstration and communication of work	Presents self and accomplishments clearly, fully, and effectively.	Presents self and accomplishments reasonably well.	Presents self and accomplishments adequately, but not as clear or complete.	Limited presentation of self and accomplishments.	Does not present self or accomplishments in any reasonable manner.	Required presentation absent.

Appendix J: Assessment Timelines

Table J1: Current Assessment Timelines

Current Assessment Timeline		
Program/Division	**Timeline**	**Next Review**
Bachelor's Degree (Institutional level)	Every 5 years	Fall 2016
General Education Program	Every 2 years	Fall 2013
Cooperative Education Program	Every 4 years	Fall 2015
Arts Division	Every 4 years, and then one of these divisions, annually, thereafter	Fall 2015
Humanities Division		
Sciences Division		
Social Sciences Division		
Language and Culture Program	Every 3 years	Fall 2014
Community Life courses and Academic Success courses	Every 3 years	Fall 2014
Other Individual courses	Quarterly/annually, as offered, if possible	Fall 2012
Student Portfolios	Annually, as students graduate	Fall 2015

Table J2: Illustration of Assessment Timelines

Assessment Timeline Illustration										
Data collection is continuous, but analysis occurs in cycles										
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Bachelor's Degree					x					x
General Education		x		x		x		x		x
Cooperative Education				x				x		
Arts Division				x	x				x	
Humanities Division				x		x				x
Sciences Division				x			x			
Social Sciences Division				x				x		
Language and Culture Program			x			x			x	
Com. Life & Acad. Succ. courses			x			x			x	
Individual Courses	x	x	x	x	x	x	x	x	x	x
Student Portfolios				x	x	x	x	x	x	x

ACADEMIC AFFAIRS ASSESSMENT PLAN

ADDENDA

1. Rubric for the Evaluation of Senior Projects (NEW) | Added Nov. 28, 2012
2. Rubric for the Evaluation of Work Portfolio Reflection Papers (NEW) | Added Nov. 28, 2012
3. Modified Table J1: Modified Assessment Timeline | Approved June 19, 2013 (minutes included)
4. Modified Table J2: Illustration of Modified Assessment Timeline | Approved June 19, 2013 (minutes included)
5. Change in Academic Affairs Assessment Committee membership | Approved January 23, 2013 (minutes included)

Rubric for the Evaluation of Senior Projects: Overall

	Mastering (5): Suitable to advanced undergraduate/ beginning graduate	Effective (4): Suitable to average graduating senior	Adequate (3): Suitable to low senior/high junior	Emergent (2): Not suitable to graduating senior; may need remedial work	Unsuccessful (1): Not suitable to graduating senior; clearly needs remedial work
Identify and analyze the challenges imposed by choice and difficultly of project	Clearly and effectively: defines and articulates project topic, presents analysis of challenges, and justifies design.	Reasonably: defines and articulates project topic, presents analysis of challenges, and justifies design.	Adequately: defines and articulates project topic, presents analysis of challenges, and justifies design.	Limited: definition/ articulation of project topic, analysis of challenges, and design justification.	Does not: define and articulate project topic, present analysis of challenges, or justify design.
Employ good project management skills	Effectively anticipates challenges and needs of project and secures needed resources. Project objectives reasonable and well considered. Demonstrates effective time management and stays on schedule.	Reasonably anticipates challenges and needs of project and secures needed resources. Project objectives reasonable and well considered. Demonstrates reasonable time management and usually stays on schedule.	Only adequately anticipates challenges and needs of project and does not secure needed resources well. Project objectives modestly considered. Demonstrates only adequate time management and does not always stay on schedule.	Poorly anticipates challenges and needs of project and does not secure needed resources. Project objectives not well considered. Demonstrates poor time management and is often behind schedule.	Does not anticipate challenges and needs of project and does not secure needed resources. Project objectives not considered. Demonstrates no time management and has no reasonable schedule.
Employ good information and research skills appropriate to the field	Evidence is used from a wide range of balanced sources, including primary peer-reviewed sources (if appropriate), and strongly supports the work presented.	Evidence is used from a wide range sources, including some primary peer-reviewed sources (if appropriate), and supports the work presented.	Evidence is used from an acceptable range of sources, including some primary peer-reviewed sources (if appropriate), and adequately supports the work presented.	Evidence or research is not integrated or used as effectively as possible, may not be clear/relevant, and lacks depth of scholarly research.	Evidence or research does not represent seminal work in the topic, may be superficial or inappropriate, and shows no scholarly research.
Level of challenge and personal stretch/growth and knowledge, skills, and abilities (KSA), in or out of field, required by project	High level of challenge/stretch/growth is clearly evident. KSA required is clearly deep and complex.	Reasonable level of challenge/stretch/growth is evident. KSA required is reasonably deep and complex.	Modest level of challenge/stretch/growth is evident. Knowledge/skill/ability required is moderate and not truly challenging.	Limited challenge/stretch/growth is evident. Knowledge/skill/ability required is limited and not challenging.	No challenge/stretch/growth is evident. Knowledge/skill/ability required is inappropriate to level of Senior Project.
Depth of knowledge, skills, and abilities (KSA) in field as demonstrated by project	Solid and deep KSA in field demonstrated.	Strong KSA in field demonstrated.	Reasonable KSA in field demonstrated, but could be stronger / deeper.	Limited KSA in field demonstrated.	Does not demonstrate KSA in field.
Demonstration and communication of work in appropriate forms (audial, oral, visual, written, etc.)	Presents/expresses clearly, fully, and effectively in all appropriate ways.	Presents/expresses reasonably well in all appropriate ways.	Presents/expresses adequately, but not as clear or complete; may be better in some areas and poorer in others.	Limited presentation/ expression, with no area of good expression.	Does not present/ express in any reasonable manner.
Integration of different	Meaningfully synthesizes	Selects and develops	Compares life experiences and	Limited connections between	Does not connect various

aspects of education (classroom, co-op, community, others)	connections among different experiences in project.	examples of different experiences to illustrate concepts, etc. in project.	academic knowledge in project.	experiences demonstrated by project.	aspects of education within project.

Additional rubrics for the following sub-streams of the Senior Project are under development (note that not all of these areas will apply to all Senior Projects):
Oral Presentation (of appropriate form: PowerPoint, reading of creative works, etc.)
Written Works (of appropriate form: formal Paper, collection of works, etc.)
Artistic Presentation (of appropriate form: exhibition, musical/theater/dance performance, documentary video, etc.)

Last updated 11/28/12

Rubric for the Evaluation of Work Portfolio Reflection Papers: Reflection Portion
(For Writing, use Written Communication Rubric)

	Mastering (5)	Effective (4)	Adequate (3)	Emergent (2)	Unsuccessful (1)
Description of Work Experience	Clear, incisive description that reveals situation and dynamics vividly. Excellent use of adjectives, metaphors, etc. Sensitive and perceptive.	Solid description that fully discloses the scene. Some interpretation of events, meanings, etc.	Factual description of sequence of events with little "texture" or interpretation. Clearly not fully developed.	Brief or general statement with few details. Little if any sense of meaning.	Little description at all, or brief, perfunctory statements glossing over the event(s). The reader has little idea what transpired.
Reflection	Includes rich and thoughtful reflections on growth and areas for improvement.	Includes reflections on growth and areas for improvement.	Includes some reflection on growth and areas for improvement.	Includes few reflections on growth and areas for improvement.	Little, simplistic, or brief discussion and reflection.
Insights and Understanding	Definite insights into issues and implications of events for self and students. Aware of increased complexity of issues and situations.	Some insights into situations, issues and personal change/growth. Making connections with implications for self or students. Some sense of complexity.	Positive experience at an intuitive or emotive level. Gains affectively from the 'experience' but insights based on conscious reflection are few or simplistic	Doing the assignment. Neutral experience without personal resonance or impact.	Rigid attitude. Resistant to change in established point of view.
Commitment and Challenge	Creates a personal plan of action or personal challenge based on insights.	Creates a 'next step' based on previous progress made.	Committed work experience through rapport or personal caring. Notes class' progress.	Somewhat committed to work experience. Unable to challenge self.	Not committed to the work experience. Definitely not exerting self to a level of commitment.
Progress and Leadership Development	Significant growth or personal development. Evidence of synthesis of experience into goals or plan of action, with implications for the future.	Increased sensitivity, change of attitude, and awareness of connections.	Steady course. Incremental progress of which the student may not be personally aware.	No progress. Repetitious experience and reflection.	Losing ground. Bored or frustrated. Negative attitude in reflection.

Last updated 11/28/12

Modified Table J1: Assessment Timelines (Approved AAAC 19 June 2013)

Modified Assessment Timeline		
Program/Division	**Timeline**	**Next Review**
Bachelor's Degree (Institutional level)	Every 5 years	Fall 2017
General Education Program	Every 2 years	Fall 2014
Cooperative Education Program	Every 4 years	Fall 2016
Arts Division Humanities Division Sciences Division Social Sciences Division	Every 4 years, and then one of these divisions, annually, thereafter	Fall 2016
Language and Culture Program	Every 3 years	Fall 2015
Community Life courses and Academic Success courses	Every 3 years	Fall 2015
Other Individual courses	Quarterly/annually, as offered, if possible	Fall 2012
Student Portfolios	Annually, as students graduate	Fall 2017

Modified Table J2: Illustration of Modified Assessment Timelines (App. as above)

Modified Assessment Timeline Illustration											
Data collection is continuous, but analysis occurs in cycles →											
	2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Bachelor's Degree						x					x
General Education			x		x		x		x		x
Cooperative Education					x				x		
Arts Division					x	x				x	
Humanities Division					x		x				x
Sciences Division					x			x			
Social Sciences Division					x				x		
Language and Culture Program				x			x			x	
Com. Life & Acad. Succ. courses				x			x			x	
Individual Courses	x	x	x	x	x	x	x	x	x	x	x
Student Portfolios						x	x	x	x	x	x

Members Present:

Kammler, David
Kapoun, Jim
Kraince, Rick
~~McGruder, Kevin~~
Smith, Louise
Woehrle, Jim

Guests Present: none

Minutes Taker: David Kammler

Attachments: none

Planned agenda for 19 June 2013 meeting

1) Assessment workshop, Summer 2013—all instructors
2) New assessment timeline
3) Assessment report and data

Minutes of the 19 June 2013 Meeting and actual agenda

The meeting began at 3:00 pm

1) Assessment workshop, Summer 2013—all instructors: Order of topics/structure
      a) Results report (*Jim Woehrle*)
          What your reports have allowed us to do: see overall trends
          Discuss report
          Discuss feedback loop: what we plan to do as a result of the data
      b) Rubrics 1 (*Louise Smith*)
          What, where, how to use
                Highlighting the 3 least reported: ICE, SE, DA
          Story: Why rubrics are better than nothing
                Same paper to 12 English professors—wildly different grades
                Rubrics allow for at least some standardization
      c) Rubrics 2 (*Robin Littel?*)
          Using rubric with Signature Assignment: GSW 105
      d) How to create and submit useful assessment reports (*David Kammler*)
          Same as last time
                Quantitative data, not %, grades, etc.
                Use the template; submit Word document to Nancy Wilburn
                Kevin's calculator
      e) How to handle longitudinal data (*Jim Woehrle*)

Examples: GSW 105? CHEM 105 (Winter 2013)?
Automatic grapher/calculator? (DK made one for CHEM 105)

2) Timeline for Assessment portion of July 8 orientation
5 segments: 15 minutes each + 15 minutes slop time = 90 minutes
a) Results report (*Jim Woehrle*)
b) Rubrics 1 (*Louise Smith*)
c) Rubrics 2 (*Robin Littel?*)
d) How to create and submit useful assessment reports (*David Kammler*)
e) How to handle longitudinal data (*Jim Woehrle*)

3) New assessment timeline
AAAC approved new Assessment Timelines
Add 1 year to all assessment cycles
Add 2 years to Student Portfolio assessment

4) Assessment report and data
Findings
ICE, SE, DA: Mission-driven but poor coverage
Why?
Based on credit-bearing classes
Don't have some assessment reports
Some assessment reports not useful
How improve coverage?
What else besides credit-bearing classes?
Surveys (engagement, etc.)
Community governance—how assess?
Residence life program—how assess?
Is it necessary to get LALO scores for non-classes?
Can we assess in other ways for things that aren't classes?
Take closer look at ICE/SA/DA rubrics
Do they need to be adjusted?—Maybe not
KI/CT/WC covered very well—nearly half of all classes
Maybe request instructors shift coverage to ICE/SE/DA
if they can? (Again, several classes that are keys
to covering this haven't submitted reports, or
reports not useful.)
Check curricular maps in AAAP Appendix A for what curricular offerings are supposed
to connect to ICE, SE, DA
ICE: Work Portfolio, Co-op, Language, Community Life
SE: Work Portfolio, Co-op, Language, Community Life, Ac. Success
DA: Community Life

5) Assessment report going forward
All committee members asked to write down reflections/observations on report
Jim Woehrle will craft first draft, send to DK for expansion, send to whole committee

Must create report and post on website for Fall 2013.
By end of Summer 2013?

The meeting ended at 4:00 pm.

Future Agenda Items:

1) Check-ins/updates
2) How do we assess CG and RA for IC, SE, DA?
3) Assessment plans for courses
    a) Eventually, all courses will need to have assessment plans
        i) Submit with new course proposals? (Which includes Course Outline)
4) Train AAAC in the Student Portfolio process in the AAAP
5) Continue discussion re: Electronic assessment software
    a) Update from AIR conference from Jim W
    b) What is our response to OBR, due December 2013?
        AAAC makes plan on how to select system by end of AY 2012-2013
6) Continue discussion re: Implementing 4-year portfolio process
    a) Co-op's potential software solution
        Can implement in limited and imperfect ways for all classes
    b) How to go forward for Classes of 2015, 2016, 2017
    c) How to roll out fully in Fall 2014 for Class of 2018.
7) Working with AAAT on External Review of Curriculum
8) Revising AAAP, besides the timelines
    a) Especially rubrics

Academic Affairs Assessment Committee Meeting Minutes

01/23/2013

Members Present:

~~Brame, Jaton~~
Kammler, David
Kapoun, Jim
~~Kraince, Rick~~
McGruder, Kevin
Smith, Louise

Guests Present: none

Minutes Taker: David Kammler

Attachments: none

Planned agenda for 01/23/2013 meeting

1) Proposed change to composition of AAAC
     Remove Registrar; Add Director of IR
2) Review of submitted Assessment Reports, Fall Quarter 2012 (AY 2012-2013)
     Are they useful in this form?
     Pick good example(s) for distribution as examples for Winter 2013
          Possibly recruit those individuals as helpers/spokespeople
     How shall we process the (rather minimal) useful data?
3) Discuss how to change Assessment Report Guidelines/Expectations/Communications for Winter Quarter 2012 (AY 2012-2013)
4) Begin discussion re: Electronic assessment software

Minutes of the 01/23/2013 Meeting and actual agenda

The meeting began at 12:05 pm

0) Dropbox
     • Nancy Wilburn has created a Dropbox folder, "Dropbox/Assessment Fall 2012" for the collection and distribution of the Fall 2012 assessment reports, and has invited all members of the AAAC.

1) Proposed change to composition of AAAC
     • Proposed removal of Registrar
          • The VPAA has requested that the Registrar be released from her membership in the AAAC, due to extreme committee load.
          • The committee feels strongly that the Registrar's Office needs to be included in membership and this process.

- The committee has decided to exempt the Office of the Registrar from membership duties, for the time being, until the office grows in size and another member can participate, but not to remove a representative from Registrar and Academic Services.
- Proposed addition of Institutional Research Coordinator
    - The Chair of the AAAC has requested that the IR Coordinator be added to committee membership (there is not, as yet, an IR Coordinator; the search is ongoing).
    - The committee has agreed.

2) Review of submitted Assessment Reports, Fall Quarter 2012 (AY 2012-2013)
- The committee has noted that there were not a great many assessment reports submitted (statistics not yet calculated), and that, of those calculated, many were not useful.
    - Many reports did not use the required Template.
    - Many reports did not follow the proper format.
    - Many reports did include good course-level assessment, including good instructor reflection.
    - Unfortunately, very few reports included any LALO data, or did not include LALO data in a useful format.
- The committee decided not to request instructors to fix their reports for the Fall of 2012, but rather to focus our efforts on improvement for Winter 2013.
    - Given this decision/limitation, there is nothing that really can be done with the rather minimal data we have.
    - Committee members agree to work on a "buddy" system, per se, and to offer to help faculty with assessment matters.
    - Committee expressed following desires for improvement in Winter 2013:
        1) Faculty use Assessment Report Template
        2) Faculty follow instructions in Template
        3) Increase amount of instructor-useful course data in Reports
        4) Increase amount of useful quantitative LALO data in Reports
        5) Increase participation in assessment process by Instructors (more reports submitted, more buy-in, better reports, etc.)
- The committee agrees that there will be two examples of excellent assessment reports included in future emailings
    - GSW 105, Robin Littell (DCK to ask; has asked, RL agrees we may use)
    - HIST 105, Kevin McGruder (KM to reformat slightly and put into Template)

3) Discuss how to change Assessment Report Guidelines/Expectations/Communications for Winter Quarter 2012 (AY 2012-2013)
- As discussed above, examples of assessment reports will be available to Faculty.
- DK will update the Assessment Report Template with more information in the 5 Questions area, and more specific guidelines in the Data area
    - This has been done, and has been distributed to committee for comment.
- The committee decided to move its mid-term assessment reminder from Week 5.5 to week 2/3—immediately.

• LS will craft and send a reminder email on behalf of AAAC, with various reminders, encouragement, etc. This email will include the aforementioned examples and the updated template.

4) Begin discussion re: Electronic assessment software

• There was not time to discuss this.

• Committee was informed that the OBR politely demanded that Antioch College make plans to obtain an electronic assessment data management system, and then obtain and implement such system. Committee was also informed that in our response to the OBR, we promised that AAAC will come up with a plan on how to select a system by the end of this academic year (AY 2012-2013). Chair of AAAC feels it is more important to focus on getting better assessment report results for Winter 2013, so this item will be deferred until the beginning of Spring Quarter 2013.

The meeting ended at 1:00 pm.

Future Agenda Items:

1) Begin discussion re: Electronic assessment software
2) Begin discussion re: Implementing 4-year Portfolio process
3) Assessment workshops/training for Faculty