

Feb. 2018

# Assessing College Effectiveness (ACE)/Student Learning Outcomes (SLO) Process Manual

An Overview of the annual and  
ongoing processes supporting  
student excellence and success

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## Introduction

The Assessing College Effectiveness (ACE) Student Learning Outcomes (SLO) program is a college wide, ongoing effort to improve our overall instructional practices to best meet our commitment to our students in providing a quality education. This document lays out the ACE program and outlines the steps in building and maintaining an effective assessment program within each department/discipline to promote continuing improvement throughout Instruction.

### Purpose:

The ACE program seeks to accomplish the following:

1. Assess the instructional effectiveness of each of the college's instructional programs/departments and their processes
  - a. Measure overall instructional practices at the division, department, and program level
  - b. Look at broad impact of education on the student body as a whole
2. Identify areas for improvement within our programs/departments instructional procedures and practices as they impact student learning
3. Establish objective criteria in evaluating our instructional practices
  - a. Need data that can be compared across courses
  - b. Need more detail and less subjectivity than can be obtained from student grades
  - c. Anecdotal data is not enough
4. Make informed decisions and/or changes to program/department instructional practices based on the desired outcome and the compiled data
5. Share "best practices"
  - a. Internal improvement
  - b. Intradepartmental and interdepartmental

Questions the ACE process should answer:

1. What makes the MCC educational experience the best opportunity for our students to prepare them to be successful in their educational and professional ventures that they could not get elsewhere (at a for-profit, a MOOC, another institution)?
2. What makes a class the best value for a student versus what they could get elsewhere (a for-profit, a MOOC, another institution)?
3. How can MCC prove an assertion of best educational value?

### Motivation for Assessment Process:

Why do we have an ACE program and what motivates the college to pursue this initiative?

1. Assessment is a requirement under our accreditation body. SACSCOC Standards for Accreditation rules state:

**"2.5** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in

institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (**Institutional effectiveness**)”

### “3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes”

### “3.5 Undergraduate Educational Programs

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (**General education competencies**)” (pp. 18 & 25 of SACSCOC 2012 Standards for Accreditation)

To understand what meets the “best practices” standards for on-site and off-site reviewers, and more importantly what’s best for MCC as a college in our commitment to student success is an on-going/long-term collaborative effort both on campus and with our peer institutions. It is a process of documenting, sharing, and learning from both our failures and success in the realm of student learning across the disciplines.

Failure to comply means the College can be placed on monitoring, warning, or probation by SACSCOC. In the extreme case we could have our accreditation stripped if we fail to meet the requirement over time. We would no longer be able to offer financial aid and most schools would stop taking our hours in transfer, effectively ending MCC.

2. Assessment is the law in Texas. Under Texas Education Code Chapter 61, Subchapter 5, Sections **61.821-61.832** (<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm>), all two and four year institutions of higher education must adopt a 42-hour core curriculum. The law stipulates the assessment of the core in Sec. 61.824. INSTITUTIONAL EVALUATIONS.

“Each institution shall review and evaluate the institution's core curriculum and applicable field of study curricula at intervals specified by the board and shall report the results of that review to the board.”

Based on the tasking, The THECB established the required core learning objectives and competencies (<http://www.thecb.state.tx.us/index.cfm?objectid=427FDE26-AF5D-F1A1-E6FDB62091E2A507>). (See Appendix A.)

Specific assessment requirements for the Core include the following (<http://www.thecb.state.tx.us/index.cfm?objectid=42E67B6B-002A-90EE-C17A4779C473E964>):

“The purpose of assessment of the Texas Common Core (TCC) is for institutions to discover, document and seek to improve student attainment of the TCC's six core objectives. As such, the rationale for assessing the core objectives are:  
The TCC forms the foundation of each institution's general education curriculum. Institutions use the assessment of core objectives to improve student learning. Faculty participation is integral throughout the assessment cycle. Institutions use multiple measures for effective assessment, including at least one direct measure per core objective. Externally informed benchmarks are encouraged. Assessment practices are evolving. Institutions will electronically submit their assessment report of the core objectives to the Texas Higher Education Coordinating Board (Coordinating Board) every 10 years. Coordinating Board staff will review the report to confirm assessment of the six core objectives.”

3. Practically, any institution should regularly assess itself to see if it is meeting the outcomes it promotes to the community. In our case it's education.
4. Last but not least, because it is the right thing to do. We need to make sure that students are learning what we intend for them to learn, and not just that we are teaching what they should learn.

#### ACE Committee:

The ACE committee is composed of faculty representatives from both the Arts and Sciences/General Education departments and the Workforce programs. The committee is co-chaired by a faculty member from both areas. Membership is open to all faculty and is based on a two year rotation. Committee members responsibilities include (see Appendix B):

1. Building and maintaining a viable ACE program for Instruction
2. Represent the interests and input from their respective programs and departments
3. Work with programs and departments in their areas on implementing the ACE program
4. Provide feedback on the ACE for administration

All proceedings from the ACE committee are available on the SharePoint site (see Appendix C for an outline of documents on the site).

## ACE Process Overview

The ACE process is explained below. The figure below gives a diagram of the overall process.

### Which areas are assessed under the ACE process?

All instructional programs will be assessed under the ACE process. An instructional program is defined as a two year degree. Under Workforce programs, each program area may have a variety of degrees which address different specialties and/or skills and will each need a set of SLOs. Arts and Science and General Education are handled as one program to include the Associate of Arts, Associate of Science, and Fields of Study. Each department/discipline is responsible for part of the General Education program's effectiveness.

### Assessing College Excellence: the Student Learning Outcome Assessment Process



### ACE Process:

1. Draft the yearly ACE Assessment Plan
  - a. Identify Program Student Learning Outcomes (SLOs)
    - i. The faculty in each Program/Department is responsible for the SLOs in their discipline/program. The SLOs for Arts and Science/General Education must, at a minimum, cover THECB core component area requirements and core objectives. Workforce Program SLOs are normally derived from program review boards or similar agencies. The faculty review the SLOs and make changes/updates at the

- end of the year for the coming school year and note these in the Annual Evaluation of Student Learning Outcomes report. These are sometimes referred to as the matrices (see Appendix D).
- ii. The Annual Evaluation of Student Learning Outcomes report (**ACE/SLO Assessment Plan—matrices that define what is to be measured and how and where prior to measurement**) needs to include the following:
    1. List of Student Learning Outcomes for Programs/Departments
    2. Schedule for SLO assessment.
    3. List of assessment instrument for each course in Programs/Departments.  
(**Different courses may have different assessment instruments for a given SLO, but all sections of a course should have a similar assessment instrument.**)
  - iii. ACE/SLO Assessment Plan that defines matrices should be reviewed and submitted yearly early in the Fall semester to make sure they are up-to-date.

**Workforce Program SLOs:** SLOs for Workforce are normally derived from program review boards or similar agencies, professional organization, or professional certification board requirements.

**Arts and Science/General Education SLOs:** SLOs for transfer degrees in Arts and Sciences are derived from THECB core component area requirements and core objectives which are (see Appendix A):

- Critical Thinking Skills (CT): “to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.”
- Communication Skills (COM): “to include effective development, interpretation and expression of ideas through written, oral and visual communication.”
- Empirical and Quantitative Skills (EQS): “to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.”
- Teamwork (TW): “to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.”
- Social Responsibility (SR): “to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.”
- Personal Responsibility (PR): “to include the ability to connect choices, actions and consequences to ethical decision-making.”

b. Select Assessment Tools

- i. The faculty in each Program/Department are responsible for selecting the method of assessment that best measures the effectiveness of their area in meeting each SLO. The assessment method will be identified at the end of the previous school year in the Annual Evaluation of Student Learning Outcomes report.
- ii. Faculty should review existing assessment mechanisms at the beginning of each new school year to ensure they accurately measure the SLOs.

- iii. Assessment tools should be appropriate for the course and developed by faculty involved
- iv. Assessment tools should be consistent across a course.

Assessment Instrument Examples:

- Bank of exam questions
- Common rubric
- Department/Discipline/Course Exam
- Course Presentation/Essay
- Internship/Project

Anything normally used in a course can work. **Consistency is the key!**

c. Finalize the Assessment Plan

- i. Assessment plan starts with the ACE/SLO matrices, but includes how and when the assessments will be assessed in each course.
- ii. Plan should be in place by the beginning of the fall semester and should be reviewed each year.

2. Execute the Assessment Plan

**Arts & Sciences**

- Based on the assessment plan, data should be collected in the Fall for all Core Courses and Spring for Core Courses not taught in the Fall.
- Programs/Departments may decide to collect data from courses not in the Core

**Workforce**

- Data should be collected in the Fall and/or Spring based on the program's assessment plan.

3. Record and Report Assessment Results

- a. Programs/Departments collect data according to their assessment plan and compile the results for analysis. The data can be collected in various formats to include electronic spreadsheets (see Appendix F, G and H)
- b. Data collection occurs throughout the Fall and/or Spring semesters based on the Program's/Department's Assessment Plan.
- c. Data collection should be:
  - i. Broken down by SLOs for each course
  - ii. Scoring should be done on at least a 10 point scale for statistical purposes
  - iii. Institutional Research Office (IR) is available to process the data based on the Program's/Department's Assessment Plan.

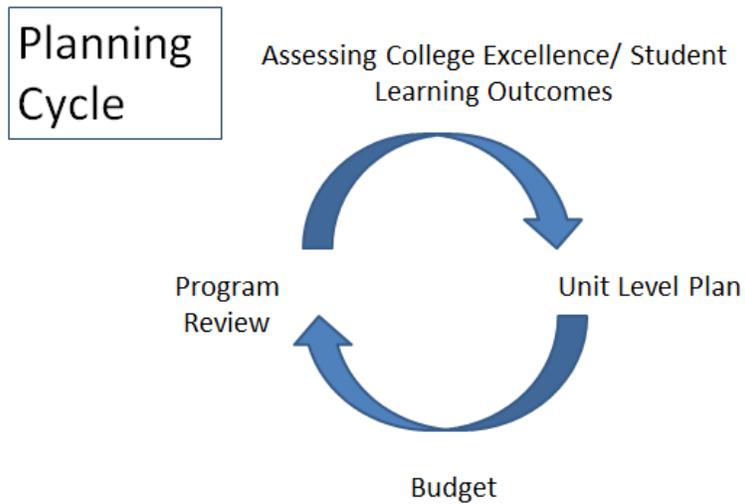
4. Analyze Data and Implement Improvements

- a. Based on the timely delivery of data worksheets, IR will then provide a data analysis by late March to early April
- b. Each Program/Department reviews their data to see how well they met each SLO and/or program modification implemented that year.
- c. Additional data to consider in the analysis include institutional assessments such as CAAP, CCSSE, SENSE, and ESAP; professional organization/peer organization data;

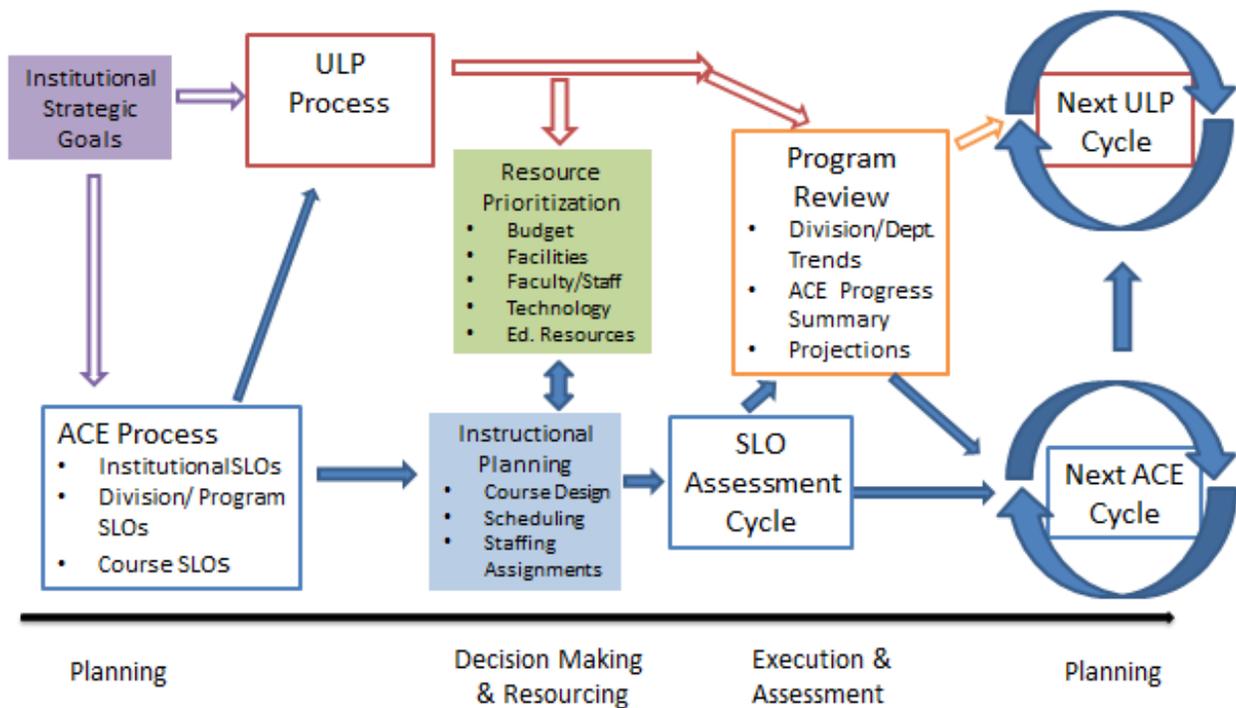
certification exam scores; surveys and focus group(s) results, etc. to compare against Program/Department collected SLO data (see Appendix E).

- d. Assessment Plans can be revised at this point
  - e. Based on the analysis, Programs/Departments identify the following in their end-of-year report on each of the SLOs evaluated during the year (see Annex I):
    - i. An analysis of the data and the findings
    - ii. “Best Practices” and/or successful strategies/practices identified during the year based on the data
    - iii. Areas requiring further improvement what they hope to achieve in their end of year report, the assessment instruments/data they’ll need to effectively measure their efforts, and any additional resources (money, curriculum, training, and people) needed to implement the changes.
  - f. Each Program/Department will upload the following to ACE/SLO SharePoint site at the beginning of the next school year:
    - i. ACE/SLO Assessment Plan
    - ii. All data used to assess the program during that year
    - iii. The End-of-Year report with the Program’s/Department’s analysis and findings
    - iv. These results will then serve as the starting point for the coming year.
5. Cycle Repeats

## ACE and the MCC Planning Cycle



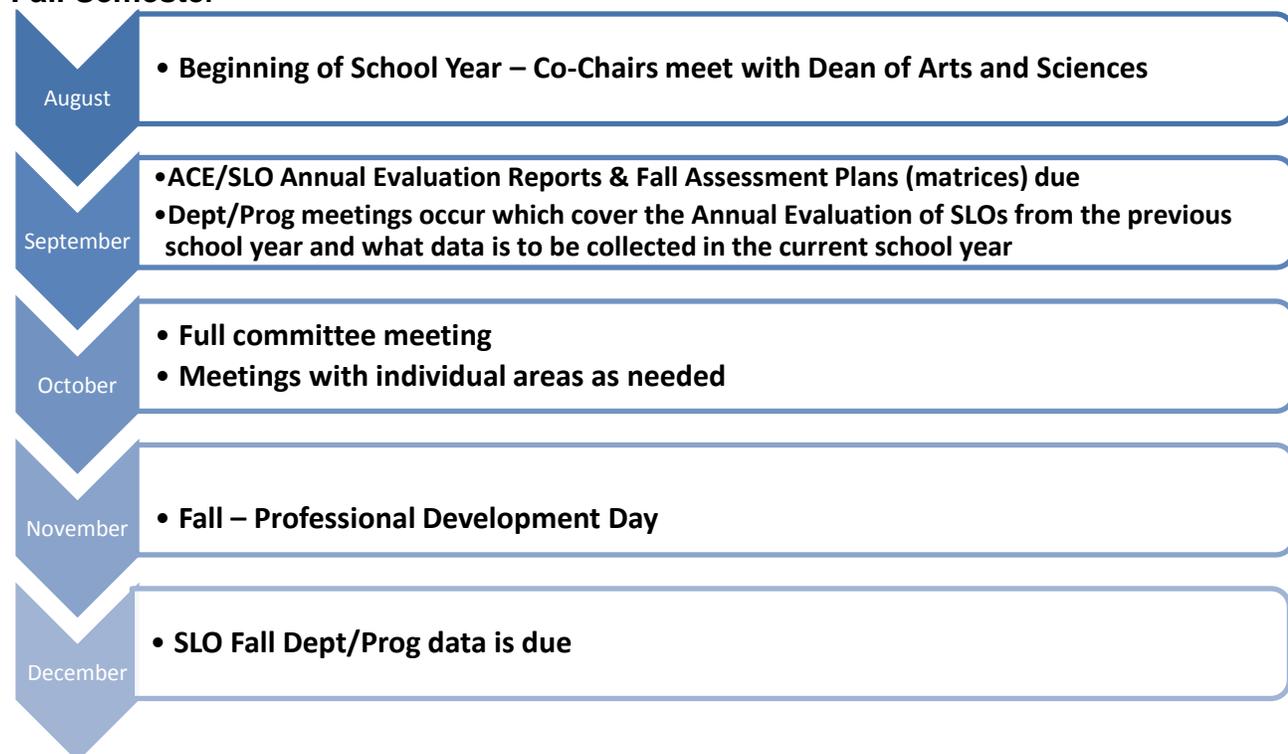
## The Institutional Planning and Decision Making Cycle



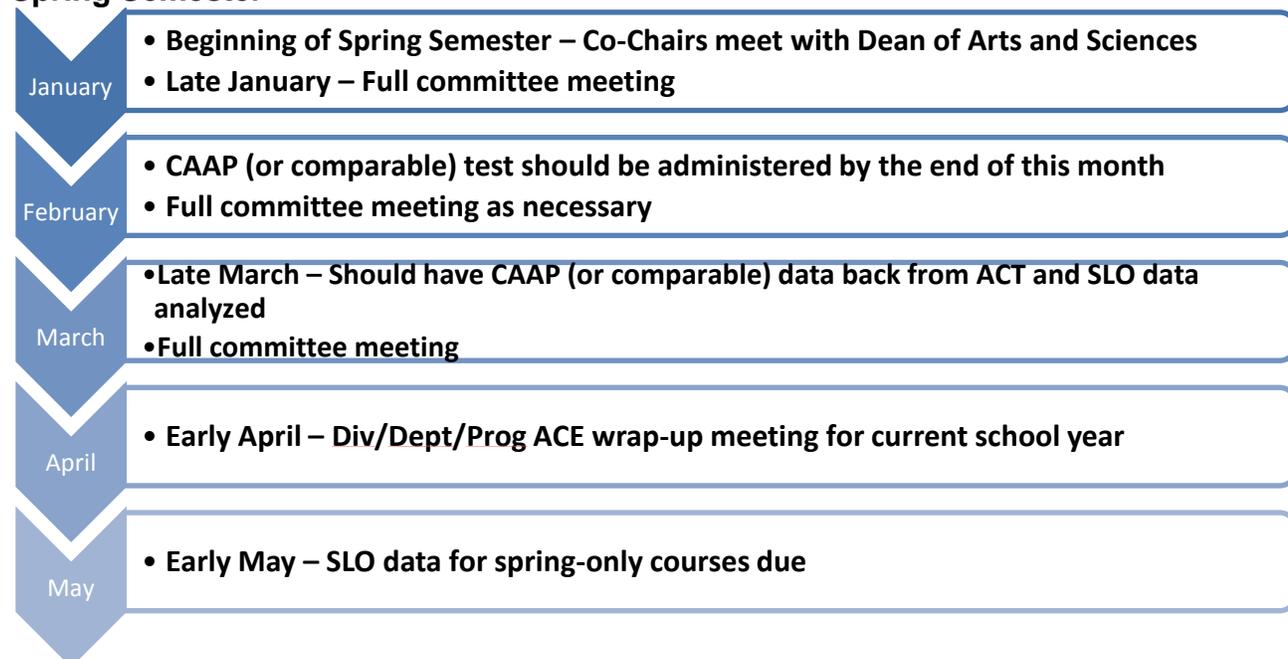
## Timeline for ACE/SLO Annual Process

The following is a generic timeline of key milestones in the ACE program. The timeline is laid out based on the ACE cycle.

### Fall Semester



### Spring Semester



## Resources

MCC's Office of Research Planning and Institutional Effectiveness:

- Laura Wichman, Director of Institutional Research, [lwichman@mclennan.edu](mailto:lwichman@mclennan.edu)
- Tom Proctor, Director, Program Review, Planning & Assessment, [tproctor@mclennan.edu](mailto:tproctor@mclennan.edu)

MCC Institutional Effectiveness website, <http://mcciep.mclennan.edu/>

Professional and/or Certification Organizations

Department of Education Center for Research and Statistics:

<http://www.ed.gov/rschstat/landing.jhtml>

Texas Higher Education Coordinating Board (THECB) website, [www.thecb.state.tx.us](http://www.thecb.state.tx.us)

Texas Higher Education Coordinating Board (THECB), Texas Consumer Resource for Education and Workforce Statistics website, <http://www.txhighereddata.org/>

Texas Higher Education Coordinating Board (THECB), Lower Division Academic Course Guide Manual (ACGM),

<http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm> .

Texas Higher Education Coordinating Board (THECB), Workforce Education and Course Manual (WECM), <http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/>

Texas Higher Education Coordinating Board (THECB), Guidelines for Instructional Programs in Workforce Education (GIPWE), <http://www.thecb.state.tx.us/index.cfm?objectid=8C5EA43A-EECC-C9F8-C7250D5DD5C9DD27>

Texas Higher Education Coordinating Board (THECB), Texas Core Curriculum,

<http://www.thecb.state.tx.us/index.cfm?objectid=417252EA-B240-62F7-9F6A1A125C83BE08>

The American Association of Colleges and Universities, Liberal Education and America's Promise (LEAP), - <http://www.aacu.org/leap/index.cfm>

Association of American Colleges and Universities (AACU), Valid Assessment of Learning in Undergraduate Education (VALUE) Development Projects and Rubrics,

[http://www.aacu.org/value/rubrics/index\\_p.cfm?CFID=46097110&CFTOKEN=99427036](http://www.aacu.org/value/rubrics/index_p.cfm?CFID=46097110&CFTOKEN=99427036)

## Appendix A: Objectives and Component Area Mapping

### Objectives and Component Area Mapping

Foundational Component Areas	Core Objectives					
	Critical Thinking	Communication Skills	Empirical & Quantitative Skills	Teamwork	Social Responsibility	Personal Responsibility
Communication	REQUIRED	REQUIRED	OPTIONAL	REQUIRED	OPTIONAL	REQUIRED
Mathematics	REQUIRED	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	OPTIONAL
Life & Physical Sciences	REQUIRED	REQUIRED	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL
Language, Philosophy and Culture	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	REQUIRED	OPTIONAL
Creative Arts	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	REQUIRED	OPTIONAL
American History	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	REQUIRED	REQUIRED
Government/Political Science	REQUIRED	REQUIRED	OPTIONAL	REQUIRED	REQUIRED	OPTIONAL
Social/Behavioral Science	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	REQUIRED	REQUIRED
Institutional Option*	OPTIONAL	OPTIONAL	OPTIONAL	OPTIONAL	OPTIONAL	OPTIONAL

\* Institutional Option must contain a minimum of 3 Core Objectives selected by the institution.

REQUIRED = required Core Objectives to be addressed in each course selected for inclusion in the Foundational Component Area.

OPTIONAL = institution may include Core Objective for each course selected for inclusion in the Foundational Component Area.

UEAC core curriculum revision recommendations are not official until approved by the Coordinating Board. Current core curriculum standards apply.

Appendix B - Committee Membership, 2017-2018

<b>General Education</b>	Name	Phone	Email
Co-Chair	Bernard Smith	8196	<a href="mailto:bsmith@mclennan.edu">bsmith@mclennan.edu</a>
Communication	Marianna Hampton	8955	<a href="mailto:mhampton@mclennan.edu">mhampton@mclennan.edu</a>
Government/History			
Health PE			
Language			
Literature	Stephen Swanson Nicholas Webb	8922 8945	<a href="mailto:sswanson@mclennan.edu">sswanson@mclennan.edu</a> <a href="mailto:nwebb@mclennan.edu">nwebb@mclennan.edu</a>
Math			
Natural Science	Otsmar Villarroel	8163	<a href="mailto:ovillarroel@mclennan.edu">ovillarroel@mclennan.edu</a>
Social and Behavioral Science	Amy Antonika	8939	<a href="mailto:aantoninka@mclennan.edu">aantoninka@mclennan.edu</a>
Visual and Performing Arts			
<b>Workforce</b>			
Co-Chair	Cynthia Wagner	8254	<a href="mailto:cwagner@mclennan.edu">cwagner@mclennan.edu</a>
Health Professions	Heather Mattingly	8306	<a href="mailto:hmattingly@mclennan.edu">hmattingly@mclennan.edu</a>
Business/Economics	Annette Bigham	8690	<a href="mailto:abigham@mclennan.edu">abigham@mclennan.edu</a>
Emergency Services			
Human Services and Education	JoAnn Jumper	8729	<a href="mailto:jjumper@mclennan.edu">jjumper@mclennan.edu</a>
Office Tech / HITT / Hospitality	Karen Crump	8290	<a href="mailto:kcrump@mclennan.edu">kcrump@mclennan.edu</a>
Computer Information Systems			
Nursing	Alisa Petree	8406	<a href="mailto:apetree@mclennan.edu">apetree@mclennan.edu</a>
<b>Administration</b>			
	Glynnis Gaines	8306	<a href="mailto:ggaines@mclennan.edu">ggaines@mclennan.edu</a>
	Laura Wichman	8476	<a href="mailto:lwichman@mclennan.edu">lwichman@mclennan.edu</a>
	Tom Proctor	8619	<a href="mailto:tproctor@mclennan.edu">tproctor@mclennan.edu</a>

Appendix C: Available Content in ACE/SLO Page on MCC's SharePoint Site, February 2018

1. Assessment Plan, Matrices for Measuring SLOs

- Matrices for Measuring SLOs, fall 2013
- Matrices for Measuring SLOs, fall 2014
- Matrices for Measuring SLOs, fall 2015
- Matrices for Measuring SLOs, fall 2016
- Matrices for Measuring SLOs, fall 2017

2. Data Submitted for Analysis

- Fall 2012
- Fall 2013
- Fall 2014
- Fall 2015
- Fall 2016
- Fall 2017
- Spring 2012 and 2013, Workforce
- Spring 2014
- Spring 2015
- Spring 2016
- Spring 2017
- Summer 2013
- Summer 2014
- Summer 2015
- Summer 2016
- Summer 2017

3. Agendas and Minutes

- 2009-2017 Agendas and Minutes
- Dec. 2012 Chart of Planning Process, Draft
- Feb. 2013 Committee Work PowerPoint

4. Analyzed Data

- Fall 2010
- Fall 2012
- Fall 2013
- Fall 2014
- Fall 2015
- Fall 2016
- Fall 2017
- Spring 2014
- Spring 2015
- Spring 2016
- Spring 2017

- Summer 2017
5. Annual Evaluation Reports
    - 2012-2013
    - 2013-2014
    - 2014-2015
  6. Annual Evaluation Reports, Blank Forms
    - 2012-2013
    - 2013-2014
    - 2014-2015
  7. Background Documents—Tool Kit
    - 2011-2012
      - CAAP Summary 2012
      - CAAP Content Analysis Spring 2012
      - SLO Committee 2012 Membership
      - Plan of Action Based on Faculty Review of Data, 4/16/2012
      - Sample Data Collection FA10
      - Sample Matrix 2012
      - SLO Cycle 2012, adjusted FA12
      - SLO Cycle Schematic, Circle of Life
      - SLO Friday 2012
      - SLO Status Report Example
      - Video Link for SLO Friday, 4/20/2012
    - 2014-2015
      - 2007 Brief History of SLOs, Association of American Colleges and Universities
      - ACE Planning Cycle
      - Assessing College Effectiveness, Oct. 2013
      - How to Input ACE Data
      - MCC New Core Curriculum Submission Report 2013
      - New MCC Core Curriculum Faculty Presentation, Power Point
      - Sample Data Collection, 11/2014
      - SLO Work for 2/6/2013 Committee Meeting, PowerPoint
    - Committee Handbook, 2015+
  8. CAAP, CCSSE, SENSE, and Achieving the Dream
    - Achieving the Dream
      - Spring 2017
    - CAAP
      - CAAP Summary, 2012
      - CAAP Content Analysis, Spring 2012
      - CAAP Content Analysis, 2013
      - CAAP Critical Thinking Report, 2014

- CAAP Content Analysis, Spring 2015
- CAAP Report, Spring 2015, IE Analysis
- CAAP Report, Spring 2017
- CCSSE
  - CSSE, 2014—Executive Summary
  - CSSE, 2015
  - CSSE, 2016
- SENSE
  - Key Findings, 2016

9. Data Collection, Blank Forms

## Appendix D: Example Assessment Plan

Workforce Example																		
Coding		HITT 1205 Medical Terminology I	HITT 1211 Health Information Systems	HITT 2231 Medical Terminology Advanced	HITT 1301 Health Data Content & Structure	HITT 1441 Coding & Classification Systems	HITT 1345 Health Care Delivery Systems	HITT 2435 Coding & Reimbursement Methodologies	HITT 1261 Clinical Coding	Objective Test	Written Project	Oral Presentation	Outside Evaluation	Team Project	Direct Observation	Practicum	Simulation	Hands-on (application) Test
1	Appreciative of the value of teamwork																	
2	Aware of the ethical principles that govern the medical professions																	
3	Able to apply mathematical principles to solve problems																	
4	Skilled in recognizing and making appropriate decisions	X		X					X	X			X					
5	Collect and maintain health data (such as data elements, data sets, and databases)		X														X	
6	Conduct analysis to ensure documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status				X												X	
7	Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases.																	
8	Monitor and apply organization-wide health record documentation guidelines.																	
9	Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information.																	
10	Use specialized software in the completion of HIM processes such as record tracking, release of information, coding, grouping, registries, billing, quality improvement, and imaging.																	
11	Apply diagnosis/procedure codes					X					X							

## Arts and Science/General Education Example

Core Component Areas	Courses		Core Competencies			
			Critical Thinking	Communication Skills	Empirical & Quantitative Skills	Teamwork
Life & Physical Science	PHYS	1401	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	1402	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	1403	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	1404	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	1405	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	1407	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
Component Area Option	PHYS	2425	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report
	PHYS	2426	Work-Out Problems	Lab Report	Work-Out Problem	Lab Report

Appendix E: Ongoing/Cyclical Assessment Process

Assessment	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<b>Institutional Assessment Plan (Aggregate across MCC)</b>								
ACT CAAP Test		X		X		X		X
CCSSE		X				X		
SENSE				X				X
Institutional Exam			X		X		X	
ESAP Assessment	X		X		X		X	
<b>Department/Program Assessment Plan (Assessment dependent on department and discipline and SLOs measured)</b>								
Departmental Exam	X	X	X	X	X	X	X	X
Course Presentations/ Essays	X	X	X	X	X	X	X	X
Internships/Projects	X	X	X	X	X	X	X	X

## Appendix F: How to Input ACE/SLO Data

In our continuing effort to record and celebrate the assessment of college effectiveness through best practices across the diversity of disciplines on our campus, we thought you might appreciate these guidelines for the collection each fall semester of the Student Learning Outcome data.

**To note**, the data and the assessment instrument(s) you submit are those your discipline has decided to use to address improvement in your learning outcomes. The IR department is available to help you and your department/discipline establish or revise your SLOs, identify trends or areas that might need addressed, and develop assessment instruments to effectively measure your progress. This process is to support you and your department/discipline and its accuracy and timeliness is your responsibility.

The process is as follows:

1. Template for course sampling data collection is provided (see attachment in Excel). Just a suggestion, you are free to adapt it to meet your needs (it is also advisable to note that the data was collected in Fall, 20\_\_). Data for each SLO assessed is located in different tabs (pages), so only one file is necessary for each course.
2. When saving your SLO data file, the following file protocol is recommend for clarity in locating and identifying your files in the future:
  - a. Name of your department or program, class, semester and year for SLO data collection
  - b. Example: History, HIST1301, FA20\_\_
3. Submit your Fall 20\_\_ SLO data via email to Tom Proctor (Planning Coordinator) [tproctor@mclennan.edu](mailto:tproctor@mclennan.edu)
4. Tom will post your Fall 20\_\_ SLO data to MCC's SharePoint site, SLO page, "ACE-SLO Data, Fall 20\_\_" folder
5. Analysis of your Fall 20\_\_ data to be completed by early spring 20\_\_ and placed in the folder "Analysis of ACE-SLO Data, Fall 20\_\_" folder on the MCC SharePoint site, SLO page

**Deadline** for submitting Fall 2015 SLO data is **December each year.**

## Appendix G: Example SLO Data Submission Form

STUDENT LEARNING OUTCOMES DATA COLLECTION					
<p>PROGRAM-DEPT</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">           GENERAL EDUCATION MATH         </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">SLO#            9    OF    9</p> <p style="font-size: small;">Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.</p> </div>				
<p>MATH 1314 SECTION:</p>	<div style="border: 1px solid black; padding: 5px;"> <p>NUMBER OF STUDENTS:            NUMERIC POINT SCALE ON ASSESSMENT:            CAPSTONE:    <input type="checkbox"/> YES    <input checked="" type="checkbox"/> NO            OTHER INFORMATION ABOUT SCORES:</p> </div>				
<p>DATA DESCRIPTION</p>	<div style="border: 1px solid black; height: 100px;"></div>				
<p>ASSESSMENT TOOL</p>	<p>Select One    ▼    OTHER IF NOT LISTED:</p>				
<p>OUTCOME DATA</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Student ID#</th> <th style="width: 50%;">RAW SCORE</th> </tr> </thead> <tbody> <tr> <td style="height: 200px;"></td> <td></td> </tr> </tbody> </table>	Student ID#	RAW SCORE		
Student ID#	RAW SCORE				
<p>FACULTY COMMENT</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p style="font-size: small;">OPTIONAL COMMENTS FROM FACULTY ABOUT THE ASSESSMENT TOOLS AND THE OUTCOME DATA.</p> </div>				

## Appendix H: Example of a Completed Data Sheet

<b>PROGRAM-DEPT</b>	<b>CORE OBJECTIVE</b>			
Gen Ed / Science	<b>Critical Thinking Skills:</b> "to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information"			
<b>COURSE-SECTION</b>	<b>DATA DESCRIPTION</b>			
BIOL 2402-13	NUMBER OF STUDENTS:	16		
	NUMERIC POINT SCALE ON ASSESSMENT:	20		
	OTHER INFORMATION ABOUT SCORES:			
	Click here to enter other explanatory information			
<b>ASSESSMENT TOOL</b>	<b>OUTCOME DATA</b>			
Assessed using lecture exam questions and laboratory exercises	Student ID#	Raw Score	Student ID#	Raw Score
	1	15		
	2	13		
	3	15		
	4	13		
	5	17		
	6	14		
	7	12		
	8	13		
	9	15		
	10	7		
	11	15		
	12	15		
	13	10		
	14	10		
	15	10		
	16	11		
<b>FACULTY COMMENT</b>				
Click here to enter optional comments about the assessment tool and/or the data.				

Each page(tab) represents one SLO.

<b>PROGRAM-DEPT</b>	<b>CORE OBJECTIVE</b>			
Gen Ed / Science	<b>Communication Skills:</b> "to include effective development, interpretation and expression of ideas through written, oral and visual communication."			
<b>COURSE-SECTION</b>	<b>DATA DESCRIPTION</b>			
BIOL 2402-13	NUMBER OF STUDENTS:	16		
	NUMERIC POINT SCALE ON ASSESSMENT:	40		
	OTHER INFORMATION ABOUT SCORES:			
	Click here to enter other explanatory information			
<b>ASSESSMENT TOOL</b>	<b>OUTCOME DATA</b>			
Assessed via common rubric for use of scientific language, clarity, and understanding.	Student ID#	Raw Score	Student ID#	Raw Score
	1	40		
	2	38		
	3	38		
	4	39		
	5	40		
	6	38		
	7	39		
	8	38		
	9	39		
	10	38		
	11	38		
	12	37		
	13	38		
	14	39		
	15	39		
	16	39		
<b>FACULTY COMMENT</b>				
Click here to enter optional comments about the assessment tool and/or the data.				

Appendix I: Annual SLO End of Year Evaluation Form —

**Please Note:** This form is now completed online in Compliance Assist as part of the Annual Unit Level Plan in the current academic year looking back on the year just completed through the “New Item” drop down box.

Program/Discipline: \_\_\_\_\_

Date: \_\_\_\_\_

Learning Outcome(s) Addressed: \_\_\_\_\_

Annual Evaluation of Student Learning Outcomes for   [enter academic year]  

Area to Review	Questions	Program/Department Response
<b>Best Practices in your Program/Department</b>	a. What have been the best instructional and support practices you've identified as a program and/or department this year?	
	b. What data do you have to support these claims?	
<b>Analysis of SLO data</b>	a. What worked? Why did it work?	
	b. What area(s) need improvement?	
<b>Next Steps</b>	a. Identify at least one of the areas requiring improvement and why your program/discipline selected it for improvement.	
	b. Identify the course of action your program/discipline will take to turn it around in the coming year.	
	c. Identify what assessment measures you will require to track the progress of your program/discipline's plan.	
<b>Resources needed for Next Steps</b>	a. What assessment tools and/or help do you require to effectively measure the progress on your plan?	
	b. What other resources (faculty, funding, facilities, external processes) do you need to effectively tackle your plan?	