2024–2030

ASSESSMENT OF STUDENT LEARNING

This document provides faculty with the framework upon which standards for curricular excellence may be established or enhanced at OCC.

ONONDAGA
COMMUNITY COLLEGE

www.sunyocc.edu/LOAC

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Overview of Assessment

Onondaga's guidelines for the assessment of student learning provide faculty with the framework upon which standards for curricular excellence may be established or enhanced. Directions, forms, and resources provide support for planning and assessment of student learning outcomes at the institutional, program and course levels:

Institutional Learning Outcomes

1. Learn

- Skills and acquire knowledge that will benefit them in their academic, professional, and personal lives
- Responsible ways to gather information and use technology
- Effective ways to exchange ideas with others

2. Think

- Critically about problems and creatively about solutions
- Carefully about their own ideas and the ideas of others
- Earnestly about how they relate to other people and the world around them

3. Act

- In ways that demonstrate and promote good citizenship
- Ethically in their academic, professional, and personal lives

First Year Student Learning Outcomes

1. Skills for College and Career Success

- Students will develop problem-solving and time-management skills and demonstrate information and technological literacy.

2. Academic Inquiry

- Students will develop the habits of mind necessary for lifelong learning and identify the purpose and significance of their academic community and its curriculum.
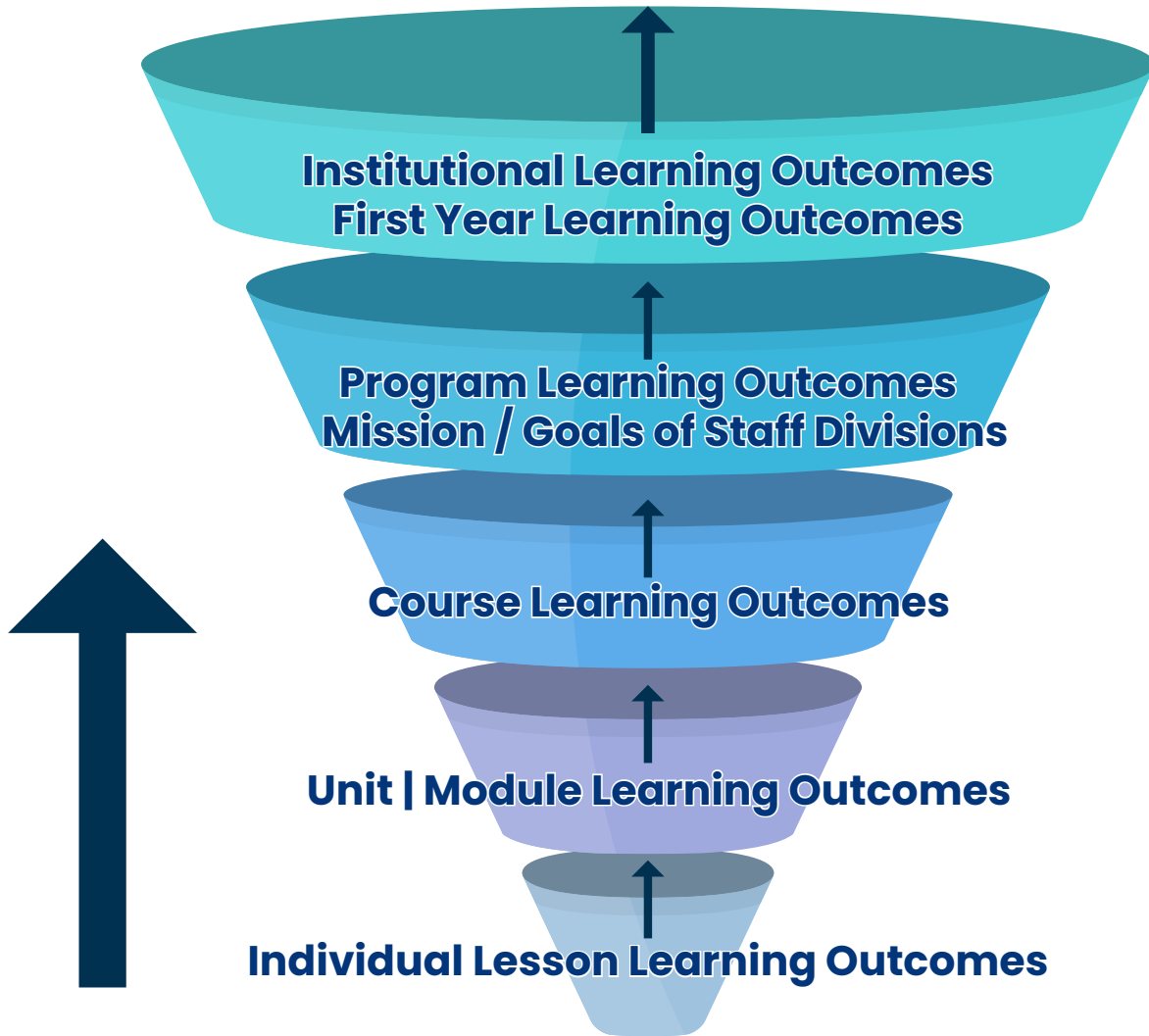
3. Community Connections

- Students will develop a sense of belonging in the OCC community and participate in co-curricular programming within their academic community.

4. Living Well

- Students will identify the habits that contribute to a balanced lifestyle and understand how personal responsibility, self-management, and healthy living impact student success.

A Visual Approach to Assessment

Mission & Vision | Core Values

**Institutional Learning Outcomes
First Year Learning Outcomes**

**Program Learning Outcomes
Mission / Goals of Staff Divisions**

Course Learning Outcomes

Unit | Module Learning Outcomes

Individual Lesson Learning Outcomes

Student learning assessment is not an evaluation of individual students or individual faculty members. It is a systematic collection and analysis of data on the performance of a student cohort. It is implemented most easily as part of a program's ongoing activities and results. Results are used to improve student learning and strengthen programs. Therefore, programs should seek as much as possible to utilize experiences and activities already required of students.

Where appropriate, programs should see how they compare with quality programs at comparable community colleges.

Assessment at Onondaga

Student learning is assessed at the institutional level via Onondaga's Institutional Learning Outcomes (ILOs) and the First Year Learning Outcomes (FYLOs). Students' perceptions of what they have learned is benchmarked through the Community College Survey of Student Engagement (CCSSE).

All academic programs and staff in their designated departments / divisions work toward assessing students learning outlined in the ILOs and FYLOs.

More specifically, all academic programs are also responsible for identifying program learning outcomes and utilizing a myriad of measures—including exams, presentations, evaluation guides and/or rubrics—to assess those learning outcomes.

Assessment planning and curriculum mapping tools permit individual degree and certificate programs to align courses, measure(s), and levels of instruction (Introduced (I), Reinforced (R), Competency (C)) with program learning outcomes to be assessed, and align those courses and levels of instruction with institutional learning outcomes and first-year learning outcomes.

Individual courses define student learning outcomes that should coincide and align with those of the degree or certificate program. Course-level learning outcomes are published within their corresponding course outlines and syllabi. Examples of assessment strategies include assignments, exams, projects, presentations, and reports.

All documentation noted above is stored in the Institutional Planning, Assessment, and Reporting (IPAR) SharePoint. Documents can be accessed from the Employee tab on the Homepage.

Assessment Day

Each May, the Learning Outcome Assessment Committee (LOAC) will host an Assessment Day. This annual event will serve as an opportunity to work toward strengthening assessment at Onondaga Community College.

This event seeks to:

- **Enhance the Understanding of Student Learning Outcomes**
  - One of the primary goals is to gather comprehensive data on student learning outcomes across different programs and courses, and to create a campus dialogue based upon this data.

- **Elicit Faculty Development and Engagement**
  - LOAC seeks to provide workshops, seminars, and peer discussions focused on assessment strategies so that faculty can enhance their skills in creating effective assessments and interpreting assessment data.

- **Facilitate Curriculum / Program Improvement**
  - By identifying trends and gaps in student learning, the institution can make evidence-based decisions to revise

LEARN MORE »

Revising OCC Curriculum?
Click the box above to visits OCC's Curriculum Forms website.

Annual Academic Program & General Education Assessment

Annual Assessment

Student learning assessment begins with assessment plan development, followed by implementation and reporting. Every program should have a Curriculum Map completed that details the assessment of PLOs, FYLOs, and ILOs.

Data collection occurs every semester, and programs will review the assessment data every two years (PLOs, FYLOs, ILOs, and SUNY General Education).

Assessment plans and reports remain the responsibility of the department chair and discipline coordinators. Programs may have identified additional faculty members as the assessment contact person(s).

Assessment plans and results are reviewed with colleagues at department meetings, and each assessment report should include action items and information about how the results will be utilized.

Plans, results, and recommendations - to be utilized in planning and budgeting - are also shared with the Chief Academic Officer and Dean. **Every two years, programs will meet with their Dean and/or the Chief Academic Officer to discuss their assessment results and findings. This reporting can happen at Assessment Day, or at a School and/or Division meeting.**

LEARN MORE »

Click the box above to learn more about SUNY General Education on the State University of New York website.

General Education

Onondaga Community College's General Education courses aspire to complement curriculum-specific initiatives across academic disciplines. Among the diverse curricula, SUNY General Education seeks to specify a common ground by enabling students to acquire knowledge and skills in the following areas:
- Communication - Written & Oral (*required*)
- Diversity: Equity, Inclusion, and Social Justice (*required*)
- Mathematics (and Quantitative Reasoning)(*required*);
- Natural Sciences (and Scientific Reasoning) (*required*)
- Humanities
- Social Sciences
- The Arts
- US History and Civic Engagement
- World History and Global Awareness
- World Languages

Students will also develop competencies in the areas of:
- Critical Thinking (Reasoning); and
- Information Management.

The new SUNY General Education is effective with the start of the fall 2023 semester, for new first-time students entering AA-, AS-, and all baccalaureate degree programs; and effective with the start of the fall 2024 semester, for new first-time students entering AAS- and AOS-degree programs. OCC's course catalog notes specific courses that fulfill the SUNY General Education categories and competencies.

Annual Academic Program & General Education Assessment

General Education

On November 9, 2021, the SUNY Board of Trustees passed Resolution 2021-48 establishing the new SUNY General Education Framework (SUNY GE). The new SUNY GE policy is consistent with SUNY's continuing commitment to a strong general education program—now applicable to all SUNY undergraduate degree programs—that addresses the fundamental aims of postsecondary undergraduate education.

The SUNY General Education Framework is effective fall 2023, for new first-time students entering AA-, AS-, and baccalaureate-degree programs; and effective fall of 2024, for new first-time students entering AAS- and AOS-degree programs.

Faculty members at Onondaga Community College have developed plans to assess the student learning outcomes defined in the SUNY Board of Trustees resolution, and the documents have been reviewed by OCC's Faculty Senate.

A careful review by the Faculty Senate and LOAC has confirmed that the student learning outcomes established by SUNY's task force are addressed in OCC curricula and are indeed able to be assessed.

LEARN MORE »

Click the box above to visit the OCC LOAC page, which outlines the 6-year cycle for program reviews and the status of each review.

Program & General Education Review

In the 2022-2023 academic year, OCC's Faculty Senate passed a motion that notes the following:
- Review the assessment data every two years for PLOs, ILOs, FYLOs, and SUNY General Education.
- Programs will collect data for assessment for every semester.

Data for Program Learning Outcomes (PLOs) will be collected every semester and assessment reports will be included in program reviews.

All SUNY General Education courses will collect data every semester, and review and submit assessment every two years.

All SUNY General Education data reports are due to LOAC and IPAR in May of the following years:

- May 2025
- May 2027
- May 2029
- May 2031
- May 2033
- May 2035

Prior to submitting a report, faculty will review assessment plans and examine results with colleagues, reflect on what has been learned and identified, and document problems or opportunities in the report. **As noted on the previous page, every two years, programs will meet with their Dean and/or the Chief Academic Officer to discuss their assessment results and findings.**

Academic Program Review Guidelines & Self Study Report

Overview

The purpose of academic program review is to provide programs and academic leadership with an objective critique of programs and a basis for improvement. The focus of the review should be on the academic enterprise and on steps that could and should be taken to improve the program within available funding levels.

Review & Self Study Requirements

In accordance with SUNY standards, the standard interval for OCC academic program review is every six years. In carrying out assessment plans, all programs will:

- Complete and review assessment data every two years for PLOs, ILOs, FYLOs, and SUNY General Education;
  - Assessment reports should be included in the Program's Self Study.
- Include measures of student learning outcomes;
- Seek review of their final assessment report by an external review team, including a campus visit and report to the Chief Academic Officer; and
- Include a strategy for measuring, specific to designated learning outcomes, change in students' knowledge and skills over time.

For all new programs, a mid-point (3rd year) academic program review will be conducted. All new programs will follow the guidelines outlined for the Self Study and will complete an internal review with LOAC. Feedback from LOAC should be used to strengthen the program's six-year review.

Program(s) with low or non-enrollment, or programs that are being discontinued, may be exempt by the Chief Academic Officer. Additional circumstances that may warrant an exemption include:

- New program(s) that recently had a review during program development (or whose evaluation will be included in the next cycle); and
- Program(s) with evaluation(s) scheduled for the next cycle due to programmatic accreditation or other scheduling reasons.

If a program is exempt from completing a program review, documentation from the Dean or Chief Academic Officer should be sent to the Chair of LOAC and the Department.

External program reviews should be coordinated by faculty. Faculty should seek individuals from transfer institutions, accreditation boards, or within their industry (when appropriate).

A timeline for the program review process is located at the end of this document.

Guide for Self Study Report

Sections for Review:

Introduction:

Introduce your program and provide background information that contextualizes the program. Consider when your program was created, address significant changes or updates, and inform the reader of the significance of your program.

Elements to Include:
- Degree Program Description
- Program Mission
- Program Learning Outcomes

SWOT Analysis:

Use the SWOT analysis form to address areas about the program listed below. Your SWOT analysis might include additional areas. ·After the department completes the SWOT analysis, determine what the program's top takeaways are and the actions steps to address them.

Elements to Include:
- Responsive actions or follow-up initiated by the prior 6-year review process
- Advising Process
- Graduation Rates and IPAR Data
- Transfer and Job Market Data
  - Lightcast Data
  - Graduation Surveys
- Equity Gaps & Student Demographics of Program
- Retention Data

Assessment:

In the 2022-2023 academic year, the Senate passed a motion that notes the following:
- Review the assessment data every two years for ILOs, FYLOs, and SUNY General Education.
- Programs will collect data for assessment every semester.

Elements to Include:
- Assessment Plan & Curriculum Map
  - Review and reflect upon potential updates
- Validity of Data
- Assessment Results
  - All PLOs will be assessed and reported every 2 years.
- Course Level Retention Issues
- Program Level Retention Issues
- Assessment Summary and Action Plan

Assessment data and yearly assessment reports can be linked into the 6-year review appendix section.

Micro-Credentials

If your program has an active micro-credential, you will need to assess the learning outcomes and address outcomes in the 6-year review.

Elements to Include:
- Same as Assessment Section

Guide for Self Study Report

Faculty Roster:

Create a chart that includes the following information for all faculty that are instructors in the current academic year.

Elements to Include:
- Name and Title
- Full-Time or Adjunct Faculty
- Faculty Credentials

Distance Education:

Elements to Include:

- Can/should the program be fully offered online if it currently isn't? Why or why not?

- If the program is fully offered online, please disaggregate and analyze the data between face-to-face and fully online students. The analysis should identify discrepancies in:
  - Student Demographics
  - Graduation & Rentention Rates
  - Employer & Graduation Surveys
  - Assessment Results for PLOs

- In what ways, if any, do resources for fully online students differ from resources for face-to-face counterparts? How can these be addressed in the future?

- What changes, if any, need to be made to close the gaps between the face-to-face and online programs?

Department Budget:

This is the place to ask for program resources and faculty lines, even if it's unlikely the College can supply it at this time.

Elements to Include:
- Budget Narrative
- Summary of Resources Requested or Needed

Appendix

Elements to Include:
- Curriculum Map
- Program Outlines
- Suggested Course Sequence / Student GPS (Guided Pathway)
- Course Descriptions
- Assessment Reports
- External Accreditation Documents or Advisory Board / External Stakeholders Guidance (if applicable)
- List of campus academic and support services and how they support faculty and students in the program. Please also list suggestions for improved or required services, if applicable.

Guide for Program Review Team

Review teams should consist of no less than two individuals who have no academic, professional or other significant relationship to full-time faculty in the program/departments, no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer or aspirational peer group. In addition, the Chief Academic Officer may use professional judgment to determine whether one reviewer would be sufficient to achieve the goals of program review.

Reviewers will be selected by the program faculty, and the proposed external review team will be identified to LOAC by December 1 of the review year. When possible, LOAC will assign a third reviewer from an unrelated department on campus, ideally a program undergoing review in the next cycle.

Before the external review is conducted, LOAC will review the self study and provide feedback. Self Studies are due to LOAC by February 1. Based upon LOAC's feedback, faculty may consider implementing changes to their Program's Self Study.

The external review team will be sent a copy of the program's self-study report two weeks prior to the scheduled visit. Supporting documentation listed in the report will be available during the program review. Based upon LOAC's feedback, program faculty should consider the following questions:

- What evidence is missing to support conclusions?
- Are there inconsistencies which require clarification?
- What additional documents need to be examined?
- What people need to be interviewed?

An agenda for program review day includes:

- Meetings with students, and faculty, including adjunct faculty;
- Campus tour of facilities; and
- Exit meeting with the Chief Academic Officer, Dean, or designee.

The review team's report should include:

- The date of the program review and a list of people whom the team met during review;
- The team's assessment of the program, including major strengths and weaknesses; and
- The team's recommendations to the Chief Academic Officer for program improvement.

Upon receipt of the review team report, Onondaga Community College's Chief Academic Officer will prepare a response to be shared with the LOAC Coordinator and academic program faculty, and maintain records of each completed program review major that includes:

- Chief Academic Officer's summary report and /or memorandum; and
- Review team report (and accreditation letter, as applicable).

Completed program reviews are submitted to IPAR with documentation from LOAC, External Review Summaries, and notes from the Dean / Chief Academic Officer.

Questions to Guide External Review Team

The review team will draft a review report prior to the end of the program review, using the following questions to guide the report:

- How are the program's mission statement and student learning outcomes appropriate to the program and congruent with Onondaga Community College's mission?

- Is the program design reflective of the needs and expectations in the discipline or profession? Do the courses relate to the program goals and outcomes?

- How have assessment results been used to improve student learning?

- What is the overall quality of instruction? Are the procedures for evaluating effectiveness in teaching adequate?

- What are the students' perceptions? Are their goals being met? Do they have access to the faculty?

- Is the student advisement process effective?

- Is the curriculum current, relevant to student goals and interests, and coherent?

- Do courses offered outside the program provide students" knowledge/skills that they need to be successful in their program and career?

- Are student learning outcomes consistent when multiple instructors teach the same course?

- Are faculty qualified; and do they continue to develop their discipline knowledge and pedagogical skills?

- Do campus academic and support services provide adequate support to the faculty and students (i.e. admissions, library, technology, health & counseling)?

- What new directions are suggested for this program?

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The external review team should submit the finished report to LOAC and their Dean / Chief Academic Officer. Completed reports will be stored in the Planning and Assessment SharePoint, and the review's status will be updated on the LOAC webpage.

Academic Program Review and Self-Study Report Timeline

May-December:
- Program will be notified that their self study and program review is required to be submitted in the following academic year. This will happen via email and at Assessment Day.
- Faculty should begin review of the Assessment of Student Learning document, program learning outcomes, and existing assessment data.
- Faculty should identify relevant sources of departmental and institutional data, including any additional data gathering needed to adequately complete the self-study and program review.

Fall Semester:
- The faculty team write the self-study report and submits to the program/department for review.

December 1:
- Program will submit names of external reviewers to LOAC, and submit a date for program review in April / May.

February 1:
- Self study report is submitted to LOAC for review. LOAC will provide a document containing feedback for the program to consider before the external review.

March 15:
- An agenda for the program review day is generated. The self study report is sent to the reviewers two-weeks prior to the program review date.

April / May:
- Program reviews are conducted. The review team will prepare a program review report, to be submitted to LOAC and Academic Affairs. **The report will be submitted to LOAC and Academic Affairs within two weeks of the external review.**

By August 31:
- Program faculty meet with Dean or Chief Academic Officer to discuss:
  - Action Plan (if needed)
  - Result of Program Review
- The Program Self Study is submitted to IPAR with documentation from LOAC, External Review Summaries, and notes from Dean / Chief Academic Officer. This completes the Program Review process.

Completion and status of Self-Study and Program Review will be documented on the LOAC website. This will be updated each academic year.

How to Prepare:

Program Self Study Report

Learning Outcome Assessment Committee

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Time Table for Review

Assessment Day —— Inform faculty of programs that will be reviewed in the coming academic year.

Fall Semester —— Complete self study report and organize external review for April or May.

December 1 —— Program will submit names of external reviewers to LOAC, and submit a date for program review.

February 1 —— Self study report is submitted to LOAC for review.

March 15 —— An agenda for the program review day is generated. The self study report is sent to the reviewers two-weeks prior to the program review date.

April / May —— Program reviews are conducted.

Sections for Report

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01 —— **Introduction**

02 —— **SWOT Analysis**

03 —— **Assessment Plans | Results**

04 —— **Faculty Roster**

05 —— **Distance Education | Online**

06 —— **Department Budgets**

07 —— **Appendix**

Six-Year Self Study Report Guide

The goal of the self-study is for the entire department to reflect on the program's accomplishments and identify opportunities for growth. For each bullet, the program should address the current status and reflect on potential changes. These are the required topics that must be addressed, but individual programs should also explore characteristics that are unique to them.

Data to inform the discussion can be obtained through departmental assessments, IPAR, external Advisory boards, Lightcast, etc. The Chair of LOAC is the first resource for completing this document if there are any questions.

While the primary audience for this document is the program itself, it will be read by campus stakeholders, so it should be understandable to a broad audience outside of the discipline. For instance, acronyms are fine if they are defined in their first use.

The self-study should be concise and informative. Narratives, bulleted lists, and charts, are welcome. Externally accredited programs should communicate with the LOAC chair to determine if external reports will satisfy the self-study.

Introduction

Introduce your program and provide background information that contextualizes the program. Consider when your program was created, address significant changes or updates, and inform the reader of the significance of your program.

01. Degree Program Description

02. Program Mission

03. Program Learning Outcomes

04. Program Background | Context

Strengths | Weaknesses | Opportunities | Threats

SWOT Analysis

Use the SWOT analysis form to address areas about the program listed below. Your SWOT analysis might include additional areas. ·After the department completes the SWOT analysis, determine what the program's top takeaways are and the actions steps to address them.

01. Responsive actions or follow up initiated by the prior 6-year review process.

02. Advising Process

03. Graduation Rates (IPAR)

04. Transfer and Job Market (Lightcast Data | Graduation Surveys)

05. Equity Gaps | Student Demographics

06. Retention

Assessment Plan & Results (6-Year)

Assessment

In the 2022-2023 academic year, the Senate passed a motion that notes the following:

- Review the assessment data every two years for PLOs, ILOs, FYLOs, and SUNY General Education.
- Programs will collect data for assessment for every semester.

01. Assessment Plan & Curriculum Map: Review and reflect on potential updates.

02. How do you ensure the validity of your data?

03. Assessment Results (All PLOs should be assessed every two years)

04. What, if any, course level retention issues should be addressed?

05. Assessment Summary and Action Plan (What was learned? How was the loop closed?)

Assessment Data and yearly assessment reports can be linked in the 6-Year review appendix section

Micro-Credentials

If your program has an active micro-credential, you will need to assess the learning outcomes and address outcomes in the 6-Year Review.

Faculty Roster

Full-time and Adjunct Faculty Roster

Create a chart that includes the following information for all faculty that are instructors in the current academic year.

01. Name and Title

02. Full-Time or Adjunct

03. Credentials

Online Programs
Distance Education

- Can/should the program be fully offered online if it currently isn't? Why or why not?

- ·If the program is fully offered online, please disaggregate and analyze the data between face-to-face and fully online students. The analysis should identify discrepancies in:

01. Student Demographics

02. Graduation and Retention Rates

03. Employer or Graduation Surveys

04. Assessment Results for PLOs

- In what ways, if any, do resources for fully online students differ from resources for face-to-face counterparts? How can these be addressed in the future?

- ·What changes, if any, need to be made to close the gaps between the face-to-face and online programs?

Department Budgets

This is the place to ask for future resources / faculty lines, even if it's unlikely the College can supply it at this time.)

01. Budget Narrative

02. Summary of Resources Requested or Needed

Provide Links to Items in Appendix Section

Appendix

01. **Program Outlines**

02. **Suggested Course Sequence**

03. **Course Descriptions**

- External Accreditation Documents or Advisory Board/External Stakeholders Guidance (if applicable)

- List of campus academic and support services and how they support faculty and students in the program. Please also list suggestions for improved or required services, if applicable.

- Individual Assessment Reports

- Curriculum Maps