

## H. LAVITY STOUTT COMMUNITY COLLEGE

### Form for Evaluating Student Learning Assessment Processes

*The accrediting agency specifically requires that student learning assessment processes be evaluated by Colleges as part of their compliance with the standards for accreditation. The agency further recommends use of this form for that purpose. This evaluation represents the College's first attempt to address this requirement.*

To which of the following employee groups do you most closely belong: ( ) Full-time faculty ( ) Part-time faculty  
( ) Adjunct faculty ( ) Academic administrator: ( ) Other \_\_\_\_\_ Also a Student Outcomes Committee Member? Yes No

What is the name of the Department of which you are an employee: \_\_\_\_\_

*Please use the definitions below to place a **check mark in only one box** in order to indicate your response to the following 15 questions.*

- No plans = **No documented evidence** that the College has plans to do this.  
 No evidence = The College appears to be aware that it should do this, but there is **no documented evidence that this is happening**.  
 A few areas = The College has documented evidence that this is happening **in just a few areas** (for example, only in some programs that offer certificates).  
 Some areas = The College has documented evidence—not just assurances—that this is happening **in some but not most areas** (for example, in a number of academic programs but not yet in general education)  
 Most areas = The College has documented evidence—not just assurances—that this is happening **in most but not all areas**.  
 Everywhere = The College has documented evidence—not just assurances—that this is happening **everywhere**.  
 Do not know = You have **no knowledge whatsoever concerning what activity is underway** related to the item.

	<i>For Associate degree and transfer programs, the general education curriculum and workforce programmes (including certificate offerings):</i>	No plans	No evidence	A few areas	Some areas	Most areas	Everywhere	Do not know
1	College leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.							
2	Clear statements of expected learning outcomes at the institutional, unit, program, and course levels have been developed and have appropriate interrelationships.							
3	Those with a vested interest in the learning outcomes of the College, program, or curriculum are involved in developing, articulating, and assessing them.							
4	Statements of program-level expected learning outcomes are made available to							

	<i>For Associate degree and transfer programs, the general education curriculum and workforce programmes (including certificate offerings):</i>	No plans	No evidence	A few areas	Some areas	Most areas	Everywhere	Do not know
	current and prospective students.							
5	Course syllabi include statements of expected learning outcomes.							
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established.							
7	Targets or benchmarks for determining whether student learning outcomes have been achieved are of appropriate college-level rigor, and are appropriate to the mission of the College.							
8	Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.							
9	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.							
10	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.							
11	Student learning assessment results have been used to improve teaching.							
12	Student learning assessment results have been used by institutional leaders to inform planning and budgeting decisions.							
13	In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.							
14	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.							
15	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.							

© Middle States Commission on Higher Education 3/11/2008. Notes: Questions 6 and 10 have been modified in using the instrument at HLSCC.

Please use the space below to offer any additional comments concerning what you feel can be done to improve the College's or your department's processes for assessing and using student learning outcomes in a more effective manner:

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