

Curriculum and Assessment Handbook

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HOW TO USE THE HANDBOOK

The Office of Curriculum and Assessment has compiled this collection of resources to support faculty in their ongoing work to develop and assess courses and programs. These materials appear on the Curriculum and Assessment Web site (<http://www.wccnet.edu/departments/curriculum/>).

The *Handbook* provides:

- An overview of curriculum design concepts, definitions and processes, the foundation for creating a curriculum that promotes student learning;
- Tools for identifying learning outcomes and objectives; these overviews are meant to review concepts that will help promote student growth and development in courses and programs;
- Course and program development materials, such as a link to CurricUNET procedures to create and update courses and assessment plans as well as a link to forms for reports and guidelines for creating and revising programs; and
- References to other materials and links to other Web sites; many other resources for developing courses and programs exist, and because research on teaching and learning is ongoing, new resources will continue to be created; and
- An overview of course assessment concepts, definitions and processes, the third critical factor in student learning.

Other resources faculty can use during curriculum development include the Office of Curriculum and Assessment, the Curriculum Committee and the Assessment Committee. The Office of Curriculum and Assessment acts as a clearinghouse for information and services and can provide assistance and material, as well as direct faculty to contact persons on the Assessment and Curriculum Committees. Working with faculty and departments, the Assessment Committee, the Curriculum Committee and the Office of Curriculum and Assessment promote the development of effective courses and programs. We solicit suggestions from the College community for ways to provide assistance with the development of curriculum and assessment.

This *Handbook* is meant to be a helpful resource for faculty. The table of contents will help locate the section that is most relevant to complete a particular task. Suggestions that will make this *Handbook* more useful are welcome.

CURRICULUM, ASSESSMENT AND STUDENT LEARNING

Curriculum and Assessment Mission

WCC is committed to and conducts assessment activities of learning outcomes to obtain information for the continuous improvement of student learning. Student data is collected through various activities and then aggregated to assess learning for courses, programs/certificates and general education learning outcomes. The results are used to improve instruction and implementation of the College mission.

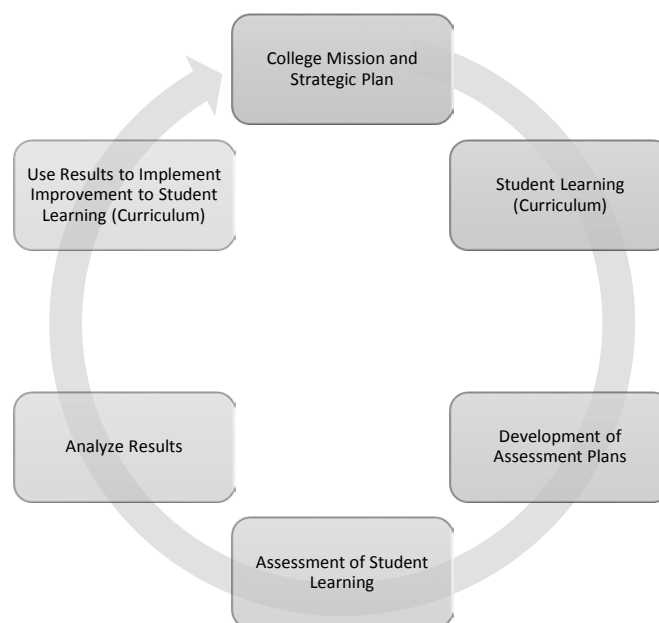
Goals of WCC’s curriculum and assessment at WCC include:

- Excellence: Gain insight into student learning so that we can speak with authority about the value of our programs.
- Continuous improvement: Support the efforts of faculty and staff to identify those activities that have the greatest potential for success in fostering student learning. A College priority is to sustain and enhance student success (instruction: satisfaction, success, persistence and retention).
- Accountability: Establish an ongoing system to demonstrate institutional effectiveness of the type required by programmatic and regional accrediting bodies.

Continuous Improvement

WCC will employ best practices in curriculum and assessment to continually improve student learning. Student learning is the core of the College’s mission. Beginning with a strong, coherent curriculum, knowledgeable and skilled instructors implement the courses and programs they have designed. At regular intervals, faculty assess their students’ performance and use this information to refine individual courses and to revise these programs.

Assessments reveal the parts of the curriculum in need of revision, or the instructional strategies that need to be modified. The assessment cycle then continues to determine the effects of these changes, as further assessments are conducted in the revised courses and programs.



Accountability

The Higher Learning Commission is WCC's institutional accrediting agency. We will adhere to their Criteria and Core Components (<https://www.hlcommission.org/Criteria-Eligibility-and-Candidacy/criteria-and-core-components.html>) for our curriculum and assessment processes.

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs and participation rates in fellowships, internships and special programs (e.g., Peace Corps and Americorps).

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

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

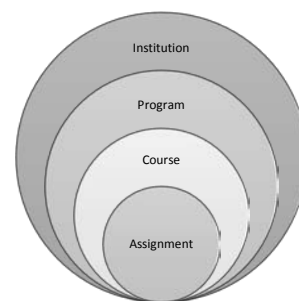
5.C. The institution engages in systematic and integrated planning.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

Organization of the Curriculum at WCC

The programs and courses offered by WCC comprise its curriculum. Regular assessment of these programs and courses ensure their continuing high quality.

Curriculum exists at three levels at WCC: the overall College level, the individual program level and the course level. Collectively, all the programs at WCC constitute the College's curriculum. Each program has a curriculum as well; it is composed of the courses that lead to program goals or outcomes. Courses themselves also have a curriculum—the content of the lessons, assignments or activities that address specific learning outcomes and objectives.



The curriculum, at any level, reflects the mission of the College, that of making “a positive difference in people’s lives through accessible and excellent educational program and services.” In addition, the Board of Trustees has established policies that directly support the curriculum, namely: the Degree Structure Policy 3046; the Certificate Structure Policy 3033; the General Education Philosophy and Requirements Policy 3045; and the Curriculum Purpose and Effectiveness Policy 3043. The policies can be viewed on the WCC Web site at <http://www.wccnet.edu/trustees/policies/>.

The curricula of the programs at WCC lead to several types of certificates and associate degrees. These are:

- Certificate of Completion (eight or fewer credit hours)
- Certificate (nine to 36 credit hours)
- Advanced Certificate (nine to 36 credit hours)
- Post-Associate Certificate (six to 36 credit hours)
- Associate in Applied Science (60-72 credit hours)
- Associate in Arts (60-66 credit hours)
- Associate in Science (minimum of 60 credit hours)

All students who enroll in an associate degree program are required to meet general education requirements in the following areas: writing; speech; mathematics; natural science; social and behavioral science; arts and humanities; computer and information literacy; and critical thinking. The first seven areas are met by successfully completing courses from restricted distribution lists; these courses can be viewed on the WCC web site at <http://www4.wccnet.edu/academicinfo/creditofferings/courses/gened/>. Critical thinking is incorporated into the courses in the first seven areas and does not require any additional coursework.

Responsibility for the Curriculum

The faculty and administration are jointly responsible for the curriculum at WCC. As noted in the *Master Contractual Agreement August 2015 through August 2018*:

The faculty and administration agree that faculty have a professional responsibility to assure that the curriculum is relevant and meets the specific needs of our students. The faculty will involve themselves as necessary to maintain a curriculum that meets the occupational, university transfer, continuing education and job skills education needs of our students. The faculty will involve themselves as necessary to insure that the curriculum is closely articulated with the needs of industry and business and with the curricula of the high schools from which students come and the universities to which they go.

The Curriculum and Assessment mission and goals are accomplished at WCC by the Curriculum Committee, the Assessment Committee and the Office of Curriculum and Assessment. Meetings are held regularly during the academic year to review course and program proposals and to discuss curriculum-related issues. These meetings are open to faculty, administration and staff. Minutes and agendas are posted at <http://www4.wccnet.edu/departments/curriculum/curriculum.php?levelone=committee&leveltwo=agenda>.

Curriculum Committee

The Curriculum Committee shall be a standing committee. Membership of the Committee shall be as follows: one faculty member from each academic division appointed by the WCCEA; and up to four (4) instructional administrators (one of which is the Vice President for Instruction) appointed by the Vice President for Instruction. The function of the Committee shall be to review curriculum standards, course and program proposals and to participate in college planning processes for long- and short-term curriculum directions. The Curriculum Committee shall be advisory to the President or the President's designee on all College curriculum matters.

Assessment Committee

The Assessment Committee shall be a standing committee and shall function for the duration of this Agreement. Membership of the Committee shall be as follows: one faculty member from each academic division appointed by the WCCEA and up to four (4) instructional administrative members appointed by the

Vice President for Instruction. The function of the Committee shall be to set direction for the College's work in assessment of student learning, working both to continue where appropriate the College's past plans and procedures as well as to implement new policies and procedures in response to both the changing educational environment as well as to any shortcomings that might be identified by accrediting bodies.

Office of Curriculum and Assessment

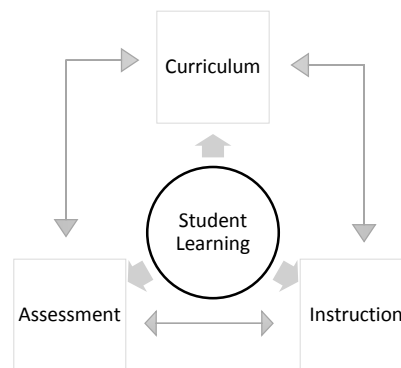
Within the Office of the Vice President for Instruction, the Office of Curriculum and Assessment operates to promote the development of an effective curriculum at the course, program and College levels. This Office is also responsible for: providing assistance in curriculum development; providing curriculum- and assessment-related information to the College community; and articulation with four-year colleges and universities, as well as local high schools. Staff in the Office maintains a Web site <http://www.wccnet.edu/departments/curriculum/> that provides several resources for curriculum development and assessment.

A Model for Student Learning

Three factors - curriculum, instruction and assessment - form the basis of student learning at WCC. Although each factor is important, the role of the instructor is central to the College's mission to provide excellence and opportunities for students. Good instruction is the foundation for student learning.

The curriculum is another factor also related to student success. Coherent and relevant courses and programs provide the knowledge, skills and attitudes to be taught by instructors within the courses they teach.

Assessment is the third critical factor in student learning. By checking to see what has actually been learned through their instruction, faculty can reinforce those concepts in which students need additional study. Courses and programs can be revised using these assessment results.



Curriculum-Related Terms Used at WCC

Although the following concepts are used commonly in discussing curriculum-related issues, they often have somewhat different meanings. These are the definitions that are used at WCC.

- | | |
|----------------------|---|
| Accreditation | The process used by the Higher Learning Commission of the North Central Association (HLC) to evaluate the College. |
| Alignment | The deliberate connection between a course or program and a set of standards. |
| Articulation | The deliberate connection between units in a course, courses in a program, or programs in different institutions. |
| Assessment | The process of measuring student academic achievement at the course and program levels for the purpose of improving these courses and programs, |

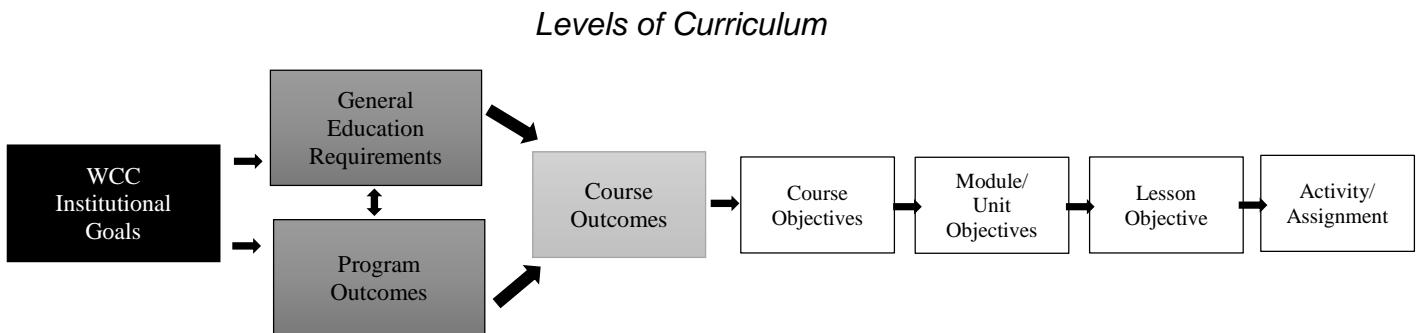
thereby improving student learning. Documentation of this process is maintained for HLC/NCA continuing institutional accreditation.

Benchmarks	Statements that indicate what students should know and do at various developmental levels in their learning.
Bloom's Taxonomy	A framework for classifying statements of student learning.
Content or Content Area	The subject matter of a discipline such as English, Welding or Geology.
Cognitive Process	The level in which students acquire and understand knowledge usually identified on a spectrum of lower order to higher order thinking skills.
Course	A series of lessons that lead to specified knowledge, skill or attitudinal outcomes for students. Each lesson is part of a unit within a course.
Course Handout or Section Syllabus	A supplemental document prepared by an instructor of a course section containing important information for students, such as specific assignments, dates for exams, readings and other information unique to that section. This document is submitted by faculty members to their Divisional Deans at the beginning of each semester.
Curriculum	A coherent plan for learning and instruction. Course-level curriculum is reflected in the content of the lessons that address specific learning outcomes or objectives. The curriculum of a program is composed of the courses that lead to program goals or outcomes. Collectively, all the programs at WCC constitute the College's curriculum and reflect the College mission: making "a positive difference in peoples' lives through accessible and excellent educational programs and services."
CurricUNET	WCC's software for course management.
Evaluation	A method, which may or may not be graded, of eliciting a performance or demonstration of knowledge or skills from a student.
Goals	The major aims or purposes of a course or program currently referred to as "outcomes."
Instruction	External actions taken by an instructor to support students' internal cognitive development toward a specified goal.
Learning	An internal cognitive process by which knowledge and skill is acquired through instruction and study.
Learning Activity	An event or process conducted by an instructor in which external conditions are put in place to promote internal learning in a student.
Learning Design	A process by which a series of external conditions are created that will promote the development of desired internal cognitive processes; it is the instructional design.
Lesson	A discrete set of activities focused on specific objectives. A series of related lessons comprise a unit of instruction.

Master Syllabus (WR Report in CurricUNET)	The official WCC document describing the content (description, credit hours outcomes, assessment methods and objectives) of a course. Each course has a syllabus which is followed by all instructors who teach sections of a course.
Objectives	Statements describing what each student will know and be able to do as a result of a particular unit of study within a course.
Outcomes	Statements describing what a student will know or be able to do as a result of certain learning experiences, such as a course or program; learning that is a result or consequence of instruction.
Program	A specified sequence of courses and other educational experiences that lead to specified outcomes. Certificates or degrees are awarded at the completion of all courses and other requirements in a program.
Rubrics	An established and written set of criteria for scoring or rating students' performance on tests, portfolios, writing samples or other performance tasks. Also known as scoring guides, rubrics are often given to students as they begin a project so that they will know in advance what the project will require and how it will be evaluated.
Scope	The range of knowledge/skill addressed by a course or program.
Sequence	The order in which lessons, units, courses are arranged to maximize student learning.
Standards	Criteria established by professional or accrediting bodies against which courses and programs can be evaluated.
Strand	A theme or thread that is reflected throughout a course or program.
Unit/Module/Topic	A smaller part of a course that focuses on a specific theme through a series of related lessons. Units are sequenced by the instructor in a way that develops student learning of the content of the course.

CURRICULUM DESIGN

The majority of courses at WCC are part of specific programs and have been designed to fulfill the outcomes of these programs. When creating a program, faculty set general goals that reflect the purposes of the program. These goals, or outcomes, convey the knowledge and skills that students will have by the end of the program. Program outcomes are stated from the perspective of the student: what the student will know and be able to do after completing all the courses in the program. Therefore, each course in a program must be designed to accomplish one or more of the program outcomes. The chart below shows the relationships between a program and its courses, as well as the relationships among courses, outcomes, module objectives, lesson objectives and learning activities.



An effective model for designing a course can be summarized by the following questions:

1. Where does the instructor want the student to be at the end of the course? (*Outcomes*)
2. How will the instructor know students have reached the outcomes? (*Assessment*)
3. What will the instructor do to get the students to the desired outcomes? (*Instruction*)

Using Outcomes and Objectives

The first task an instructor must accomplish, then, is to be clear about what results are intended for the student. Effective learning outcomes are ones that are clear, shared and implementable. Clarifying outcomes and specifying objectives allows the instructor and student to focus on the critical elements of the course. By identifying a limited number of general goals, or outcomes, the instructor focuses attention on what students will know and be able to do as a result of the course. The outcomes of a course (or program) represent what students will have achieved at the end of the course of study. Outcomes are general, refer to the whole course and can usually be captured in three to five brief statements.

For example, the course ENG 200 Shakespeare has three outcomes.

1. Read works by William Shakespeare and identify major themes, elements and techniques in these works.
2. Use literary vocabulary to analyze Shakespearean literature in an academic essay.
3. Apply critical thinking skills of observation, explanation and interpretation to evaluate Shakespearean literature.

Each outcome specifies a cognitive skill that the student will have at the end of the course. Student learning outcomes do not include what the instructor will do in the course, nor what activities the student will engage in during the course. Outcomes focus on the end result of the course or program.

When outcomes are identified, assessment methods can be selected that will measure the levels of student achievement in the course. For the ENG 200 course just described, a formal, analytical literary essay based on selected course readings was used and requires a direct demonstration of the skills contained in the outcomes. A rubric is used to score the essay.

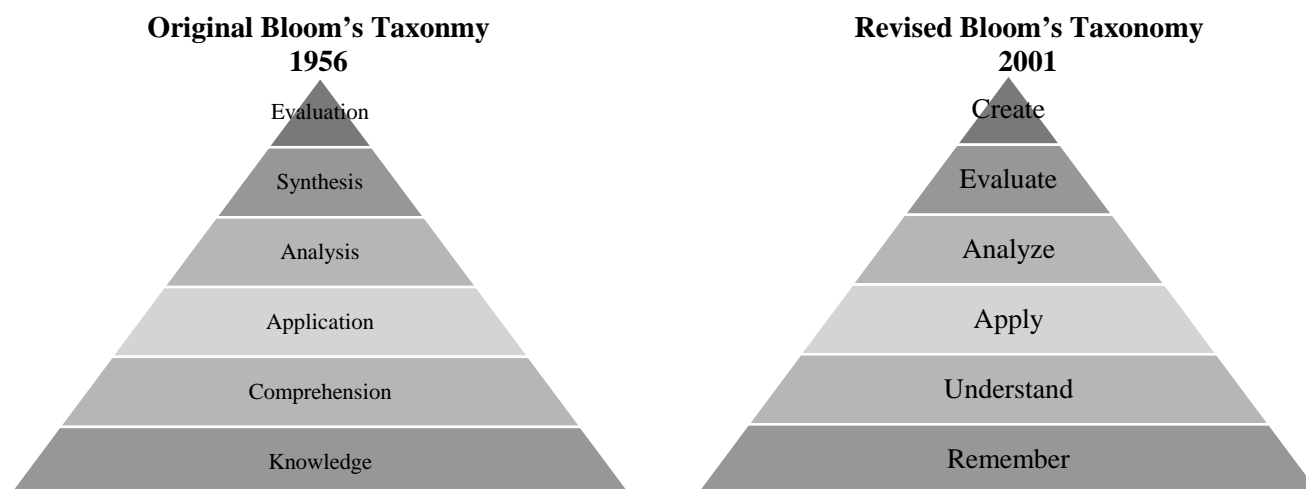
Once outcomes have been established, objectives can be created that follow from the outcomes. Objectives are more specific statements about what students will know and be able to do in order to achieve the intended outcomes. An objective used in ENG 200 is “Identify examples of separation and integration, confusion and revelation, renewal and continuance, and forgiveness and redemption.” This objective is related to the second outcome noted above, “Use literary vocabulary to analyze Shakespearean literature in an academic essay.”

Instructors close the gap between where their students are and where they want them to be by designing instruction that that will bring them to the desired outcomes. To make the learning process more clear and manageable, instructors often divide the content of a course into modules or units of related topics. These modules are arranged in a sequence that makes sense for the specific course content, and each module can address one or more of the course outcomes. This is accomplished by setting specific objectives which, when achieved, will lead students to the module outcome, or to a specific course outcome.

Given the specific objectives of the modules, instructors design instruction that will lead to student achievement of the objectives. This instruction will take the form of lessons. Each module or unit is composed of several lessons. A lesson is a series of learning activities which lead to a specific objective. These learning activities are composed of instructor–prescribed events in which students participate to acquire the knowledge or skill set out in an objective. The desired result of the lessons is the achievement of the objectives, and ultimately, achievement of the course outcomes.

Framework for Student Learning

This *Handbook* presents the Bloom’s Taxonomy of Educational Objectives as a framework for developing educational goals, outcomes and objectives for learning, teaching and assessing. This system has been used to develop outcomes and objectives for human performance in education, business and industry. The original Taxonomy was published in 1956 and categorized learning from simple to complex and concrete to abstract. The revised Taxonomy was published in 2001 renaming three categories and reordering two. It is a two-dimensional framework: Knowledge and Cognitive Processes.



Knowledge Dimension


The Knowledge Dimension classifies four types of knowledge that learners may be expected to acquire ranging from concrete to abstract.

Concrete knowledge		Abstract knowledge	
Factual	Conceptual	Procedural	Metacognitive
The basic elements that students must know how to be acquainted with a discipline or solve problems in it.	The interrelationships among the basic elements within a larger structure that enable them to function together.	How to do something; methods of inquire; and criteria for using skills, algorithms, techniques and methods.	Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.
Knowledge of terminology	Knowledge of classifications and categories	Knowledge of subject-specific skills and algorithms	Strategic knowledge
Knowledge of specific details and elements	Knowledge of principles and generalizations	Knowledge of subject-specific techniques and methods	Knowledge about cognitive tasks including appropriate contextual and conditional knowledge
	Knowledge of theories, models and structures	Knowledge of criteria for determining when to use appropriate procedures	Self-knowledge

(Adapted from Anderson and Krathwohl, 2001.)

Cognitive Dimension

The Cognitive Process Dimension identifies lower order to higher order thinking skills.

Lower order thinking skills 	Remember	<ul style="list-style-type: none"> • Recognize <ul style="list-style-type: none"> ○ Identify • Recall <ul style="list-style-type: none"> ○ Retrieve
	Understand	<ul style="list-style-type: none"> • Interpret <ul style="list-style-type: none"> ○ Clarify ○ Paraphrasing ○ Representing ○ Translating • Exemplify <ul style="list-style-type: none"> ○ Illustrate ○ Instantiate • Classify <ul style="list-style-type: none"> ○ Categorize ○ Subsuming <ul style="list-style-type: none"> • Summarize <ul style="list-style-type: none"> ○ Abstracting ○ Generalize • Infer <ul style="list-style-type: none"> ○ Conclude ○ Extrapolate ○ Predict • Compare <ul style="list-style-type: none"> ○ Contrast ○ Map ○ Match • Explain <ul style="list-style-type: none"> ○ Construct model
	Apply	<ul style="list-style-type: none"> • Execute <ul style="list-style-type: none"> ○ Carry out • Implement <ul style="list-style-type: none"> ○ Use
	Analyze	<ul style="list-style-type: none"> • Differentiate <ul style="list-style-type: none"> ○ Discriminate ○ Distinguish ○ Select <ul style="list-style-type: none"> • Organize <ul style="list-style-type: none"> ○ Integrate ○ Outline ○ Parse ○ Structure • Attribute

Higher order thinking skills	Evaluate	<ul style="list-style-type: none"> • Checking <ul style="list-style-type: none"> ○ Detect ○ Monitor ○ Test • Critique
	Create	<ul style="list-style-type: none"> • Generate <ul style="list-style-type: none"> ○ Hypothesize • Plan <ul style="list-style-type: none"> ○ Design • Produce <ul style="list-style-type: none"> ○ Construct

(Adapted from Anderson and Krathwohl, 2001.)

The Learning Objective

The learning objective contains a verb (an action) and an object (usually a noun). The verb generally refers to the intended cognitive process. While the object generally describes the knowledge students are expected to achieve.

Remember	Retrieve relevant information from long-term memory	
Measurable Verbs or Keywords	Possible Assessment Methods/Tools	Associated Type of Scoring
Identify, Recognize, Select, Tabulate, Label, Match, Recall	Multiple-choice test	Answer sheet – item analysis
Cite, Define, Describe, Label, List, Name	Short-answer test Short essay Student project/product such as a drawing, report or activity	Rubric
Examples ART 130: Match events, people, locations and works of art with proper period, movement, and/or culture.	Departmentally developed quiz	TurningPoint automated software scoring according to departmentally-developed rubrics
CJT 170: List the government agencies responsible to investigate terrorism and some of the investigative techniques that are used.	Departmentally-developed exam	Departmentally-developed answer key
Understand	Construct meaning from instructional messages, including oral, written and graphic communication	
Measurable Verbs or Keywords	Possible Assessment Methods/Tools	Associated Type of Scoring
Add, Classify, Compute, Convert, Subtract, Translate	Multiple-choice test	Answer sheet – item analysis
Interact (with people)	Skills assessment	Skills checklist with rubric
Articulate, Characterize, Cite, Compare, Contrast, Defend, Demonstrate, Describe, Differentiate, Elaborate, Estimate, Explain, Express, Extrapolate, Factor, Generalize, Infer, Interpret, Paraphrase, Picture graphically, Report, Restate, Rewrite, Subscribe, Summarize, Trace, Tweet	Short answer test Essay test Prompt Verbal test such as foreign language Report Activity Student project/product	Answer sheet – item analysis Rubric

Example DRA 152: Demonstrate character development using a fundamental approach in a performance setting.	Departmental review of video documentation of performances	Departmentally-developed rubric
Apply	Complete, use or execute a procedure in a given situation.	
Measurable Verbs or Keywords	Possible Assessment Methods/Tools	Associated Type of Scoring
Act, Articulate, Apply, Calculate, Carry Out, Chart, Classify, Construct, Demonstrate, Derive, Edit, Prepare, Provide, Respond, Use, Simulate, Sketch, Teach, Train, Transcribe, Utilize	Short answer test	Answer sheet – item analysis and/or rubric for partial credit
	Essay test, skill assessment, student project, group or class project, portfolio	Rubric
	Student product such as work of art, computer program, business plan, weld, etc.	Skill checklist with rubric
Examples BMG 150: Negotiate a collective bargaining agreement.	External review of negotiation performance in a comprehensive simulation	Departmentally-developed skill/behavior based rubric.
MTH 125: Calculate operations on Sets and use Venn Diagrams to answer questions involving and, or, and not.	Departmentally-developed common questions	Answer key
Analyze	Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.	
Measurable Verbs or Keywords	Possible Assessment Methods/Tools	Associated Type of Scoring
Audit, Analyze, Compare, Deconstruct, Diagnose, Diagram, Dissect, Differentiate, Integrate, Illustrate, Infer, Manage, Outline, Prioritize, Select, Survey	Essay test, student product (such as work of art, computer program, business plan, weld, etc.), student project, group or class project, portfolio	Rubric
Examples ENG 170: Read and analyze short stories and novels by major authors both classical and contemporary.	A formal analytical essay on one or more of the course readings	Departmentally-developed rubric
DEN 110: Differentiate between basic dental instruments and/or equipment used in the treatment room.	Final exam	Answer key
Evaluate	Make judgements based on criteria and standards.	
Measurable Verbs or Keywords	Possible Assessment Methods/Tools	Associated Type of Scoring
Check, Collaborate, Determine, Judge, Reflect, Critique, Explain, Measure, Monitor, Network, Predict, Prescribe,	Essay test, student product (such as work of art, computer program, business plan, weld, etc.), student project, group or class project, portfolio	Rubric

Rank, Review, Summarize, Test, Validate		
Example ASV 256: Diagnose and evaluate electrical components, motors, actuators and audio and instrumentation circuits.	Common departmental exam and NATEF checklist	Common departmental exam will be scored using an answer sheet. NATEF checklist will be scored using the departmentally-developed rubric.
Create	Put elements together to form a coherent whole; reorganize into a new pattern or structure.	
Measurable Verbs or Keywords	Possible Assessment Methods/Tools	Associated Type of Scoring
Generate, Assemble, Animate, Blog, Design, Create, Code, Construct, Develop, Film, Model, Produce, Program, Write	Essay test, student product (such as work of art, computer program, business plan, weld, etc.), student project, group or class project, portfolio	Rubric
Examples ACS 101: Design and implement an academic success plan.	Student success portfolio	Departmentally created rubric
ANI 155: Create imagery using industry standard rendering engines.	Portfolio	Departmentally created rubric
ENG 111: Write an academic essay that incorporates research and documentation.	Capstone essay	Departmentally created rubric

Taxonomy Table

The Knowledge Dimension and the Cognitive Process Dimension combine to classify objectives, activities and assessments for a clear, concise visual representation of a particular course or unit/module.

The Knowledge Dimensions	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	List primary and secondary colors.	Summarize features of a new product.	Respond to frequently asked questions.	Select the most complete list of activities.	Assess company performance based on accounting information.	Generate a log of errors.
Conceptual	Recognize symptoms of depression.	Classify fossils by rocks by their process of formation.	Use an organizational pattern appropriate for the audience, purpose, and topic.	Differentiate past from present events in WWII.	Determine structural tolerances and repair techniques based on vehicle damage.	Assemble a team of experts.
Procedural	Recall how to change a tire.	Clarify instructions.	Perform a urinalysis on a simulated specimen.	Integrate product plan with current market.	Judge efficiency of sampling techniques.	Design an efficient project workflow.
Metacognitive	Identify personal attributes for academic success.	Predict one's response to time change.	Use study techniques that match one's strengths.	Deconstruct one's biases.	Reflect on one's progress.	Create an academic success plan.

(Adapted from Anderson and Krathwohl, 2001.)

Assessment and Evaluation

Assessment of student academic achievement is the process of evaluating whether students are learning what instructors say they are learning. The purpose of assessment is not to gather data and return results. It is a mechanism for educational improvement and works best when it is an ongoing, cumulative process. More specifically, assessment is the systematic collection, review and use of information to increase students' learning and development. Through a variety of measures, students are assessed to determine whether they are achieving the learning outcomes that faculty have determined for their courses and programs.

Assessment is important for several reasons:

- Assessment results provide qualitative information that helps faculty determine how they might improve courses and/or programs through changes in curriculum, teaching methods, course materials or other areas. When integrated into the planning cycle for curriculum development and review, assessment results can provide a powerful rationale for securing support for curricular and other changes.
- Assessment provides comparative data that can give instructors valuable information on how well students are meeting the learning outcomes for a course or program or can show how WCC students perform compared to those at similar institutions.
- An effective assessment program is required by the North Central Association for continuing accreditation as evidence of the College's efforts toward continuous improvement of effective teaching and learning.
- Most important, assessment is a tool that leads to a continuous cycle of improved student learning.

Course, Program and General Education Assessment

Course Assessment

Course assessment is the assessment of student learning within a particular course. A course should be assessed for whether students are achieving the learning outcomes as stated in the master syllabus for that course. All sections of a course that are assessed should be assessed for the same learning outcomes and using the same assessment instrument. Course assessment is often accomplished through tools such as departmental or other exams, portfolios or projects. Course assessment is not the evaluation of a particular section or faculty member.

Courses are currently assessed on a three-year master syllabus review cycle. Each time a master syllabus comes to Curriculum Committee for review, it should ideally be preceded by or accompanied by the Course Assessment Report Form showing assessment activity and results.

Program Assessment

Program assessment is the assessment of student learning within a particular academic program leading to a degree or certificate. A program should be assessed for whether students are achieving the learning outcomes developed by the department that should be stated in the program approval documents for that program. It works best when the program has clear, explicitly stated learning outcomes. Program assessment often is done through capstone experiences, portfolios, graduate or employer surveys, or licensure exams. Program assessment is not the evaluation of student achievement of learning objectives within courses that are part of the program, but rather of students' overall achievement of the broad goals of the academic program (e.g. employment, mastery of certain skills, successful transfer, etc.) Programs are assessed every three years.

General Education Assessment

General Education assessment is the assessment of student learning within the curricular areas meeting the College's general education requirements for a degree: writing, speech, mathematics, natural science, social and behavioral science, arts and humanities, critical thinking and computer information literacy. Because the general education requirement is an institutional requirement that crosses disciplines, assessment occurs on a broader

scale than course or program assessment. The general education areas are assessed for whether students are achieving the learning outcomes as stated in the College Bulletin for each area. General education assessment is currently done through standardized testing (writing, mathematics and natural science), surveys or prompts (social and behavioral science and arts and humanities), evaluated speeches (speech) and institutionally developed or administered exams (critical thinking and computer and information literacy). General education assessment may occur in any of the courses that meet the general education requirement and certain institutional assessments may also take place in courses outside the general educational areas. General education areas are assessed every other year.

Assessment Responsibility

Faculty have ultimate responsibility for assessment. And all departments are responsible for developing/selecting and implementing assessment tools in their area. It is up to the department chair to determine which individuals will be responsible for specific assessment assignments for courses and programs. Because multiple faculty are involved in teaching specific courses or programs, however, it is essential that departments or units collaborate on assessment activities. The Assessment Committee is available to assist in choosing or developing a tool, analyzing data and providing feedback. Above all, faculty are responsible for examining the resulting data and using it where appropriate to validate changes that may be made to improve student learning.

Creating an Assessment Plan

Creating a plan for assessment of program or course outcomes is a straight forward task that can be accomplished by following six steps.

1. Examine the learning outcomes that have been outlined by the department for the course or program to be assessed (these should be taken directly from the master syllabus or program proposal).
2. Identify those learning outcomes that will be assessed. It is often easiest to assess all outcomes for the course at the same time.
3. Select your assessment tool(s): methods or instruments for gathering evidence to show whether students have achieved the expected learning outcomes. Determine if there are existing data sources or tools that may be used or if new tools must be selected or developed. Select those tools that seem most appropriate to the learning objectives and student population being assessed. For sample tools, see “Sample Assessment Methods.”
4. Select the student population to be assessed (e.g. all, random sample of sections, etc.).
5. Specify procedures for analyzing and interpreting the evidence gathered in assessment. Prior to administering assessments, create a scoring rubric or other method of evaluating results and determine the departmental standard for performance expectations (e.g. success equals 75% of students meeting outcomes). Determine if the assessment will be episodic (a snapshot of student performance at one point in time) or ongoing (a recurring, consistent and comparative assessment of student achievement over time).

Sample Size, Sampling Methods and Validity

It is always preferable to assess all students. This avoids any possibility of a sampling error. If all students are assessed, there is no need to determine a valid sample size or a sampling methodology.

There are certain conditions which will make it difficult to assess all students. They include:

- The course has a large number of enrolled students, making assessing all students challenging.

- The assessment tool is complex or time-consuming to evaluate (for example, a portfolio), making it difficult to include all students in the assessment.
- Adequate faculty/evaluator resources to complete to assessment are not available (e.g. a department with only one or two faculty members may need to have a smaller sample size in their courses).

General Principles for Determining a Valid Sample Size

If it is not reasonable to assess all students then a valid sample size should be identified. It must be large enough to be *representative of the entire course enrollment for all sections* of the course being assessed. This includes distance and evening sections. Your sample size will be based on three things: number of students enrolled, complexity of your assessment tool and faculty resources available.

Types of Samples

- *Random Sample*. This is the best way to show representation. It can be done by hand, or can be done with a program like Excel “Data Analysis Tool Pak” add-in.
- *Systematic Sample*. This is a random sample done according to a rule (for example, select every 4th person).
- *Stratified Sample*. This method sort students into groups and selects a random sample from those groups (e.g. day vs. evening, distance vs. on campus).

WCC’s Recommendation for Successful Assessment Sampling

WCC’s guidelines for successful assessment sampling are

1. It is always preferable to assess all students.
2. If you cannot reasonably assess all students gather a sample that is
 - a. As large as possible,
 - b. Representative of all sections and
 - c. A sample size of at least 50% of all students but no less than the class capacity of one section.

Assessment Tools and Methods

Assessment tools should be selected based on their applicability to the learning outcomes being assessed. In some cases, more than one tool may be used to assess a course or program. Measures may be direct or indirect. In a direct measure, students demonstrate an expected learning outcome (e.g. through a test, project, or assessment). In an indirect measure, students or others report their perceptions of how well a given learning outcome has been achieved (e.g. through a student survey). Ideally, both types of measures will be used.

The following are some of the potential assessment methods that might be used in assessing student academic achievement in courses and programs. It is always recommended that instructors choose the assessment method(s) that seem most appropriate for the learning outcomes to be assessed. Faculty select assessment methods based on the type of outcome being measured, the resources available for assessment and on the feasibility of the method. The following methods are samples of the type of activities that can be used for measuring student achievement of outcomes. Each method has advantages and disadvantages based on the type of outcome being assessed and situation in which it is being assessed.

Capstone Experience

A project or activity in which students demonstrate achievement of comprehensive learning outcomes that is usually completed at the end of a course or program is known as a capstone experience. In a program, there may be a capstone course that includes the pertinent learning outcomes for the program.

Departmental Exam or Common Exam Questions

This is a common exam or set of exam questions developed collaboratively by a department used in all sections being assessed; can be part of a graded final; may be evaluated separately using a scoring rubric or an answer.

External Certification/Licensure Exam

These are exams developed by regional or national accrediting or licensing organizations to evaluate students on specific skills, usually related to an occupational areas, such as nursing or automotive technology.

Externally Evaluated Job Performance

Evaluation of student competence, knowledge and skills by an employer in internship, co-op, or job placement is useful for program assessment in occupational areas.

Externally Evaluated Performance or Exhibit

Performances and exhibits are useful in the visual and performing arts and are evaluated or judged by experts in the field other than the instructor for the assessed course/program. The external evaluator can be an instructor at WCC who teaches a different course/section.

Portfolio

A portfolio is a compilation of student work, including projects, artwork, or writing samples, that demonstrates achievement of multiple learning outcomes. Can be in paper or electronic form and can be used for course or program assessment. Portfolios are generally externally evaluated.

Pre- and Post-Test

A test or other assessment activity that is administered to students both at the beginning of a course or program and at the end, with the intention of demonstrating improved knowledge or skill upon completion, is known as a pre- and post-test.

Prompt

A prompt is an assessment activity in which something such as a newspaper article, poem, or piece of art is presented to the student in order to prompt a specific response, usually written. These are useful particularly in the arts and humanities.

Standardized Test

A standardized test assesses academic achievement of knowledge in a specific academic or vocational domain. Such tests are frequently selected-response (although some may be written tests with open-ended questions) and have scores referencing the scores of a norm group, providing comparative data. Standardized tests are generally commercial products and are useful in many areas. A current example at WCC is the use of CAAP tests to assess skills in the general education areas of writing and natural science.

Surveys

Surveys can be used to evaluate perceptions of student achievement. Surveys of graduates, employers, or advisory committee members can help determine if program outcomes relating to employment and skill attainment have been met. Students may also be surveyed regarding self-perception of their success or, if administered as a pre- and post-test, of the improvement following completion of a course or program. Because surveys are indirect measures of student academic achievement, they are ideally used in combination with more direct measures.

Transfer Follow-Up

In courses or programs that have a high degree of transferability to other institutions, it may be useful to examine student success in subsequent courses at the receiving institutions. WCC has a large database of transfer follow-up information from Eastern Michigan University for assessment purposes.

Developing a Scoring Rubric

A scoring rubric is an efficient tool that allows instructors to objectively measure student performance on an assessment activity. Rubrics may vary in complexity, but generally do the following:

- Focus on measuring very specific stated learning objectives,
- Use a range to rate performance and
- Based on specific performance characteristics arranged in levels indicating the degree to which a standard has been met.

Types

In general, there are two types of scoring rubrics:

- **Holistic:** consisting of a single scale with all criteria to be considered together. For assessment purposes, in holistic scoring a single score is given for overall achievement of multiple learning outcomes.
- **Analytical (or Primary trait analysis):** breaking each objective into component parts to score independently. For assessment purposes, a final score is comprised of adding each component part and most useful when assessing a course or program.

Guidelines

Here are some guidelines to assist you in developing a scoring rubric:

1. Identify the characteristics of what you are assessing. In most cases, these will be specific stated learning outcomes. Each rubric item will usually focus on a different skill or competency. Keep it simple, with perhaps 5-15 items stated in brief phrases.
2. Describe the best work you could expect using these characteristics. This describes the top range of your rubric.
3. Describe the worst acceptable product using these characteristics. This describes the lowest acceptable range of your rubric.
4. Describe an unacceptable product. This describes the lowest range of your rubric.
5. Develop descriptions of intermediate-level products and assign them to intermediate ranges. For example, for a primary trait rubric you might choose a range of one to five for each item or learning outcome (for example: unacceptable, limited proficiency, proficient, good proficiency, superior proficiency). A sample range for holistic scoring is a scale of one to four, with each range representing a series of achieved learning objectives (for example, completes all of the objectives, completes some of the objective, completes few of the objectives, completes none of the objectives). Alternatively, you may choose a scale such as high pass, pass, low pass, or no pass. Select terminology that is clear, objective, and meaningful to your assessment tool and learning outcomes.

Uses

Below are some ways that rubrics may be used.

- Use it to define performance on a single assessment tool such as a test or project, with each characteristic representing a learning outcome.
- Use it to define program assessment, with each characteristic representing a broad outcome measured by a different assessment tool.
- Use a scoring rubric to evaluate a test or assignment that is given in class for a grade. Score the assignment blindly with a rubric that is different from the method you use for grading, or have the assignment externally evaluated using a rubric. One method is to select several questions from a final, for example, and evaluate them using a rubric in which each question represents a learning outcome to be assessed.
- Have students self-assess by having them complete a scoring rubric for an assignment or activity that is aligned with one or more learning outcomes that are to be assessed. This activity should be combined with more direct assessment measures, but does provide useful information on students' self-perception of their achievement of learning outcomes.

Templates

After instructors have determined what is being assessed (a course, program, or large knowledge/skill set such as critical thinking) and developed assessment tool(s), instructors can develop their rubrics. The Web site (<http://www.wccnet.edu/departments/curriculum/assessment.php?levelone=rubric>) has scoring rubric templates that provide details on developing primary trait analysis and holistic scoring rubrics.

Analyzing and Using Data

In most cases, departments will analyze and interpret their own data; however, the Assessment Committee and Office of Institutional Research are available to assist in analyzing raw data. Once analyzed, the department should review the data to determine whether changes based on the data are to be made and summarize it on the Course or Program Assessment Report Form. Raw data for course and program assessment should be stored in the department. Summary data should be submitted with the report.

Results should be reviewed by all involved faculty and shared with the dean and Assessment Committee (via the Course or Program Assessment Report Form). Results should also be incorporated into the rationale when submitting syllabi for review to Curriculum Committee. After reviewing results, faculty may make recommendations for change to their department chair/dean.

Course assessment results are reported via the CurricUNET system <http://www.curricunet.com/washtenaw/>.

Program and general education assessment results are reported via the Program and General Education Assessment Report Forms. Forms are available for download on the Curriculum and Assessment web site at <http://www4.wccnet.edu/departments/curriculum/dates.php?levelone=forms>.

Assessment vs. Grades and Evaluation

The terms assessment and evaluation have different meanings. Assessment is related to measuring student performance for course or program improvement. Evaluation refers to methods instructors use to rate student performance so that grades can be assigned to students.

Evaluation is a method, which may or may not be graded, of eliciting a performance or demonstration of knowledge or skills from a student. Grades are the descriptive faculty evaluation of an individual student's performance in a given course, test, or assignment. Although grades oftentimes incorporate participation,

attendance, or extra credit, these are not true components of assessment of learning outcomes. Assessment is the examination of whether students as a whole are achieving the learning outcomes which have been developed by the department for a course or program. Assessment provides the "big picture" of whether students are meeting learning objectives.

Although grades cannot be used as assessment data, certain projects, tests, or assignments that are given for a grade in a course can be used for assessment purposes if they are externally evaluated using an appropriate rubric.

As described in the beginning of this *Handbook*, assessment is one of the critical factors in student learning. Monitoring progress and learning can be a valuable tool to improve instruction and to further student learning. Assessment at WCC refers to the measuring of student achievement for the purpose of course and program improvement. The object being assessed in a course or program is the degree to which the outcomes have been achieved by students.

Evaluation

An instructor's evaluation of student work provides feedback to students about the quality of their work and also results in a grade for that student. The key to effective evaluation is to ensure that the methods for student performance are aligned to the levels of the objectives that the instructor has set for the class. Well-written objectives contain the evaluation within the objective itself, as seen in the following examples:

- Install, configure and manage network printers.
- Use effective techniques for writing news stories, incorporating given elements.
- List and summarize major plans for the partition of Palestine.
- Graph a linear function.
- Trace the history of campaigns and elections in the United States.
- Apply standard critical elements (genre, style, language and theme) to a written analysis of a given work.

Each of the objectives states clearly what the student is expected to do and incorporates the method through which they will demonstrate their competence. For example, in the objective "Graph a linear equation," the student can demonstrate the attainment of this objective only by completing a graph for a particular function; selecting the correct graph from several would not match the objective.

Many vehicles or instruments can be used as the context for evaluation. The following list provides examples:

Activity checklist	Observation of groups or individuals by instructor
Capstone experience	Oral interview of student by individual instructor or group
Class discussion	Panel discussion participation
Clinical/work experience	Papers
Constructed response test: short answer, essay	Portfolio: electronic or paper
Culminating exhibition	Presentation: oral, electronic
Culminating presentation	Project
Essay	Quiz
Externally evaluated performance: internship, co-op placement	Report
Externally exhibit: single work or portfolio	Selected response test: true/false, multiple choice, fill-in blank, matching
Final exam	Videotape of student performance
Group performance	
Group work	
Hands-on demonstration	
Homework	
Individual performance	
Instructor-made test and quiz	
Journals and logs	
Juried competition	
Licensure/certification exams	
Midterm exam	

DEVELOPING COURSES AND PROGRAMS

The Curriculum and Assessment Office, with the cooperation of the Curriculum Committee and the Assessment Committee, has established processes for revising existing courses and programs, as well as for developing new courses and programs.

New courses are developed when new programs are created, or when a need for a course within a program becomes evident. When faculty wish to create a new course, they discuss their ideas with other faculty in their departments and in the College as a whole.

The Master Syllabus form in CurricUNET guides course initiators through the process of developing the appropriate areas need for a comprehensive course offering. By completing each page/form, the initiator will have gathered all the information necessary to begin the processing to create a course. The course proposal is submitted via the CurricUNET system workflow. An e-mail is sent to all departmental faculty members, informing them of the new course proposal. The course proposal is then reviewed by the Department Chair, the Dean and the Office of Curriculum and Assessment. At each step, action is required by the reviewer. These actions may include recommending approval, returning the syllabus for changes or forwarding the proposal without recommending approval.

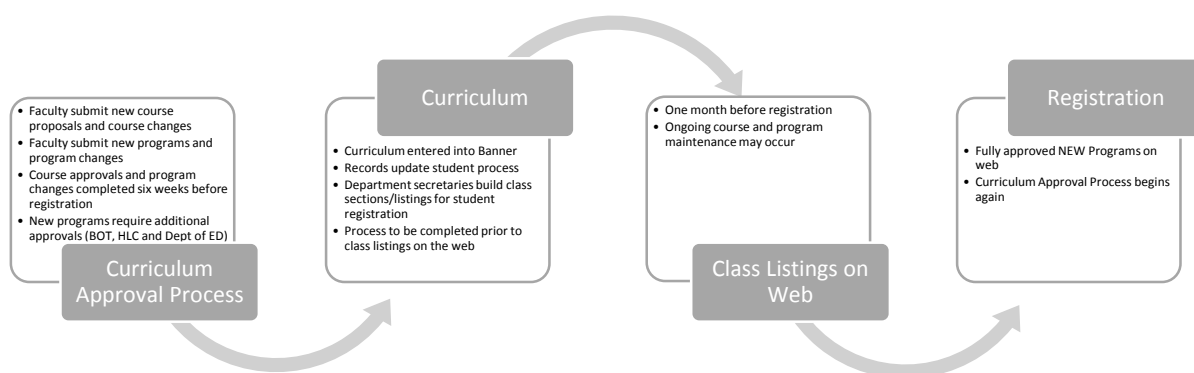
All full-time faculty and deans are informed via e-mail when a new course and/or a new program will be reviewed by the Curriculum Committee. Every full-time faculty member is invited to review the master syllabus in CurricUNET, in the Office of Curriculum and Assessment or to participate in the review at the Curriculum Committee meeting. Feedback can be provided through the Office of Curriculum and Assessment or directly to the Curriculum Committee chair.

After review by the Curriculum and Assessment Committees, the information is forwarded to the Vice President for Instruction with a recommendation for approval or a recommendation that the course/program not be approved.

When any features of a course are revised, such as credit hours, or when they are examined in the three-year curriculum review process, the Master Syllabus form in CurricUNET is used. A course revision follows the same approval process as a new course and is then submitted for approval to the Vice President for Instruction.

A proposal for a new program is created when it becomes clear that both WCC and students would benefit from an additional program offering using a two-step process. First, an initial idea for a program is presented to the Vice President for Instruction on the Program Proposal form, after being approved by the department chair and divisional dean requesting preliminary approval. The form guides faculty in the synthesis of relevant information concerning the need for the program at WCC.

When the Vice President has approved the initial proposal, the program initiators then revise the Program Proposal form, completing all sections and supplying supporting documentation for the proposal. After being reviewed by the Department Chair and the Dean, it is sent to the Curriculum and Assessment committees for review and the Vice President, President and Board of Trustee for final approval.



Resources

There are many resources available to those who develop curriculum at WCC. These include: faculty, department chairs and deans. Colleagues can review and react to course and program proposals, offer suggestions and collaborate in creating proposals.

Curriculum Committee

Individual members of the Curriculum Committee can meet with faculty and departments to provide assistance in creating courses and programs, before they are formally submitted. Please contact the Committee at currcomm@wccnet.edu.

Assessment Committee

Individual members of the Assessment Committee can meet with faculty and departments to provide assistance in creating appropriate assessment methods for courses and programs, before they are formally submitted. A portion of each monthly meeting will be reserved to discuss proposals with faculty. For assistance, please contact the Assessment Committee at assessment@wccnet.edu.

Office of Curriculum & Assessment

Staff in the Office of Curriculum & Assessment provide assistance to faculty, chairs and deans in designing courses and programs, formulating outcomes and objectives and linking outcomes and objectives to assessment and evaluation. For assistance, please contact the office by e-mail, in-person at SC 256, or by phone at 973-3706.

Vice President for Instruction

Any individual or group can discuss plans for courses and programs with the Vice President for Instruction at any point in the development process.

Assessment and Curriculum Committees Review Processes

Curriculum and assessment fosters wider improvement when representatives from across our educational community are involved. The various groups mentioned above have specialized roles within the curriculum development process. Faculty, department chairs and deans work together to create and revise courses and programs with respect to the College's mission and needs. The Assessment and Curriculum Committees review a Master Syllabus using the Master Syllabus Guidelines. The Committees will determine the extent to which:

1. Course outcomes reflect the course description.
2. Course outcomes identify what students will know and do by the end of the course.
3. Assessment methods measure student performance of the specified outcomes.
4. Course objectives reflect what students will know and do in order to achieve the outcomes.

Master Syllabus Guidelines

All statements concerning student outcomes, course assessment activities and student objectives on the master syllabus are determined and approved by the department and are used in all sections of a course.

Student Outcomes

- Distill the essence of a course and reflect the “big picture” of the course.
- State what the student will know and do by the end of the course.
- Focus on measurable student capabilities, rather than teaching or learning activities.
- Represent the content of the entire course that will be addressed in all sections.
- Align with the course description.
- Begin with an action verb that intrinsically indicates an assessment measure.

Course Assessment Activities and Assessment Plan

- Focus on methods used to assess student achievement for the purpose of course improvement.
- Measure the degree to which students in all sections of the course have achieved the outcomes.
- Are not tied to student grades.
- Involves an internal or external group or individual beyond the instructor of a section; scored anonymously whenever possible.
- Assessment plan is completed, including course outcomes, assessment tool, timeline and scoring and analysis responses.
- Assessment results are included, if applicable.

Student Objectives (All students in all sections will be evaluated on all objectives)

- State the knowledge and skills students will acquire in order to achieve the outcomes; reflect the knowledge and skills that lead to the outcomes.
- Represent knowledge and skills that can be evaluated.
- Are more specific than outcomes allowing for external evaluation for purposes such as articulation and industry requirements.
- Begin with an action verb that intrinsically indicates an evaluation measure.

Curriculum Development Schedule

New programs must be approved by WCC Board of Trustees, Higher Learning Commission and Department of Education before appearing on the Web for students to register for. Program changes or the discontinuation of programs occur effective the fall term. New programs may be proposed in the fall and winter terms. Below is a WCC program development timeline.

Fall Programs New, Changes and Discontinuation	
June	Ideas for programs generated and discussed among faculty, staff, administration, employers, industry, etc.
July	Faculty completes “Preliminary Approval to Develop Program” form to include description, need, jobs, projected enrollment, program information, course information and cost estimates.
August	Program development discussed with department and Dean. Faculty preparer and Dean meet with Vice President for Instruction to review proposal and determine next steps.

September	New program-related courses submitted to approval process in CurricUNET. Final “New Program Proposals” submitted to the Office of Curriculum & Assessment. Curriculum & Assessment Committees review program and courses.
October	VPI receives final cost and need estimates to review and make determination. President reviews for submission to Board of Trustees. Board of Trustees review new program.
December	All program changes, course changes and new courses associated with new programs due. Program discontinuations are due. New program information submitted to HLC for review.
February	New program information submitted to Department of Education for review (financial aid approval).
March	Upon all reviews/approvals, new program appears on web for students to register.

Winter Programs (New Only)	
December	Ideas for programs generated and discussed among faculty, staff, administration, employers, industry, etc.
January	Faculty completes “Preliminary Approval to Develop Program” form to include description, need, jobs, projected enrollment, program information, course information and cost estimates.
February	Program development discussed with department and Dean. Faculty preparer and Dean meet with Vice President for Instruction to review proposal and determine next steps.
March	New program-related courses submitted to approval process in CurricUNET. Final “New Program Proposals” submitted to the Office of Curriculum & Assessment. Curriculum & Assessment Committees review program and courses.
April - May	VPI receives final cost and need estimates to review and make determination. President reviews for submission to Board of Trustees. Board of Trustees review new program.
June	New program information submitted to HLC for review.
July	New program information submitted to Department of Education for review (financial aid approval).
September	Upon all reviews/approvals, new program appears on web for students to register.

The Curriculum & Assessment Office Web site (<http://www4.wccnet.edu/departments/curriculum/>) provides information concerning curriculum development. This Web site features:

- Resources for faculty to use in curriculum development, such as planning and design documents, and links to organizations that support curriculum development
- Sample syllabi and other documents related to teaching and learning
- Links to course and program information
- Forms for the curriculum development process

Course Creation/Change Process

Course Changes and Three-Year Syllabus Review

1. The faculty **Initiator** updates CurricUNET and submits it to the Department Chair.
2. The **Department Chair/Director** and the faculty of the department review the Course/Syllabus information and the Department Chair recommends approval, does not recommend approval, or returns for revisions to the faculty initiator. If approved, the Dean is notified to review the course.
3. The **Dean/Area Administrator** reviews and recommends approval, disapproves, or returns the proposal to the faculty initiator for further consideration. If approved, the Office of Curriculum and Assessment is notified that the course is ready for review.
4. The **Curriculum and Assessment Committees** review and either recommend approval with or without provisos, do not recommend approval, return to the faculty initiator for changes or table the request.
5. The **Vice President for Instruction** approves, disapproves or returns the Course/Syllabus for further consideration. The Curriculum Office will notify the Dean, Department Chair and faculty of the status.
6. The **Curriculum Analyst** updates the course information in CurricUNET and Banner. The Analyst notifies enrollment services of course changes.

New Courses

1. The faculty **Initiator**
 - Determines need for the course through discussions with department members and deans and consults with any other departments that might be affected.
 - Creates a new course in CurricUNET.
2. The **Department Chair/Director** and the faculty of the department review the Course/Syllabus information and the Department Chair recommends approval, does not recommend approval, or returns for revisions to the faculty initiator. If approved, the Dean is notified to review the course.
3. The **Dean/Area Administrator** reviews and recommends approval, disapproves, or returns the proposal to the faculty initiator for further consideration. If approved, the Office of Curriculum and Assessment is notified that the course is ready for review.
4. The **Curriculum Committee** reviews and either recommends approval with or without provisos, does not recommend approval, returns to the faculty initiator for changes or tables the request.
5. The **Assessment Committee** reviews course and makes recommendations to the faculty initiator concerning the quality of the assessment information.
7. The **Vice President for Instruction** approves (conditional or full), disapproves or returns to the faculty initiator with recommendations for changes.
8. The **Curriculum Analyst** updates the course information in CurricUNET and Banner. The Analyst notifies enrollment services of the new course.

Creating/Changing a Course Checklist

Please see the CurricUNET procedures available at:

<http://www.curricunet.com/washtenaw/>

- or on the Curriculum and Assessment website at

<http://www4.wccnet.edu/departments/curriculum/curricunet.php>

Program Proposal Process

The Office of Curriculum & Assessment provides assistance to faculty in designing and developing new programs.

Propose a New Program

1. The **Initiator**

- Reviews the program idea with the department and division dean and with any other departments that may be affected. Occupational programs need an advisory committee of community individuals from the industry/area to review the idea.
- For Preliminary Approval, the initiator checks the appropriate box and responds to the items in the Program Proposal Form in general terms and forwards it to the Department Chair/Director.

2. The **Department Chair/Director** reviews, makes recommendations and approves or denies the proposal. If approved, he/she sends to the Dean.
3. The **Dean/Area Administrator** reviews, makes recommendations and approves or denies the proposal. If approved, he/she sends to the Vice President for Instruction.
4. The **Vice President for Instruction** reviews, makes recommendations for development or denies.
5. Program information is distributed to the college community by the Office of Curriculum and Assessment.
6. The **Faculty/Initiator** completes all sections of the Program Proposal form in detail, using feedback from the College community.
7. The **Department Chair/Director** reviews, makes recommendations, approves or denies.
8. The **Dean/Area Administrator** reviews, makes recommendation, approves or denies.
9. The **Curriculum and Assessment Committees** review and make recommendations to the Vice President for Instruction.
10. The **Vice President for Instruction** reviews, and approves or denies the proposal.
11. The **President** reviews, approves and sends the Program Proposal to the Board of Trustees for review and approval.
12. The **Board of Trustees** reviews, and approves or denies the proposal.
13. The **Executive Director for Intuitional Effectiveness, Planning and Accreditation** sends the program to the Higher Learning Commission for review.
14. The **Financial Aid Director** sends the program to the Department of Education for review.
15. The **Curriculum Analyst** builds the program into the system. The Curriculum & Assessment office notifies Enrollment Services about the new program.

Creating a Program Checklist

This guide can be used for assistance when completing the Program Proposal and is arranged by section according to the layout of the proposal form. The Program Proposal is available on the WCC Web site under Curriculum & Assessment.

The Program Proposal is used for two purposes:

1. To submit an idea for a program. In this case, the Preliminary Approval box needs to be checked.
2. To submit a complete proposal for a program, after a preliminary proposal has been approved by the Vice President for Instruction. For complete proposals, the Final Approval box needs to be checked when submitting the form.

Preliminary Program Proposal

Program Details

Proposed name	Effective term/year
Division and Department	Initiator
Type of award (certificate or degree)	

Program Features

State the overall purpose and the major goals of the program.

List the criteria for entry into the program.

Estimate the projected enrollment.

Explain the potential connection between the proposed program and existing WCC programs.

Need

State the need for the program and include the rationale.

Program Outcomes/Assessment

List statements that describe what student will know or be able to do after completing the program. You can leave the assessment method blank.

Curriculum

Complete the table by listing all the courses that students will take. Include the discipline code and course number, the number of credit hours, and the name of the course. See the **General Education Requirements and Program Courses Worksheet** at the end of this section for assistance.

Budget

Estimate both start-up and ongoing costs in the areas listed.

Program Description for Catalog and Web site

Draft a description of the program for prospective students.

Program Information

Provide information for any of the sections that apply. Include Admissions requirements and continuing eligibility requirements.

Assessment Plan – Not Needed for Preliminary Approval

Scoring and Analysis Plan – Not Needed for Preliminary Approval

Signatures

Ensure that all parties have signed and dated the form, before meeting with the Vice President for Instruction.

Final Program Proposal

Program Details

Proposed name	Effective term/year
Division and Department	Initiator
Type of award (certificate or degree)	

Program Features

State the overall purpose and the major goals of the program.

List the criteria for entry into the program.

Estimate the projected enrollment, and provide a supporting evidence for the estimate.

Explain the potential connection between the proposed program and existing WCC programs.

Need

State the need for the program, providing supporting evidence. Reference requests from other colleges, industries of employers. A compelling argument must be made for using resources to add this program to the WCC curriculum.

Program Outcomes/Assessment

- List statements that describe what student will know or be able to do after completing the program. The outcomes should reflect what the student will have gained from their participation in the coursework and other experiences the program provides.
- Describe the methods that will be used to assess the effectiveness of the program. Explain how relevant data will be gathered, how this data will be used for program improvement and who will implement the process.

Curriculum

Complete the table by listing all the courses that students will take. Include the discipline code and course number, the number of credit hours and contact hours, the name of the course and any pre- or corequisites. Construct the program as it should appear in the catalog. See the **General Education Requirements and Program Courses Worksheet** at the end of this section for assistance.

Budget

Specify both start-up and ongoing costs in the areas listed. Provide supporting evidence for the estimate.

Program Description for Catalog and Web site

Write a description of the program for prospective students.

Program Information

Provide information for any of the sections that apply. Include Admissions requirements and continuing eligibility requirements. This information will be included in the WCC Bulletin and Web site and will provide students and advisors with critical information.

Assessment Plan

Scoring and Analysis Plan

Signatures

Ensure that all parties have signed and dated the form, before it is send to the Office of Curriculum & Assessment.

General Education Requirements and Program Courses Worksheet:

Associate Degree Program: Please identify the requirement in each general education area:

Certificate or Advance Certificate Proposals skip to next section

Writing	___ Any approved writing course
	___ Specific approved course(s) required: _____. Rationale is required:
Speech	___ Any approved speech course
	___ Specific approved course(s) required: _____. Rationale is required:
Mathematics	___ Any approved math course
	___ Math level ___ course or higher
	___ Specific approved math course required: _____. Rationale is required including requirements for a student who has passed a higher level course:
Natural Science	___ Any approved natural science course
	___ Specific approved course(s) required: _____. Rationale is required:
Social and Behavioral Science	___ Any approved Social and Behavioral Science course
	___ Specific approved course(s) required: _____. Rationale is required:
Arts and Humanities	___ Any approved Arts and Humanities course
	___ Specific approved course(s) required: _____. Rationale is required:
Computer and Information Literacy	___ Any approved Computer & Information Literacy course
	___ Specific approved course(s) required: _____. Rationale is required:
MTA	___ Recommend that transfer students follow MTA

AA and AS require 30 – 33 credits; AAS requires 21-24 credit hours Credit Hours: _____

OTHER PROGRAM COURSES – COMPLETE ONLY SECTIONS THAT APPLY

Major Area:

Add additional rows as needed:

		Credit Hours
Course	___ Course prerequisites included in program.	
Course	___ Course prerequisites included in program.	
Course	___ Course prerequisites included in program.	
Course	___ Course prerequisites included in program.	
Total Credit Hours for Section:		

Supporting Courses:

Add additional rows as needed:

		Credit Hours
Course	___ Course prerequisites included in program.	
Course	___ Course prerequisites included in program.	
Course	___ Course prerequisites included in program.	
Course	___ Course prerequisites included in program.	
Total Credit Hours for Section:		

Other:

Add additional rows as needed:

		Credit Hours
Course	___ Course prerequisites included in program.	
Course	___ Course prerequisites included in program.	
Course	___ Course prerequisites included in program.	
Course	___ Course prerequisites included in program.	
Total Credit Hours for Section:		

Total Program Credit Hours _____*

**If over 60 credits please provide a rationale for the number of hours and how they will benefit the student in their educational and career goals.*

Program Change or Discontinuation Process

To Change an Existing Program

*For changes to:

Articulation information	Program admission requirements
Award type	Program outcomes
Accreditation information	Continuing eligibility requirements
Course requirements	Total credits (increase or decrease)
Program name or description	

1. The **Initiator** completes a Program Change or Discontinuation Form and an Assessment Planning or Assessment Report Form, providing a rationale for changes and implications for staffing, equipment or facilities and forwards it to the Department Chair.
 2. The **Department Chair/Director** reviews the Program Change or Discontinuation Form and approves, denies or returns the form to the faculty initiator.
 3. The **Dean/Area Administrator** reviews, approves, denies or returns the form to the Department Chair for further consideration.
 4. The **Curriculum Committee** reviews and makes recommendations to the Vice President for Instruction.
 5. The **Vice President for Instruction** reviews and approves or denies the request.
 6. The **Curriculum Analyst** enters the changes into the system. The Curriculum Office notifies enrollment services about program changes and discontinuations.
- * If more than 50% of the program curriculum is being changes, it should be considered a new program and the new program approval process should be followed. The existing program should be phased out by completing the Program Change or Discontinuation Form.

To Discontinue a Program

1. The **Initiator** completes a Program Change or Discontinuation Form and an Assessment Planning or Assessment Report Form, providing a rationale for changes and implications for staffing, equipment or facilities. Discontinuation must attach a program discontinuation plan that includes transition of students and timetable for phasing out courses. Forwards document to the Department Chair.
2. The **Department Chair/Director** reviews the Program Change or Discontinuation Form and approves, denies or returns the form to the faculty initiator.
3. The **Dean/Area Administrator** reviews, approves, denies or returns the form to the Department Chair for further consideration.
4. The **Curriculum Committee** reviews and makes recommendations to the Vice President for Instruction.
5. The **Vice President for Instruction** reviews and approves or denies the request.
6. The **President** reviews, approves or denies and sends the Program Discontinuation to the Board of Trustees for review and approval.
7. The **Board of Trustees** reviews and approves or denies the discontinuation.
8. The **Curriculum Analyst** enters the changes into the curriculum database. The Curriculum Office notifies enrollment services about program changes and discontinuations.
9. Students, currently enrolled in the program are notified of the discontinuation and advised of the three-year timeframe in which they must complete the program or select another program.

Program Change or Discontinuation Form Checklist

This guide can be used for assistance when completing the Program Change form. It is arranged by section according to the layout of the form. The Program Change or Discontinuation Form is available on the WCC Web site under Curriculum and Assessment.

Program Code, Name, Effective Term, Division and Department

Complete all fields. The effective term is the semester the change(s) will be implemented. Please review the curriculum deadline dates to determine the correct effective term.

Requested Changes

Mark all the changes that apply. Make a copy of the program in the current catalog and mark all changes on the sheet. Attach a copy of the revised program to the Program Change or Discontinuation Form.

Rationale for Proposed Changes or Discontinuation

Provide an explanation for the requested changes.

Financial/Staffing/Equipment/Space Implications

Provided an explanation for the requested changes, attach additional documentation if necessary

Consultation with other departments

If this change affects other departments, provide feedback from the department(s).

Approval Signatures

The Program Change or Discontinuation Form must have signatures from the Change Initiator, Department Chair and the Dean before it can be sent to Curriculum and Assessment office for approval.

Additional considerations when making program changes:

- Check the total number of program credits to ensure they are within the proper ranges for the certificate or degree. A change in program credits which fall below the federal regulated financial aid indicator will affect students' ability to receive funds.
- If there is a reference to another program or course in the text (i.e., description, admission information, continuing eligibility or notes, etc.) check the reference for accurate titles and active status.
- Add course prerequisites if a new course is added to the program.
- List any new or changes to program accreditation or articulation. Include the effective date(s).
- Attach a printed copy of the program taken from the web and mark changes on the document.

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Resources (Not Included in Text but Good Resources)

Association of American Colleges & Universities. Degree Qualifications Profile: <http://www.aacu.org/qc/dqp>

Cornell University, Center for Teaching Excellence: <http://www.cte.cornell.edu/>

Illinois State University, Center for Teaching, Learning, and Technology: <http://ctl.illinoisstate.edu/>

Michigan State University, Office of Faculty and Organizational Development: <http://fod.msu.edu/>

National Research Center for Career and Technical Education at the Southern Regional Education Board, Core Issues, Accountability and Assessment: <http://www.nrccte.org/core-issues/accountability-assessment>

Ohio State University, University Center for the Advancement of Teaching: <http://ucat.osu.edu/>

Portland State University, Office of Academic Innovation: <http://www.pdx.edu/oai/>

University of Iowa, Office of Assessment: <http://www.uiowa.edu/assessment/learning-outcomes-assessment>

University of Michigan, Center for Research on Learning and Teaching (CRLT): <http://www.crlt.umich.edu/>

University of Minnesota, Center for Educational Innovation, Tutorials: <http://cei.umn.edu/tutorials>