

FSCC Assessment 101

Assessment = Evidence of Student Learning

Assessment at FSCC involves improving student learning through systematic collection of data and using that data to make informed curricular and instructional changes. The main objective of assessment is to improve the overall educational experience based on the evidence resulting from comprehensive data collection. See [FSCC Assessment web page](#).

Figure 1. Assessment Loop Graphic

(*4 semesters (2 years) of reporting in 1 assessment cycle;

*2 assessment cycles per program review-every 4 years)

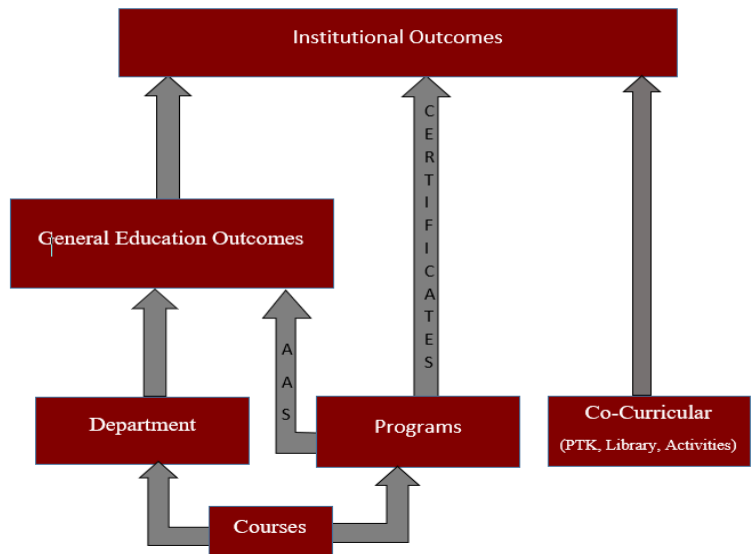
Figure 2. Levels of Assessment

Assessment Process: Program & Course

Data is collected and reported every semester (formative) and cycle is completed after the fourth semester (summative).



Levels of Assessment



1. Levels of Assessment

- **Course Level Outcomes (CLOs)** – What we want students to know and do after taking the class.
 - Align assignments (rubric evaluation tool)/exams with CLOs; assess CLOs every semester. Courses mapped to PLOs.
- **Program Level Outcomes (PLOs)** – What we want students to know and do when they finish our program.
 - Mapping (posted on department organization sites) shows how courses contribute to PLOs. Choose 1 PLO for improvement based on past results and report on PLO; write report/narrative on how students are performing per PLO targeted for improvement; discuss some of the following in your semester/annual report:
 - What do the numbers in the report mean to you? Discuss student performance and instructional strategies.
 - Discuss any instructional strategies that you have done this term or will do improve student learning. This discussion is a mini action plan during 4 semesters of reporting in one assessment cycle, also called summative assessment). The action plan shows how you used data to improve student learning outcomes.
 - What trends do you see in student learning over like terms (fall to fall, spring to spring) or over academic years?
 - Source: adapted from Steve Dowell, Neosho County Community College).
- **General Education Level Outcomes (GELOs)** – Define the specific knowledge, skills, and competencies students demonstrate upon completion of a [general education degree program \(AS, AA, AAS, AGS\)](#). GELOs are broad skills, as well as specific content knowledge and values, forming the foundation of an educated person. Relevant CLOs are mapped to GELOs for reporting (on website). GELOs: **1) Math, (2) Communication, (3) Technology, (4) Critical Thinking (MCTC)**

- **Institutional Level Outcomes (ILOs) – (1) Academic Success & (2) Social Responsibility.** ILOs include the knowledge, skills, and aptitudes students acquire because of their experience at FSCC. Institutional outcomes represent a broad range of competence which applies to students in every program, including co-curricular and non-curricular experiences as well. (reports on website)

2. Expectations Context

- KBOR Expectations – Institutions must document assessment of student learning and use results to improve student outcomes for continuous improvement.
- Accreditation – HLC (Higher Learning Commission) requires assessment evidence for continued accreditation.

3. Assessment Cycle (Repeat Each Semester/Year)

- Plan – Define measurable learning outcomes (CLOs/PLOs) and align with assignments.
- Collect – Gather student work, rubric results, or surveys (direct & indirect evidence).
- Analyze – Summarize performance data; look for patterns & gaps.
- Act/Improve – Document curriculum/teaching changes. Close the loop.

4. Best Practices

- Clear, measurable, student-centered outcomes (Kansas Core Outcomes Groups (KCOG) meet every October to review outcomes to ensure seamless transfer of specified courses to other Kansas colleges and universities).
- Use rubrics for consistency.
- Share results for program-level discussion.
- Document changes (“closing the loop”).

5. Common Pitfalls

- Completing assessment for compliance only is not meaningful assessment for faculty or students.
- Assessment is **not** used to evaluate instructors or compare departments or divisions.
- Failing to use results to inform changes in instruction/curriculum negates purpose of assessment.

6. Reporting in Kansas

- Annual program assessment reports department/college.
- 5–7 year program review KBOR requirement. *FSCC faculty complete program reviews every 4 years (2 assessment cycles)*
- Evidence for HLC continuous improvement required.

7. Support & Resources

- Assessment coordinator (mariab@fortscott.edu) & office of institutional effectiveness (bens@fortscott.edu).
Training & workshops—e.g.—in-service training.
- **Blackboard Organization Sites (Resources link)**—see course & program outcomes, curriculum mapping & more.
- **Assessment Tips and Timeline**—tips on when and how to complete assessment reporting; emailed.
- **Assessment 101** (this document)
- **Annual Assessment Report** (posted on [FSCC Assessment web page.](#))—Summarizes completed annual assessment work per institution-wide reporting, including:
 - Institutional Level Outcomes (ILOs: Academic Success & Social Responsibility)
 - General Education Level Outcomes (GELOs: Math, Communication, Technology & Critical Thinking Skills)
 - Program level outcomes (PLOs) specific to department/program.
 - Course Level Outcomes (CLOs)—mapped curriculum that feeds into PLOs and GELOs.
- KBOR Academic Affairs: https://www.kansasregents.org/academic_affairs