

System Council of Chief Academic Officers

Wednesday, November 20, 2013
8:15 a.m. – 9:00 a.m.
Varnes Board Room
University of Kansas Medical Center
School of Nursing Building
3901 Rainbow Boulevard
Kansas City, Kansas

AGENDA

- | | Page |
|--|------|
| 1. Approve Minutes of October 16, 2013 [Attachment 1] | 2 |
| 2. Discussion: | |
| a. Prior Learning | |
| b. Transfer and Articulation Council (TAAC) Update | |
| c. Developmental Education Task Force Update | |
| d. State Authorization Reciprocity Agreement (SARA) Update | |
| e. Concurrent Enrollment Faculty [Attachment 2] | 4 |
| f. Student Learning Outcomes Reporting [Attachment 3] | 12 |
| g. Statewide Reverse Transfer Agreement | |
| 3. Other Business | |

SCOCAO Schedule – September 2013 – June 2014

AGENDA MATERIALS DUE	MEETING DATES
August 23, 2013	September 18, 2013
September 20, 2013	October 16, 2013
October 25, 2013	November 20, 2013
November 22, 2013	December 18, 2013
December 20, 2013	January 15, 2014
January 22, 2014	February 12, 2014
February 19, 2014	March 12, 2014
March 21, 2014	April 16, 2014
April 18, 2014	May 14, 2014
May 23, 2014	June 18, 2014

**System Council of Chief Academic Officers
Minutes**

**Wednesday, October 16, 2013
8:15 a.m.**

**Kathy Rupp Conference Room
Topeka, KS**

The System Council of Chief Academic Officers met in the Kathy Rupp Conference Room, Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, Kansas, at 8:15 a.m. on Wednesday, October 16, 2013.

Members Present:

Karla Fisher, Butler Community College	Jon Marshall, Allen County Community College
Marilyn Mahan, Manhattan Area Technical College	David Cordle, Emporia State University
Lynette Olson, Pittsburg State University	Jeffrey Vitter, University of Kansas
Chris Crawford for Larry Gould, Fort Hays State University	Randy Pembroke, Washburn University
Ruth Dyer for April Mason, Kansas State University	Tony Vizzini, Wichita State University

Board Staff

Gary Alexander, Karla Wiscombe, Susan Fish, Jean Redeker, Jacqueline Johnson, and Kirk Haskins

Others Present:

Rick Muma, Wichita State University; Brian Niehoff, Kansas State University; Sara Rosen, University of Kansas; Brenda Edleston, Cloud County Community College; Ryan Diehl, Hutchinson Community College; Duane Dunn, Seward County Community College; Penny Quinn, Barton County Community College; Sara Harris, Independence Community College; Mike Calvert, Pratt Community College; and Roberto Rodriguez, Butler Community College

Approve Minutes of September 18, 2013 Meeting Minutes

Randy Pembroke moved, and David Cordle seconded the motion, to approve the September 18, 2013 minutes. Motion carried unanimously.

Discussion:

Transfer and Articulation Council (TAAC) Update

Karla Wiscombe presented a brief overview of the Core Outcomes Group meeting on Friday, September 27, 2013. Over five hundred faculty members attended and twenty disciplines met and reviewed courses. Ten of the current courses updated their outcomes and fifteen new courses were reviewed and outcomes were established.

Kansas Council of Instructional Administrators (KCIA) Fall Meeting Update

Karla Fisher updated the Council on the Kansas Council of Instructional Administrators' Fall Meeting. KCIA is developing a position statement concerning proposed changes to concurrent enrollment faculty credentials detailed in the Concurrent Enrollment Policy. Concurrent enrollment faculty credentials will be placed on the November SCOCAO agenda.

Developmental Education Task Force

Gary Alexander thanked the Council for providing nominations for the working group. Sixty-two nominations were received and the working group will consist of twenty. The expertise of many of the nominees will be utilized as the working group drafts recommendations for the Board.

Complete College Kansas – Fort Hays State University Plan

Chris Crawford, Fort Hays State University, was present to answer any questions about the Complete College Kansas proposal.

Discussion followed:

- Many of the universities have reverse transfer partnerships
- Prior learning experiences are being developed
- Universities would support a system approach with Board staff coordinating activities

State Authorization Reciprocity Agreement (SARA) Update

The Board will discuss the State Authorization Reciprocity Agreement on Thursday. It was noted Kansas statutes must be revised before Kansas can participate in SARA.

Other Business

There was no other business.

Marilyn Mahan moved, and Tony Vizzini seconded the motion to adjourn. Motion carried.

Meeting adjourned at 8:30 a.m.

Revise KBOR Concurrent Enrollment Partnership Policy

Summary and Recommendation

BAASC is asked to consider a revision of the KBOR Concurrent Enrollment Policy for submission to the Board Governance Committee, following consideration by the System Council of Presidents. This revision has been reviewed by the System Council of Chief Academic Officers (SCOCAO). The policy has been edited for continuity and includes two specific proposed revisions: (1) revising qualifications for high school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership courses; and (2) eliminating the limit of 24 semester credit hours that may be earned in concurrent enrollment partnership classes. (11/20/13)

Background

BAASC asked to approve the revised Concurrent Enrollment Partnership (CEP) policy provided below. It has been edited for continuity and includes two proposed substantive revisions:

- (1) The first proposed revision eliminates specifying degrees and credit hours as qualification for high school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership courses. Rather, it uses the criteria and assumed practices for faculty qualifications of the Higher Learning Commission of the North Central Association as the standard for teaching non-tiered CEP courses.
- (2) The second proposed revision eliminates the limit of 24 semester credit hours that may be earned in concurrent enrollment partnership classes. KBOR has no way of tracking this number. In addition, students may take any number of dual credit courses outside the formal CEP partnerships.

Proposed Revised Concurrent Enrollment Partnership Policy

Chapter III.

A. ACADEMIC AFFAIRS

...

11. CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH CONCURRENT ENROLLMENT PARTNERSHIPS

It is the policy of the Kansas Board of Regents to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. K.S.A. 72-11a01 through 72-11a05 provide for these opportunities through the Kansas Challenge to Secondary School Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions. Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements, defined as a Concurrent Enrollment Partnership (CEP).

~~Different types of concurrent enrollment can be included under the statute. In one type, a high school student may enroll at a postsecondary institution at any time without any formal agreement between the high school and the postsecondary institution. (This type of concurrent enrollment would include 10th, 11th, and 12th grade students enrolling pursuant to K.A.R. 88-26-3, as amended, and any non-degree seeking student.) In another type, a high school teacher teaches a college-level course to high school students at the high school during the regular high school day. The latter must conform to section b. of this policy.~~

While various forms of dual enrollment may be offered under the statute, this policy applies only to Concurrent Enrollment Partnerships formed between a high school and eligible postsecondary education institution in which a high school faculty member teaches a college-level course to high school students at the high school during the regular high school day. These partnerships must conform to paragraph b. of this policy.

Concurrent Enrollment Partnerships do NOT include the following: (1) programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer; (2) programs in which college faculty travel to the high school to teach separate courses to high school students; and (3) the College Board Advanced Placement Program and the International Baccalaureate Program, which use standardized tests to assess the student’s knowledge of a curriculum developed by a committee consisting of both college and high school faculty.

a. Purposes of Concurrent Enrollment Partnerships

As established by the Kansas Board of Regents, the system-wide purposes of Concurrent Enrollment Partnerships are ~~fourfold~~ threefold:

~~i. — To Develop Seamlessness in the Kansas Public Postsecondary Education System~~

~~“Seamlessness” is defined in the Transfer and Articulation provisions of this policy manual.~~

~~(ii) i. To Enhance Efficiency~~ Reduce Time-to Degree and Lower Costs

~~Efficiency is enhanced by exposing as many qualified students as possible to a college-level experience, allowing students to get a “jump”~~ Concurrent Enrollment Partnerships enable students to get an early start on their college education, by thus potentially reducing the time required to complete a degree and lowering the costs borne by parents, students and taxpayers.

~~(iii) ii~~ To Challenge High School Students and Promote College-Level Success

~~This goal is~~ Concurrent Enrollment Partnerships are aimed at providing a college-level learning experience for qualified students by enhancing the amount, level and diversity of learning in high school beyond the traditional secondary curriculum. First year experience courses, performing and visual arts courses and advanced science, mathematics and language offerings not available in high school are especially encouraged.

~~(iv) iii~~ To Foster Improved Relationships Between Kansas Public Postsecondary Education Institutions and Kansas Secondary Schools

~~The~~ Concurrent Enrollment Partnerships (CEP) are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities.

~~Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements, or what has been defined as a CEP.~~

b. Procedures and Standards of Quality for Cooperative Agreements and Delivery of ~~for Implementing~~ Concurrent Enrollment Partnerships CourseWork

i ~~Definitions of Concurrent Enrollment~~

For purposes of this policy:

(1) “Concurrent Enrollment Partnership pupil student” means a person who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see paragraph b.v.(2)); has been admitted to an eligible postsecondary education institution as a degree-seeking or non-degree seeking student; and is enrolled in classes-courses at a high school at which approved high school teachers faculty teach college credit classes-courses during the normal school day. who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see section b.(5) (c)(b)), and is acceptable or has been accepted for enrollment at an eligible postsecondary education institution.

(2) “Concurrent Enrollment Partnership agreement” means a written memorandum of understanding between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who are eligible to enroll in college courses offered at a high school at which approved high school faculty teach said college courses during the normal school day.

~~(2) (3) “Eligible postsecondary education institution” means any state educational institution—university, community college, technical college, municipal university or affiliated institute of technology.~~

~~(3) “State educational institution” means any state university as defined in K.S.A. 76-711, and amendments thereto.~~

~~(4) “Community college” means any community college organized and operating under the laws of this state.~~

~~(f)(e) “Municipal university” means a municipal university established under the provisions of article 13a of chapter 13 of Kansas Statutes Annotated.~~

~~(g)(f) “Technical college” means any technical college established under the laws of this state as described in K.S.A.74-3201b.~~

~~(7) “Concurrent Enrollment Partnership (CEP)” agreement means a written memorandum of understanding between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who have been accepted for concurrent enrollment partnership in off-campus classes at a high school at which approved high school teachers teach college-credit classes during the normal school day.~~

~~The CEP agreement must contain, at a minimum, the names and contact information of the liaisons for both parties, term and termination of the agreement, an overview of the partnership’s purpose and benefits, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, professional development activities and a listing of principles for assuring quality in programming. CEPs must include attachments that address issues of compensation, awarding of credit and course listings for each party.~~

~~CEP arrangements shall include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, qualified admissions considerations (if applicable), and student success assessment strategies.~~

~~Although courses in some CEPs may have some elements or characteristics of the programs stated below, CEPs do not include the following programs:~~

~~(i) Programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer.~~

~~(ii) Programs in which college faculty travel to the high school to teach separate courses to the high school students.~~

~~(iii) The College Board Advanced Placement Program and the International Baccalaureate Program where standardized tests are used to assess students’ knowledge of a curriculum developed by a committee consisting of both college and high school faculty.~~

ii Agreement between Eligible Postsecondary Institutions and School Districts

A CEP Concurrent Enrollment Partnership agreement ~~must~~ shall be established between the eligible postsecondary institution and the school district. Such agreement ~~must minimally~~ shall satisfy the

requirements of ~~statute~~ K.S.A. 72-11a04 and contain the essential elements provided in this policy. The agreement shall contain, at a minimum:

General provisions of the statute relative to CEP agreements are as follows:

(1) the names and contact information of the liaisons for both parties, term of the agreement and any provisions for early termination, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming;

(2) an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution's faculty;

(3) a clause addressing issues of compensation, awarding of credit and course listings for each party;

~~(4)~~(4) acknowledgement that the academic credit is to shall be granted for course work successfully completed by the pupil student at the eligible postsecondary partner institution, which shall qualify as college credit and may qualify as both high school and college credit;

~~(2)~~(5) acknowledgement that such course work must shall qualify as credit applicable toward the award of a degree or certificate at the eligible postsecondary partner institution;

~~(3)~~(6) acknowledgement that the pupil student shall pay to the postsecondary partner institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the pupil student except in the case of tiered technical courses. Secondary students admitted to postsecondary tiered technical courses conducted by a community college, technical college or institute of technology may be charged fees, but shall not be charged tuition;

(7) a plan for ensuring that courses offered through a Concurrent Enrollment Partnership are annually reviewed by college faculty in the discipline at the postsecondary partner institution according to the criteria described in iii.(5); and

(8) a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in this policy.

iii Curriculum Standards and Content of Courses in which Concurrent Enrollment Partnership Students are Enrolled, Course Content/Materials, and Assessment of Students

(1) Courses administered through a Concurrent Enrollment Partnership shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.

(2) The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.

(3) Materials such as textbooks used must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow adopted the postsecondary partner's institutional policies.

(4) If a course has been approved by Board staff as competency-based, the competencies for the courses must be the same as those for courses not taught to concurrently enrolled students.

(5) College faculty at the postsecondary partner institution shall annually review Concurrent Enrollment Partnership courses in their discipline to ensure that:

(a) Concurrent Enrollment Partnership students are held to the same grading standards and standards of achievement as those expected of students in on-campus sections;

(b) Concurrent Enrollment Partnership students are being assessed using the same methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;

(c) high school faculty are utilizing the same final examination for each Concurrent Enrollment Partnership course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; and

(d) high school faculty are applying the same scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content meet or exceed those in regular on-campus sections.

~~(6) Remedial/developmental course work or course work that does not apply to a Board of Regents' approved degree program at the postsecondary partner institution in a CEP agreement is not considered appropriate for college-level credit. shall not be offered as a Concurrent Enrollment Partnership course.~~

iv High School Faculty/Instructors

(1) Qualifications

~~(a) High school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership (CEP) courses must shall attain instructional eligibility by meeting the standards established by the Higher Learning Commission of the North Central Association, as stated in that body's *Criteria for Accreditation and Assumed Practices* regarding faculty roles and qualifications, or (2) demonstrate possession of a bachelors degree, with at least 24 credit hours in the assigned course content and utilize the same final examination as given in a representative section of the course taught at the institution awarding the course credit and apply the same scoring rubric for the assigned course as that used in the on-campus class. Institutions may set higher standards. Teaching evaluations must be conducted. The postsecondary institution shall provide instructors with orientation and ongoing professional development.~~

~~(b) Faculty teaching college-level tiered technical courses through a Concurrent Enrollment Partnership (CEP) must shall attain instructional eligibility by meeting the academic standards addressed above or possess a valid/current industry- recognized credential and a minimum of 4,000 hours of work experience in the specific technical field and utilize the same final examination as given in a representative section of the course taught at the institution awarding the course credit and apply the same scoring rubric for the assigned course as that used in the on-campus class. Institutions may set higher standards. Teaching evaluations must be conducted. The postsecondary institution shall provide instructors with orientation and ongoing professional development.~~

(c) Postsecondary partner institutions may set higher standards.

(2) Orientation, Professional Development and Evaluation

(a) Before approving high school faculty the instructors to teach college-level CEP Concurrent Enrollment Partnership courses, the postsecondary partner institution must shall provide the high

school ~~instructors~~ faculty with orientation and training in course curriculum, assessment criteria, course philosophy, and CEP Concurrent Enrollment Partnership administrative requirements.

(b) The postsecondary partner institution shall provide the high school faculty with ongoing professional development opportunities.

(c) Orientation and/or professional development activities shall include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies.

(d) The postsecondary partner institution shall annually conduct evaluations of high school faculty teaching Concurrent Enrollment Partnership courses to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses.

~~(e) Each CEP must include an implementation plan for ensuring that instructors teaching concurrently enrolled partnership students are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the postsecondary institution's faculty and administration of the partnership.~~

v Student Eligibility for Enrollment, Advising and Student Guides

~~(1) Concurrently enrolled students must meet institutional enrollment requirements; follow institutional procedures regarding assessment/placement; and satisfy course prerequisites. High school students enrolled in courses administered through a CEP may Concurrent Enrollment Partnership shall be enrolled as degree or non-degree/ or non-matriculated students of at the sponsoring postsecondary partner institution. Each Concurrent Enrollment Partnership student must meet the postsecondary partner institution's requirements for admission as a degree-seeking or non-degree/non-matriculated student. Concurrently enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a CEP course, students shall achieve the same score or subscore on a standardized placement test as is required for students enrolled in the same on-campus course. To meet the "academic challenge" purpose of this policy, CEP students must have an acceptable achieve the score or subscore on a standardized placement test in order to enroll in a CEP course. Postsecondary partner institutions may establish higher standards.~~

(2) Students who are enrolled in grade 9 and are classified by a school district as "gifted" according to the State Department of Education's definition, K.A.R. 91-40-1(bb), as amended, may be admitted as concurrently enrolled students provided all other applicable requirements as outlined above are satisfied.

(3) The student must be authorized by the high school principal to apply for enrollment.

~~(4) Students must be provided with a student guide created as part of the CEP that outlines their rights and responsibilities in the learning experience as well as a description of how courses may be transferred in the Kansas public postsecondary education system. Advising of students who desire to enroll in CEP classes Concurrent Enrollment Partnership courses must be carried out by both the high school and postsecondary institution.~~

(5) Students shall be provided with a student guide created as part of the Concurrent Enrollment Partnership that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system.

~~(3) Students who are enrolled in grade 9 and are classified by a school district as "gifted" according to the State Department of Education's definition, K.A.R. 91 40 1(cc), as amended, may be admitted as concurrently enrolled students provided all other applicable requirements as outlined above are satisfied.~~

~~(4) The student must be authorized by the school principal to apply for enrollment.~~

vi CEP Courses ~~which~~ that Include Students Enrolled for Secondary and/or Postsecondary Credit

A course may include students enrolled for postsecondary and/or secondary credit. The postsecondary partner institution is responsible for ensuring that academic standards (course requirements and grading criteria) are not compromised.

~~(7) Accountability/Assessment Standards~~

~~(a) Courses offered through a concurrent enrollment partnership must be reviewed annually by faculty in the discipline at the postsecondary partner to assure that grading standards (i.e., papers, portfolios, quizzes, labs), course management, instructional delivery and content meet or exceed those in regular on-campus sections.~~

~~(b) Each CEP must be reviewed at least every five years by the eligible postsecondary institution to assure compliance and quality considerations as outlined in this policy.~~

~~(c) The Board office will track students who have participated in concurrent enrollment partnerships and other forms of concurrent enrollment.~~

~~(8) Collegiate Learning~~

~~CEP classes are not intended to replace a substantial portion of the academic experience on a college/university campus. Up to 24 semester credit hours may be earned in concurrent enrollment partnership classes, excluding credit hours earned in tiered technical courses.~~

c. Reporting of Concurrent Enrollment Partnerships ~~Courses~~

i Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:

- (1) Directory information for each high school student enrolled;
- (2) Credit hours generated by each high school student;
- (3) Credentials of faculty teaching CEP Concurrent Enrollment Partnership courses; and
- (4) CEP Concurrent Enrollment Partnership credit hours generated by each high school student.

ii By January 31 of odd-numbered years, each public postsecondary institution ~~will~~ shall provide to Board staff a list of high schools ~~involved in formal CEP~~ with which it has Concurrent Enrollment Partnership agreements. For each institution, Board staff will select no more than two high schools for reporting. For each high school selected, each institution will submit the following to the Board office:

- (1) Copy of the CEP Concurrent Enrollment Partnership agreement ~~including (but not limited to)~~ that includes the criteria described in b.ii.:
- (2) ~~Implementation plan for professional development of instructors of CEP students (as described in b. i.(7) and b. iv.(3))~~

~~(b) Student Guide for CEP Concurrent Enrollment Partnership students (as described in b.v.(2) b.v.(5); and~~

~~(2)~~ (3) Report resulting from the annual review of CEP Concurrent Enrollment Partnership courses by postsecondary partner institution faculty ~~and dates of most recent review of all CEP courses,~~ aggregated by discipline (as described in section ~~b.vii.(1)~~ b.iii.(5)).

iii By January 31 of odd-numbered years, each institution shall ~~will~~ forward to the Board office a copy of ~~the~~ all reports resulting from the five-year institutional review of CEPs Concurrent Enrollment Partnerships (as described in ~~b.vii.(2)~~ b.ii.(8)).

iv All reports shall be reviewed for compliance and the results will be reported to the Board President and Chief Executive Officer.

d. ~~Implementation~~

~~This policy shall become effective at the beginning of the fall semester one calendar year after approval.~~
(5-18-05)

Draft Report Model: Campus Reports on the Assessment of Student Learning

Background

The third goal of Foresight 2020 is to *Improve Economic Alignment*. The first aspiration under that goal is to “meet business and industry expectations for core workplace skills in mathematic/analytical reasoning, communication and problem solving.” The measure of that aspiration is a report on the assessment of student performance in the following three areas:

1. Mathematics/quantitative/analytical reasoning;
2. Written and oral communication; and
3. Critical thinking/problem solving.

System institutions use various mechanisms to assess the student learning in these three areas. The report below is the first annual report on the results of the application of these mechanisms.

These initial results will provide a baseline for annually reporting to the Board on each college and university’s assessment of the learning of its students.

University Reports

1. *Mathematics/quantitative/analytical reasoning*

Assessment Mechanism(s):
Student Learning Outcomes:
Commentary:

2. *Written and oral communication; and*

Assessment Mechanism(s):
Student Learning Outcomes:
Commentary:

3. *Critical thinking/problem solving.*

Assessment Mechanism(s):
Student Learning Outcomes:
Commentary:

Community and Technical College Reports

1. *Mathematics/quantitative/analytical reasoning*

Assessment Mechanism(s):
Student Learning Outcomes:
Commentary:

2. *Written and oral communication; and*

Assessment Mechanism(s):
Student Learning Outcomes:
Commentary:

3. *Critical thinking/problem solving.*

Assessment Mechanism(s):
Student Learning Outcomes:
Commentary:

Assessment Instruments

University Assessment Instruments

Collegiate Learning Assessment (CLA): assesses critical thinking, analytic reasoning, problem solving and written communication skills.

Collegiate Assessment of Academic Proficiency (CAAP): a standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes. CAAP offers six independent test modules: Reading, Writing Skills, Writing Essay, Mathematics, Science, and Critical Thinking.

iSkills Assessment. This assessment measures students' ability to navigate, critically evaluate and make sense of the information available through digital technology. It does this through seven task types designed to represent a range of ways students manage information through digital technology: Define, Access, Evaluate, Manage, Integrate, Create and Communicate.

ETS Proficiency Profile: measures four general education skills: reading, writing, critical thinking and mathematics

National Survey of Student Engagement (NESSE): annual survey of student participation that provides an estimate of how undergraduates spend their time and what they gain from attending college. While not assessing student learning directly, survey results point to areas where colleges and universities are performing well and aspects of the undergraduate experience that could be improved.

Departmental/Program-based assessments

Community and Technical College Assessment Instruments:

Collegiate Learning Assessment (CLA)

Collegiate Assessment of Academic Proficiency (CAAP)

COMPASS: a computer-adaptive college placement test that evaluates student skill levels in Reading, Writing Skills, Writing Essay, Math, and English as a Second Language.

ASSET: a placement test measuring basic writing, numerical and reading skills; and advanced mathematics measures for elementary algebra, intermediate algebra, college algebra and geometry.

ACT: a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college.

WorkKeys: a job skills assessment system that measures foundational and soft skills (e.g., Applied Mathematics, Locating Information, Reading for Information) and offers specialized assessments that may be targeted to institutional needs.

Departmental/Program-based assessments

Concluding Discussion

Draft