CUYAHOGA COMMUNITY COLLEGE (TRI-C®)

Curriculum Development and Learning Outcomes Assessment

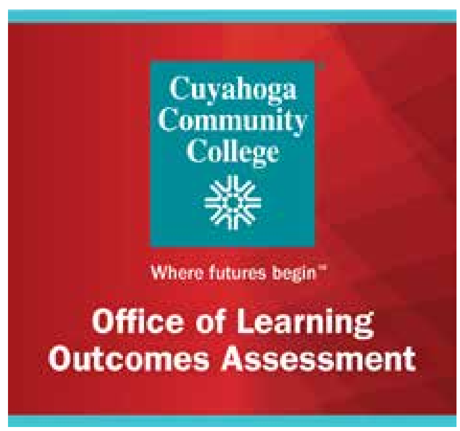
Procedures Manual

Cuyahoga Community College

Effective: November 30, 2020

INTRODUCTION

The Curriculum Development and Learning Outcomes Assessment Offices assist faculty with the curriculum- and assessment-related processes at the College. The two offices are responsible for ensuring compliance with state, federal, institutional, and accreditation agencies. These offices partner with the College's faculty-led governance committees on Curriculum and Degree Requirements (CADRE) and Learning Outcomes Assessment (CLOA) to support the faculty working on curriculum development and learning outcomes assessment. Designed to inform faculty of the expectations associated with these entities, this manual is inclusive of the procedures necessary to reach compliance in these areas.



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DEPARTMENT OVERVIEW

CURRICULUM DEVELOPMENT OFFICE: Assists faculty with stewardship of the curriculum. Provides guidance with curriculum development, review and update. Facilitates program outcomes and mapping sessions during the new program development stage. Serves as a liaison to the state of Ohio in regard to curriculum development processes and reporting.

LEARNING OUTCOMES ASSESSMENT OFFICE: Supports the use of course, program and institutional assessment to improve the achievement of student learning outcomes. Collaborates with faculty, staff, students and administrators to implement assessment practices. Provides assessment-related information to stakeholders. Assists faculty with designing and implementing both program-level and course-level assessment plans.

REGULAR CURRICULUM REVIEW

In alignment with the expectations of the Higher Learning Commission (HLC) and the standards of the institution, all academic disciplines are required to adhere to a three-year cycle of curriculum review and update. This regular curriculum review is critical to:

- Ensuring consistency and alignment in the taught curriculum and approved curriculum (the official course outline approved by CADRE).
- Encouraging seamless transference of credits (the official course outline is used as evidence of course content when requested by four-year institutions).
- Demonstrating evidence of academic rigor as required by the Higher Learning Commission.

Each faculty counterparts group has a curriculum review plan that is housed on the Curriculum KWeb site, detailing the date of the most recent revision, the date of the next scheduled review and revision, and the designated faculty member(s) to work on the review and update of each course.

The Office of Curriculum Development will distribute electronic or hard copies of the curriculum review plan to each counterparts group for the August, January and May counterparts meetings. Faculty counterparts are to review the plan, assign curriculum that is due for update to designated faculty members and send updates to the plan to the curriculum office. If there are courses on the list that have not run in more than three years and the faculty counterparts request to have these courses archived, the faculty counterparts chair can email a request to the curriculum office to have these courses archived administratively. When emailing the curriculum office with this decision, include documentation detailing support from the counterparts group. To archive a course that has run within the last three years, a faculty member must submit a course deactivation request in CIM that will go through the standard curriculum approval process. Again, this must be accompanied by documentation detailing support from the counterparts group.

Course revisions are primarily the responsibility of the full-time faculty; however, if there is not a full-time faculty member available to work on the update, the appropriate campus dean may grant permission for an adjunct faculty member to work on curriculum updates.

As part of the three-year review, faculty are asked to consider updates and revisions to the following:

- Course descriptions
- Prerequisites
- Course outcomes
- Essential learning outcomes mapping
- Objectives
- Course content
- Methods of evaluation
- Resources

Guidelines for revising courses can be found on the curriculum website under checklists. If the course being revised is Ohio Transfer Module, Transfer Assurance Guide, or Career Transfer Assurance Guide approved, faculty should also check the state website for the approved learning outcomes to ensure no changes are made that would take the course out of compliance with these state requirements. If a course is being revised to be submitted for state approval for OTM, TAG, or CTAG, the faculty member should also work with the Office of Articulation, Transfer and Prior Learning to complete the required state submission paperwork. This is a separate process from the course revision submission in the CIM system, but can be done at the same time in order to meet state submission deadlines.

DEVELOPING NEW COURSES

New Courses Procedure

Developing new courses to fulfill requirements for a new certificate or degree program should be done as part of the new program development process.

NEW PERMANENT COURSES

There are several types of new permanent courses that can be developed:

- General education requirements (must be Ohio Transfer Module approved)
- Technical program requirements
- General electives (in a non-technical discipline, but not OTM approved)
- Technical electives (in a technical discipline)

Full-time tenured or tenure-track faculty, program managers and program directors can initiate curriculum. Adjunct faculty can also initiate curriculum with permission from the appropriate campus dean, if there is not a full-time faculty, program manager or program director available to develop the curriculum. Adjunct faculty will generally partner with a full-time faculty member to submit curriculum.

The development of new courses to fulfill requirements for a new certificate or degree program should be done as part of the new program development process. To develop other new courses, follow these steps:

1. Research the need for the new course. For technical courses, discuss with the advisory committee to determine if there is support for the new course. For general education courses, check to see if other schools offer similar coursework as part of their general education offerings, and if it can be developed to meet Ohio Transfer Module guidelines.
2. Discuss ideas for new courses with all faculty counterparts and associate deans to ensure there is support for developing the course. Documentation of discussion is required and must be submitted with the new course proposal.
3. Review the following curriculum checklists (located on the Curriculum Development KWeb site) to determine appropriate level and credit hours for the course:
   - Advanced coursework checklist (2000 level and some 1000 level science and math)
   - Honors course checklist
   - Modular course guidelines (if planning modular courses)
   - Course instructional modes (to determine credit hours based on planned contact hours and type of instruction)

4. Review the following curriculum guidelines on developing the official course outline:
    - Developing the official course outline
    - Writing course outcomes and objectives
    - Resource guidelines
5. Faculty developing new courses should always consider whether the planned new course will meet any of the College's Essential Learning Outcomes. These are the institutional-level outcomes that all students should have mastered upon completing a degree at Tri-C. For a course to meet the Essential Learning Outcomes, all faculty teaching the course must require an assignment that can be used to assess students' knowledge of the specified learning outcome. Faculty must review the Essential Learning Outcomes guides and rubrics, located on the public website, and discuss them with their faculty counterparts, to determine if it would be appropriate to include Essential Learning Outcomes in the new course. Courses developed to meet Ohio Transfer Module requirements, and be included as part of the College's general education requirements, should meet at least one Essential Learning Outcome.
6. Submit new course proposals into the electronic curriculum approval system (CIM Courses, CIM Programs) by the mid-September curriculum deadline. This will give sufficient time for the course to be reviewed and approved for implementation in fall, spring or summer of the next academic year. Incomplete/partial submissions (i.e. lacking required components such as outcomes, objectives or detailed course content) will be returned to the initiator and considered as having missed the deadline.
7. New course proposals will go through the standard curriculum approval process (faculty counterparts voting – 70% participation required), curriculum technical review, associate dean(s) approval, CADRE approval, reporting to the Board of Trustees (requires approval of the Board if the new courses is being developed for a new program, for a substantive change of an existing program, or if the new course requires significant financial resources to be offered).

NEW SPECIAL TOPICS COURSES

Special topics courses are temporary offerings that permit the teaching of a variety of topics not currently contained in its subject area. No more than six credits of special topics may be applied toward elective and/or program graduation degree requirements. These courses require a short approval process that incudes notification to the faculty counterparts and approval of the appropriate College or campus dean, from the campus or within the Tri-C Center of Excellence that is going to offer the course. Special topics courses are numbered 1800-1819 and 2800-2819. Check with the curriculum office for an available number in a specific subject area.

Things to consider when determining whether or not to develop a new course as a special topics course or a permanent course:

1. If the course will be a requirement in an applied degree or certificate sequence, then it should NOT be developed as a special topics course. Courses that are to be used as requirements in an applied degree or certificate program must be developed as permanent courses.
2. If there is an immediate need for the course to be offered in the current academic year, it should be developed as a special topic. Examples of immediate needs include:
    i. Request from a local employer to provide education on a specific topic for its employees. This could be a short-term need that is not expected to be developed into a permanent course.
    ii. Change in a local industry or regulations that cause an immediate demand for re-education of local workers.
    iii. A new college initiative to support student success, (e.g. bridge courses or support courses in developmental education).
3. Special Topics courses can also be developed to "test out" new curriculum to determine if there is sufficient need or demand to eventually develop and offer a permanent course. *Note: it is not a requirement to develop new curriculum as a special topic before submitting it to be permanent.*
4. A special topics submission should include a basic course outline (outcomes, objectives, content and textbook) and an attached syllabus. Proposals should be submitted in time to be scheduled for the planned term in which it is to be offered (rolling deadline, based on when the topic is planned to be offered). Special topics proposals need to be submitted into the electronic curriculum approval system (CIM Courses, CIM Programs).
5. Faculty counterparts will be notified via a system-generated email that the course is proposed to be offered under special topics. This is a courtesy notification and informs

them that they may contact the initiator or dean directly with any comments, or enter comments on proposal in CIM. Faculty are not required to vote on special topics proposals.

6. The special topics will be routed to the appropriate campus dean(s) for approval. The CIM system will notify the curriculum office upon approval of the campus dean(s), and the curriculum office will verify appropriate course numbering, enter the course into Banner and notify the initiator that the course is available for scheduling.

Once approved, a special topics course may be offered for three separate semesters, with multiple sections run in each semester. The semester offerings do not have to be consecutive. Cancelled sections are not counted towards the three semester time frame for which a special topics course may be offered. Once a special topics course has been offered for three semesters, the department must submit a new permanent course proposal in CIM to continue offering the course.

The appropriate campus associate dean is responsible for monitoring the scheduling of special topics courses. The appropriate associate dean may grant an extension and allow the special topics offering to run for an additional time while the new permanent course proposal is going through the approval process.

CROSS-LISTED COURSES

Cross-listed courses are identical courses offered in two or more subject areas. They may differ in subject area code and course number. Credit may be earned once for cross-listed courses. General education courses can be cross-listed only within OTM approved disciplines and both courses must be OTM approved. If a cross-listed course meets a technical program requirement, either course meets the requirement.

1. Faculty should discuss ideas for cross-listing a course with faculty in both disciplines where the course is proposed to reside, as it requires support from both areas.
2. Requests to cross-list an existing course in another subject area must be submitted into the electronic curriculum approval system (CIM courses).
3. Requests to cross-list an existing course will go through the standard curriculum approval process. (Faculty counterparts voting – 70% participation required, curriculum technical review, associate dean(s) approval, CADRE approval, reporting to the Board of Trustees.) Faculty counterparts in both disciplines where the cross-listed course is to reside will be required to vote.
4. Cross-listing can also be requested as part of the new course development process.

NEW SUBJECT CODE REQUEST

Requests to develop new elective courses in a new subject area or to move existing courses into a new subject area should be discussed with the appropriate campus dean(s). The campus dean should discuss the proposal with appropriate counterpart deans. Upon determining that it would be appropriate to either develop courses under a new subject area or move existing courses into a new subject area, the campus dean should send an email to the Curriculum Development office requesting that the new subject area be set up in the College's electronic curriculum approval process (CIM Courses, CIM Programs), so that a formal proposal can be submitted. Once the new subject code is set up, the initiator can submit proposals under the new subject code that will go through the standard curriculum approval process.

It is expected that all courses being moved to the new subject code will be reviewed and updated (outcomes, objectives, ELO mapping, content, resources) as part of the proposal to move the course to a new subject code.

COURSE INVENTORY MANAGEMENT SYSTEM (CIM)

The Course Inventory Management system (CIM) is the College's curriculum management software and is used to manage the College's annual curriculum review process. Curriculum proposals are submitted during fall semester for implementation the following fall. Please note curriculum changes are implemented in the fall semester only. The College does not implement new or updated curriculum during spring semester or summer term, with the exception of special topics courses.

High-impact curriculum proposals (proposals that affect the schedule) are due on the third Monday each September. High-impact proposals include:

- New program (degree or certificate)
- New course
- Prerequisite change
- Credit hours change
- Course title change
- Subject code change
- Course level number change (e.g. 1000 to 2000)
- Sequence change/program revision
- Course deletion

Moderate-impact curriculum proposals (those that do not affect the schedule) are due on the first Monday each December. Moderate-impact proposals include:

- Course description
- ELO mapping
- Outcomes
- Objectives
- Course content
- Methods of evaluation
- Resources

If a proposal has both high- and moderate-impact changes, all changes must be submitted by the high-impact deadline. Courses and programs can be submitted for changes only once during the annual curriculum review process.

CIM uses a voting function for the faculty counterparts to provide feedback on submitted proposals. Based on CADRE recommendations, the system has been set to require 70% of the faculty counterparts (full-time faculty only) to participate in the vote before a proposal moves forward, to ensure a majority of the faculty have seen the proposal and provided feedback. Faculty have 14 days to participate in the vote.

DEVELOPING NEW PROGRAMS

New Programs Procedure

Developing a new degree or certificate program requires research, data gathering, and several levels of approval. Departments that wish to develop new programs should start by contacting the Office of Curriculum Development to schedule an initial planning meeting.

NEW PROGRAM DEVELOPMENT STEPS

1. The initial planning meeting will help determine what type of program (e.g. AAS, AAB, AA or AS transfer program; certificate of proficiency; short-term certificate; post-degree certificate) should be developed to best meet the needs of students and the workforce. The next step is to complete the appropriate new program proposal form, obtaining approval to develop the new program (see links below).
   - New AAB or AAS degree program
   - New AA or AS transfer degree program
   - New certificate program
2. Discuss the ideas for the proposed new program(s) with faculty counterparts, appropriate deans and the business advisory committee.
3. Complete the new program form, which requires:
   - Research on wages, market demand, projected job growth, etc.
   - Local job postings to show jobs at associate degree/certificate level (especially if in an emerging field)
   - Advisory Committee minutes, focus group results, employer surveys
   - Information on industry certifications related to new program
   - Budget/financial information (BF-21 form required if requesting new funds)
   - Estimated enrollment projections
   - Campus approval signatures (faculty initiator, program manager, associate dean, academic dean, campus president). Workforce-initiated proposals also need signatures from Workforce leadership
4. Submit completed new program form with campus signatures to the Office of Curriculum Development. The office will review, work with you on any needed changes or additional information, and then forward to the vice president of learning and engagement, who will review and present the proposal to the AL&S council for approval to develop the new program.

5. Approval from the AL&S council is required to develop the new program, not to offer or advertise the new program. The Office of Curriculum Development will notify you when approval to develop the program has been granted.

6. Schedule a program outcomes session with the business advisory committee. This is typically a two-to-three hour session, facilitated by the Office of Curriculum Development, to establish the outcomes that students will meet upon completion. This must be scheduled in coordination with the Office of Curriculum Development.
   - Program outcomes session fact sheet
   - Sample invitation to program outcomes session

7. Schedule a program mapping session with faculty who will be teaching in the program, including representatives from key general education areas for the program like English, math and science. This session is also facilitated by the Office of Curriculum Development and should be a two-to-three hour session.
   - Program mapping session fact sheet
   - Sample invitation to program mapping session

8. Develop outlines for any new courses that were identified during the program mapping session and update any existing courses as identified during the session to reflect changes needed for the new program.

9. Schedule a program assessment planning session with faculty who will be teaching in the program. This session is facilitated by the Office of Learning Outcomes Assessment.

10. Submit program sequence, new courses and any related course revisions into the electronic curriculum approval system (CIM Courses, CIM Programs). This submission is due by the mid-September curriculum deadline in order to be approved in time for implementation at the start of the next academic year (fall).

    Notify your faculty counterparts that the program has been submitted and encourage them to vote on it in the CIM system. They will receive a system-generated email as well, but sending a personal email is also helpful. It is required for at least 70% of the faculty counterparts (full-time tenured and tenure-track faculty) to participate in the vote before a proposal can move forward in the approval process.

11. Respond in a timely fashion to any questions and suggestions from faculty counterparts, the Office of Curriculum Development, the associate dean(s), and CADRE.

12. Once the proposal has been approved by CADRE, it will be submitted by the Office of Curriculum Development to the Board of Trustees for approval. The Office of Curriculum Development will also begin working with you to prepare the required forms to submit for approval from the Ohio Department of Higher Education, and for certificate programs, for gainful employment approval for financial aid eligibility to the U.S. Department of Education.

13. Once the proposal has been approved by the Board of Trustees, the Office of Curriculum Development will submit the required forms to the Ohio Department of Higher Education (ODHE).

14. Once the proposal has been approved by ODHE, the Office of Curriculum Development will send the completed gainful employment forms to our Financial Aid department, for submission to the U.S. Department of Education.

VOTING ON CURRICULUM

Faculty counterparts review is an important part of the curriculum review and approval process. The College's electronic approval process includes an electronic voting and commenting step for faculty counterparts, required for all new permanent course proposals, course revisions, new program proposals and program sequence revisions. It is required for at least 70% of the faculty counterparts (full-time tenured and tenure track faculty) to participate in the vote before a proposal can move forward in the approval process.

Full-time tenured and tenure-track faculty are notified via email of all curriculum proposals initiated in their discipline(s) and are given 14 days to participate in the vote. After the 14th day, if 70% of the faculty counterparts have participated in the vote, the proposal will move forward to the curriculum technical review step in the approval process. If 70% of the faculty counterparts have not participated in the vote after 14 days, the proposal will remain at the faculty voting step until such time as 70% of the faculty have participated in the vote.

Faculty who are on PIL will be given the opportunity to vote. However, if they have not voted within the 14 day window, they will be removed from the voting list for the duration of the PIL, as they are not required to vote while on PIL. Faculty on FMLA will be removed from the voting list upon notification to the Curriculum Development Office from either human resources or the campus dean's office.

The faculty counterpart vote process provides faculty counterparts with the opportunity to review and provide feedback to the initiator on curriculum proposals. It is important to note that the faculty counterparts voting process is not meant to replace conversations among counterparts. The voting process should be a confirmation that the submission includes planned revisions that have been discussed with counterparts. Discussions can be held in person, virtually or via email. Below is a list of items faculty should consider during their review.

- **Essential learning outcome mapping:** Review any ELOs that the course has been mapped to and verify that you have assignments that could be used for assessment of that ELO. If a course is mapped to an ELO, all sections of the course MUST have an appropriate assignment that can be used for assessment.
- **Course outcomes and objectives:** Review any changes to these to ensure they are appropriate for the course. Course outcomes and objectives must be delivered by all faculty teaching the course.

- **Course content:** Review to ensure it includes required detail. If some topics that everyone should teach are missing, include a comment during the voting process. Comments will be shared with the initiator so appropriate revisions can be made.
- **Resources:** Check to see if the required textbooks are included. If you require a different textbook than what is listed, recommend the textbook you use be added to the resource list.
- **Prerequisites:** Check that any changes to prerequisites are what counterparts have discussed and agreed upon.

Note: If you agree with the proposal overall, you can vote yes, but include a comment (e.g. "Please add (recommended textbook)" or "Looks good, but don't agree with mapping to oral communication, as I do not require my students to perform oral presentations.") Keep in mind, all comments will be shared with the initiator, so they can address any concerns.

DEAN'S CURRICULUM RESPONSIBILITIES

Approval Process/Workflow

The campus dean's approvals are set up as a parallel workflow. This allows all appropriate deans to be notified and enter approvals at the same time. The parallel workflow also overlaps two other steps in the workflow – the faculty counterparts vote and the Curriculum Technical Review. Again, this allows the deans to approve or disapprove the proposal during the same time window as these steps are occurring. The workflow will not move beyond the campus dean's level until all appropriate deans have signed off.

Deans will be required to approve proposals only for disciplines that are offered at their campus. Thus, for a program like Automotive Technology, only the Western Campus business dean will be required to approve curriculum proposals. For a program such as Accounting or Business Management, all four campus deans are required to approve curriculum proposals.

ASSOCIATE DEAN

- Obtain training on Course Inventory Management (CIM).
- Help faculty establish advisory committees for new career and technical programs (AAS and AAB).
- Review and approve curriculum proposals, specifically the academic plan, for rationale, start time, equivalencies and budget considerations.
- Review and approve special topic courses submitted from their campuses; responsible for monitoring the number of semesters that a special topics course is run and for notifying faculty of the time to submit as a permanent course.
- Review and approve changes to program admissions requirements.
- Notify or approve of new faculty being added to the Course Inventory Management (CIM) system and adding an additional discipline to an existing faculty member profile.
- Involved in grant process when needed.

Appointed by the Executive Vice President of Access, Learning and Success to serve on CADRE when appropriate.

ACADEMIC DEAN

- Receive an email from the Course Inventory Management (CIM) system when a curriculum proposal has been submitted from their campus.
- Sign off on new programs on the new program proposal form.
- Plan, forecast and provide resources for academic programming.
- Work with associate deans to ensure faculty engagement with the required regular curriculum review and update procedure.

GOVERNANCE COMMITTEE ON CURRICULUM AND DEGREE REQUIREMENTS (CADRE) REVIEW OF CURRICULUM

CADRE is a faculty-led governance committee with the following structure:

- **Faculty:** Twelve full-time faculty members (three from each campus), who are appointed by AAUP and the Joint Faculty Senate to serve in two-year terms.
- **Four administrators:** one dean from each campus. An assistant dean, associate dean or academic dean can serve in this role.
- **Staff:** one staff member from TS&CE or SEIU District 1199.
- **Professional:** one member administrative officer – Executive Director of Curriculum Development and Learning Outcomes Assessment.

The committee's standard charges are as follows:

- To review and recommend new academic programs and additions, as well as deletions to existing programs.
- To recommend new courses and changes in course numbers, titles, descriptions, credit hours and prerequisites.
- To review and recommend policies and procedures for the development of degree requirements for all college credit programs.
- To participate in a review of all courses in the college's master file, and recommend to each affected academic division courses that should be considered for possible elimination from the course master file. This could be due to duplication with similar courses or because they are seldom offered.
- To establish appropriate subcommittees.

In addition to the above standard charges, the committee also receives two to three special charges each year related to current curriculum initiatives.

The committee is broken into four subcommittees, one for each campus, which meet weekly (generally on Tuesday afternoons) to review assigned curriculum proposals. The full CADRE committee meets once a month on the third Tuesday, 2:30-4 p.m., to approve curriculum proposals, based on recommendations from each campus subcommittee. In addition, the committee establishes separate subcommittees, as needed, to work on any special charges assigned for the year.

During their review of curriculum proposals, the subcommittee members will contact the faculty initiator via email with questions or suggestions concerning the curriculum proposal, with a copy to the curriculum office. For more complicated proposals (such as new programs or significant revisions to existing programs), the subcommittee may invite a faculty initiator to attend one of their weekly meetings to discuss and answer questions about the proposal. Initiators need to work with the curriculum office to implement any suggested changes to the proposal when it is at the CADRE review stage of the approval process. After the members receive information from the initiator of the proposal, the subcommittee decides if the proposal should be held, declined or recommended to the full committee for approval at its next meeting. The information on the recommendation is listed in the subcommittee minutes, saved on the CADRE KWeb site. Subcommittee minutes are distributed at the full committee meeting along with the meeting agenda.

The committee uses the following checklist when reviewing curriculum:

- **Title:**
  - Should be succinct and does not include any special characters (&, /, etc.).
  - Short title is limited to 30 characters and appears on the student transcript.
- **Course Number:**
  - Follows semester course numbering guide.
  - Meets guidelines from 2000 level and advanced coursework checklists.
- **Credit Hours/Lecture/Lab Hours:**
  - Check to see credit hours have changed, and if so that the course number has also been changed.
  - If there have been any changes, check that contact to credit hour calculations are correct (can ask curriculum office to double-check calculations).
- **Course Description**
  - Indicates course level (e.g. introduction, survey, advanced).
  - Includes major topics.
  - Indicates special equipment students must provide or transportation needs for field trips.
  - Uses present tense and active verbs.
- **Prerequisites**
  - Does not violate program of study requirements and is included in the sequence for all programs that require the course.
  - Includes prerequisites that support student success.
  - For changes to existing prerequisites, includes a rationale to support the change.
- **Essential Learning Outcomes**
  - A course outcome or supporting objective aligns with the essential learning outcome.
  - The course outcome or supporting objective is at the application level or above.
  - The methods of evaluation section contains one or more methods that show evidence of the essential learning outcome. (for example, if mapped to oral communication, you would expect to see oral presentations listed in the methods of evaluation).
- **Outcomes/Objectives**
  - If the course is an Ohio Transfer Module, Transfer Assurance Guide, or Career Transfer Assurance Guide approved course, or being submitted for approval in one of these categories, check that the course outcomes align with the guidelines on the ODHE website.

- Outcomes and objectives begin with an action verb and are measurable (see Blooms Taxonomy).
- Outcomes succinctly summarize what students should be able to do upon course completion.
- There are at least two supporting objectives for each course outcome and objectives are aligned with the outcomes.

- **Course Content**
  - If the course is an Ohio Transfer Module, Transfer Assurance Guide, or Career Transfer Assurance Guide approved course, or being submitted for approval in one of these categories, check that the content reflects the guidelines and learning outcomes established by ODHE.
  - Aligns with course outcomes and objectives
  - Capitalization is consistent throughout
  - Topical outline format
    - There should be a minimum of two detail items per level.
    - Includes sufficient detail to ensure consistency of instruction.
  - Concepts, skills, issues format
    - Concepts are stated in two-to-three words, and only those taught in the course are included (no review of prerequisite concepts listed; topical outline may include a review of prerequisite concepts).
    - Skills
      - Require demonstration, practice and feedback.
      - Align with listed concepts.
      - Have related issues included.
      - Can be accomplished within the course, during lab, or as part of outside assignments.
    - Issues
      - Two-to-four words.
      - Describe problems students learn to resolve in the course.
      - Methods of Evaluation
  - Methods are reasonable indicator(s) of the outcomes and objectives.
  - If course is mapped to an ELO, there are appropriate methods included for ELO assessment.
  - Are summary-level methods, not detailed descriptions of specific assignments (e.g. case studies, research papers, quizzes, lab assignments and oral presentations).

- **Resources**
  - Recommend including three-to-five resources that are less than five years old. Exceptions can be made if no appropriate newer resources are available due to the nature of the industry or discipline.
  - Resources can include texts, manuals, audiovisual and online resources.

LEARNING OUTCOMES ASSESSMENT

The primary purpose of Learning Outcomes Assessment is to provide faculty members with a long-term comprehensive look at how well students are meeting learning outcomes over time, so that faculty can make evidence-based decisions on any needed adjustments to the curriculum or teaching practices to help students achieve their educational goals.

The Office of Learning Outcomes Assessment works with the College's faculty-led governance Committee on Learning Outcomes Assessment (CLOA) to support continuous improvement of teaching and learning by helping faculty assess student learning outcomes. CLOA provides leadership in establishing processes for assessing the College's course, program, and institutional/Essential Learning Outcomes, and serves as the lead faculty team for assessment of the College's Essential Learning Outcomes.

The College is also required to provide evidence of student learning to the Higher Learning Commission to maintain our institutional accreditation. Below are the HLC's criteria for learning outcomes assessment:

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 cocurricular 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.

The College meets the above criteria through CLOA's work in providing leadership and engaging faculty in assessing student learning outcomes, and the support provided by the Office of Learning Outcomes Assessment.

The Essential Learning Outcomes also mirror the Ohio Department of Higher Education's General Education learning outcomes, making our courses easier to transfer.

ESSENTIAL LEARNING OUTCOMES

CLOA has established the following seven Essential Learning Outcomes (ELOs). The ELOs are seven areas of knowledge and skills that all students will take with them when they enter the workforce or transfer to another college.

- **Oral communication:** Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, concise, organized and delivered following the standard conventions of that language.
- **Written communication:** Demonstrate effective written communication for an intended audience that follows genre and disciplinary conventions that reflect clarity, organization and editing skills.
- **Critical thinking:** Analyze, evaluate and synthesize information in order to consider problems and ideas, and transform them in innovative or imaginative ways.
- **Information literacy:** Acquire, evaluate and use information from credible sources in order to meet information needs for a specific research purpose.
- **Quantitative reasoning:** Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data, tables, charts or graphs.
- **Cultural sensitivity:** Demonstrate sensitivity as to the beliefs, views, values and practices of cultures within and beyond the United States.
- **Civic responsibility:** Analyze the results of actions and inactions with the likely effects on the larger local and global communities.

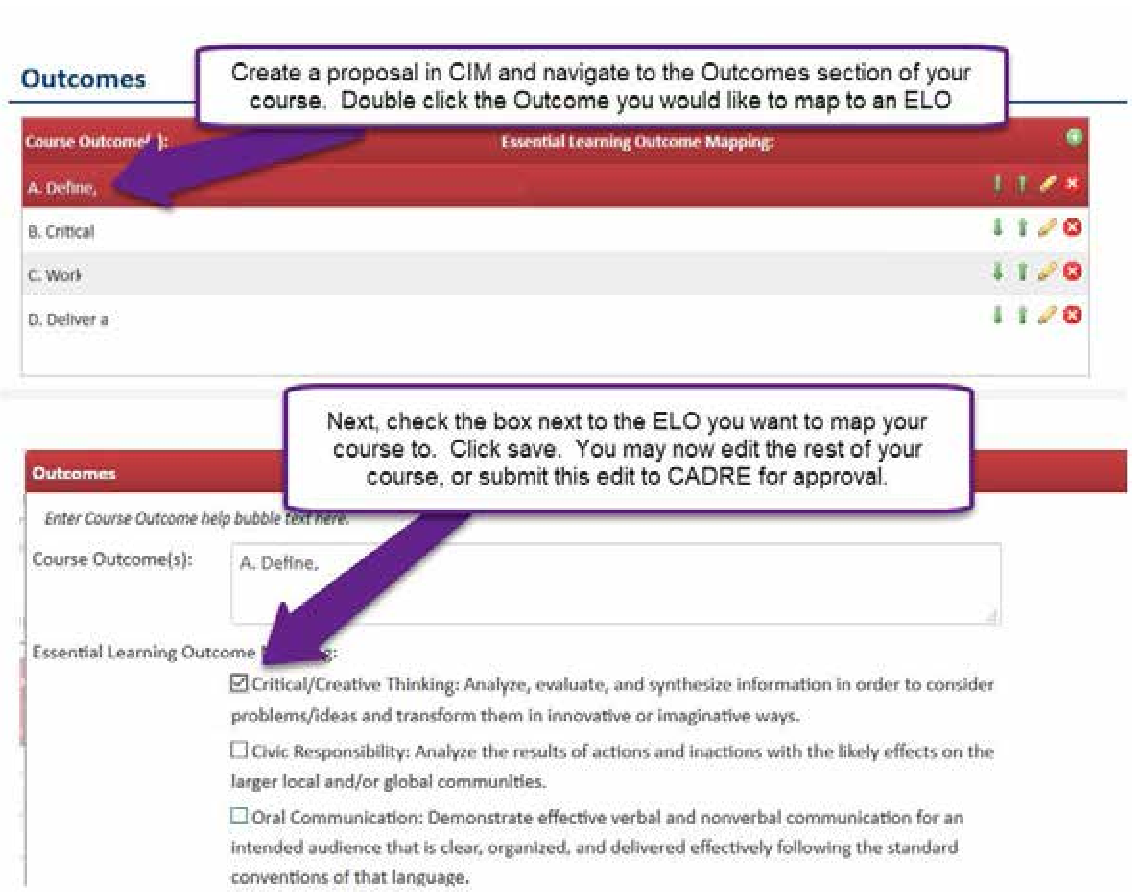
CLOA has developed guides and standard rubrics for each ELO. The guides are to help faculty determine if their course aligns with an ELO and the rubrics are used by faculty CLOA members and other faculty assessors to compare with assignments collected for assessment of a specific ELO. CLOA has established a three-year cycle for assessing the ELOs. Each year, courses that have been aligned to the selected ELO for that year are randomly selected to submit artifacts (student assignments) for assessment in Blackboard. Faculty are notified one month and one week before the beginning of the semester if their course has been selected to submit artifacts for that term. Artifact collection is anonymous. Blackboard collects carbon copies of the assignments, put into one folder that is not affiliated with any course number/CRN, to be distributed for assessment. Artifacts are then distributed to faculty serving on CLOA and other faculty who have volunteered to be part of the assessment team for that year. Faculty who are interested in becoming part of the ELO assessment team should contact the Learning Outcomes Assessment office.

MAPPING COURSE OUTCOMES TO ESSENTIAL LEARNING OUTCOMES

MAPPING: Indicating in the course inventory management (CIM) software system that all faculty teaching a course have an assignment for an outcome that applies to one or more of the ELOs.

HOW TO MAP: Mapping an ELO to a course means that **all** faculty that teach the course **must** have an assignment to submit in Blackboard. Therefore, it is important that faculty counterparts discuss the decision to map to an ELO prior to doing so within the CIM system.

After deciding a course applies to one or more ELOs, create a proposal in CIM indicating which outcomes map to corresponding ELOs. This process is known as mapping to an ELO. After mapping in CIM, the regular CADRE approval process follows. Once approved by CADRE, the course is considered to be mapped to an ELO. All CRNs that map to an ELO are eligible to be randomly selected for artifact collection once every three years per ELO.



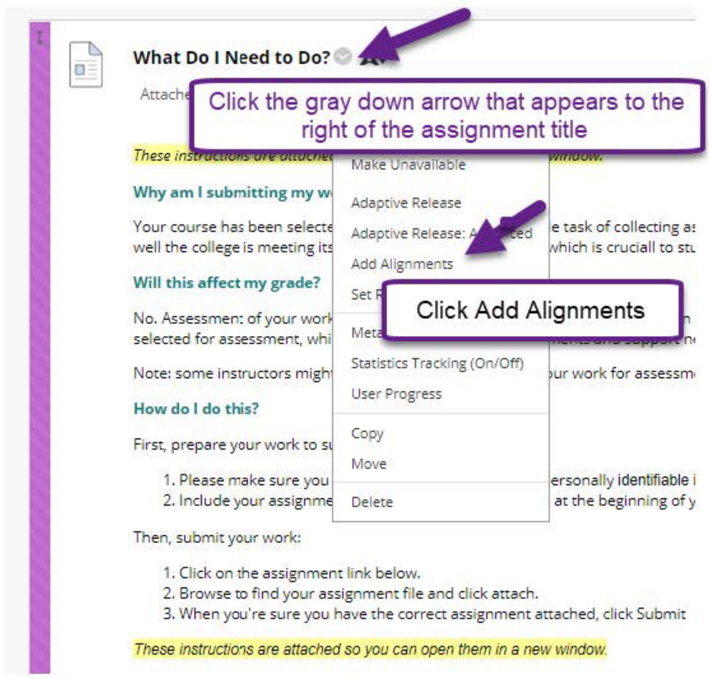
ALIGNING ASSIGNMENTS TO ESSENTIAL LEARNING OUTCOMES

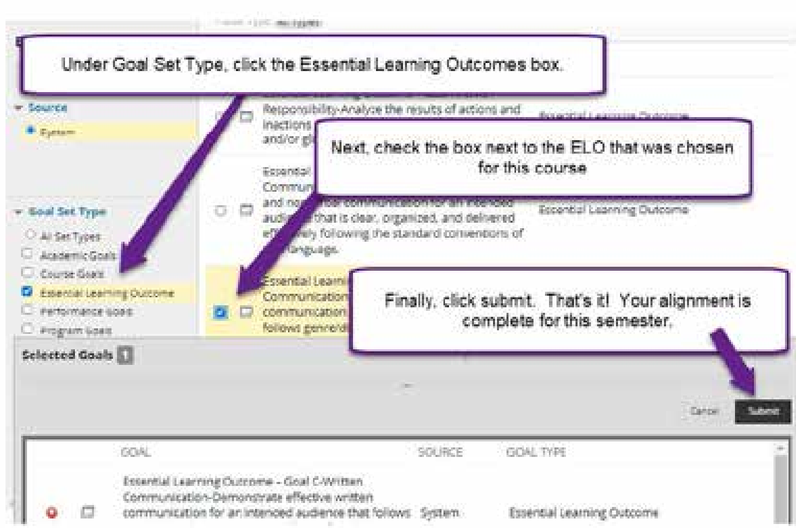
ALIGNING: Indicating in Blackboard that a course assignment applies to an ELO.

HOW TO ALIGN: If your course is randomly selected for artifact (assignment) collection:

> **Step 1:** Choose an assignment that you are already using to assess the course outcome that also applies to the designated ELO.
>
> **Step 2:** Align the assignment to the ELO in Blackboard with a few clicks (see below).

You will receive a notice one month before, and again one week before, classes begin along with alignment instructions, the ELO guide and rubric, and a best practices guide. Members from CLOA and the Learning Outcomes Assessment office are available to answer any questions you may have.





PROGRAM OUTCOMES ASSESSMENT

The Learning Outcomes Assessment office works with faculty in each discipline to establish a program outcomes assessment plan, support faculty in collecting artifacts for assessment and document assessment activities. All programs should have established a three-year assessment cycle, with designated program outcomes to be assessed each year. There are a number of tools available for faculty to use in assessing program outcomes. Faculty can work with instructional designers in their campus CLE to develop assessment rubrics for each program outcome, or they may work with the Learning Outcomes Assessment office to gather data on student learning and success via a survey, or collect data from clinical site evaluations. These are just a few examples of tools faculty might use for program outcomes assessment.

Programs that have a specialized accrediting agency should follow the guidelines and use any required assessment plan template provided by a specialized accrediting agency. Programs that do not have assessment guidelines or templates provided by specialized accrediting agency can use the following template developed by CLOA to develop a program outcomes assessment plan and document assessment activities.

Program Learning Outcome	Assignment (Artifact)	Course	Assessment Cycle	Benchmarks	Data Results	When does the data get reviewed?	Action Plan	Date Completed
Safely administer effective treatment	- Essay	Course 1300	- Collect in Fall, Assess in Spring	80% pass rate	75% have passed	Faculty meeting in Spring	Add additional Safety assignment	5-17-17
	How do you assess this?	In which course is it assessed?	You should assess 2 or 3 outcomes each year	What does success look like for this outcome?	This would be entered after you assess your criteria	Please enter when you will review the Data	What will you charge if your results are too low?	

Program learning outcome: Found in the college catalog.

Assignment (artifact): What do you use to assess the learning outcome? Essay? Quiz? Survey?

Course: In what course is the assignment located?

Assessment cycle: When will you gather and assess the artifacts?

Benchmarks: What does success look like for this outcome's assignments? 80% pass rate? 90% satisfaction? 85% pass on the first try?

Data results: What were the results of your assessments? When does the data get reviewed? When will you discuss the results with all faculty?

Action plan: What change will you make to increase your data results? Or what new assignments will you assess the next time?

COURSE OUTCOMES ASSESSMENT

CLOA began working to implement a systematic approach to course-level assessment in fall 2017, when the College was accepted into the HLC Assessment Academy. The course-level assessment project focuses on an ongoing commitment to improve student learning. Through this project, CLOA has begun to develop, document and implement a systematic approach to assessment that leads to institutional improvement. Assessment results will provide departments an opportunity to engage faculty in professional development, dialogue and, most importantly, the occasion to discuss curricular improvements based on assessment results within the department.

Faculty participating in the course-level assessment implementation are working with their colleagues to select a course-level outcome in their discipline, choose assignments to assess, build a rubric and assess the chosen assignments. After the assessments are complete, the assessment office will aggregate the data and share it with the discipline's faculty team leader. If you are interested in participating in the academy to start working on course-level assessment for your discipline, contact Amanda Nolan in the assessment office.

The Learning Outcomes Assessment office provides support to faculty for course-level assessment by setting up designated course outcomes and faculty-developed assessment rubrics in Blackboard, and helping faculty develop survey tools to use for assessment.

ASSESSMENT TIMELINE/PLANNING ACTIVITIES

Below is a sample timeline/activity plan for conducting course and program-level assessment. This can be customized to your chosen timetable.

Step 1: Create plan, Course and Team Selection (Start of Fall)

- Create course assessment plan.
- Select a faculty team for each course.
- Identify course(s) and outcome(s) for assessment.

Step 2: Assignments, Rubric, Alignments (Fall)

- Select/create assignments that you would like to use for assessment.
- Create a rubric for the chosen outcome (instructional designers can assist you).
- Communicate with fellow faculty about course-level assessment.
- Notify assessment office to make selected course outcomes available in Blackboard for alignment. If you are not using Blackboard, a survey tool can be created for your department.
- Align assignments to your chosen outcome in Blackboard.

Step 3: Aligning and Assessing (Spring)

- Align all assignments to your chosen outcomes in Blackboard.
- Blackboard will begin collecting artifacts for you.
- Send faculty reminders to upload and align assignments.

Step 4: Closing the Loop (End of Spring/Beginning of Fall)

- Recruit assessors.
- Assess artifacts.
- Discuss assessment results and create an action plan to implement any needed changes.

Step 5: Implement Changes, Assessing, Mapping and Collecting (Fall)

- Implement changes.
- Begin process again with new outcomes.

ASSESSMENT SURVEY SCHEDULE

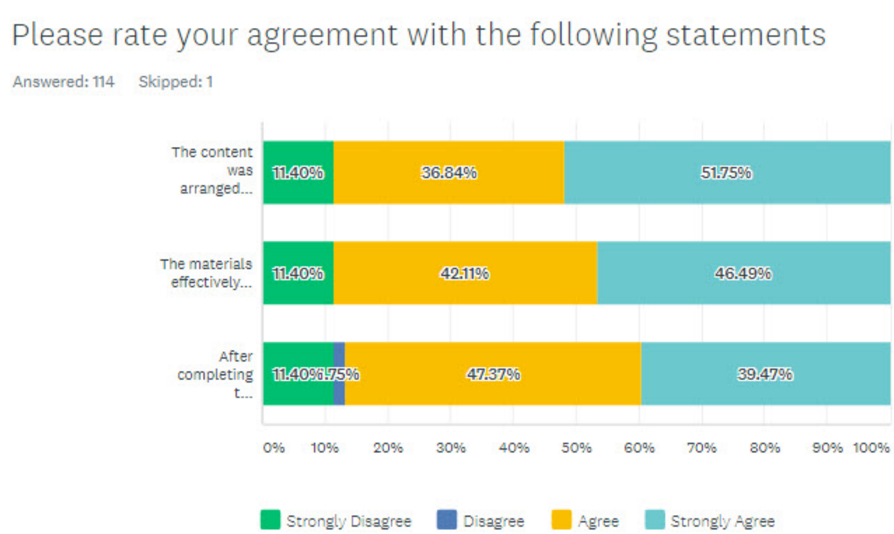
The Learning Outcomes Assessment office assists disciplines with the creation and distribution of the following types of surveys to support course- and program-level assessment and program review:

- Course survey
- Exit survey
- Graduate survey
- Employer survey
- Program applicant survey
- And more

If you would like your course or program to be on a survey schedule, please review the lists of sample survey questions on our website: tri-c.edu/outcomes.

Next, notify the Learning Outcomes Assessment office of the surveys and questions you would like to send, along with a timeline and list of courses and recipients who will receive the survey.

The Learning Outcomes Assessment office will set up the survey for you. Results are centralized for easy reference and are confidential. Examples of potential result template designs are below:



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
The content was arranged in a clear and logical way.	11.40% 13	0.00% 0	36.84% 42	51.75% 59	114
The materials	11.40% 13	0.00% 0	42.11% 48	46.49% 53	114

GOVERNANCE COMMITTEE ON LEARNING OUTCOMES ASSESSMENT (CLOA)
REVIEW OF CURRICULUM

CLOA is a faculty-led governance committee with the following structure:

- **Faculty:** Twelve full-time faculty members (three from each campus), who are appointed by AAUP and the Joint Faculty Senate to serve in two-year terms.
- **Four administrators:** One dean from each campus. Deans shall serve as assessment liaisons to Deans' Council and promote faculty engagement in the assessment planning and reporting process. An assistant dean, associate dean or academic dean can serve in this role.
- **Staff:** One member. The staff member shall offer a perspective on continuous improvement, assessment and program accreditation, if applicable.
- **Professional/technical:** One member. The professional/technical administrator shall serve as liaison between workforce and academic.
- **Administrative officer:** Executive Director of Curriculum Development and Learning Outcomes Assessment.

CLOA MEMBER RESPONSIBILITIES: CLOA supports continuous improvement of teaching and learning by helping faculty identify, develop and assess student learning outcomes. Based on the committee's efforts, the College will provide evidence of student learning to the Higher Learning Commission (HLC).

The committee's standard charges are as follows:

- Support continuous improvement of teaching and learning by assisting faculty in the identification, development and assessment of student learning outcomes at the general education, program and course levels.
- Support faculty in providing evidence of student learning to the Higher Learning Commission (HLC).
- Review and recommend policies and procedures for the development and implementation of assessment plans, and the reporting of assessment results for all college credit programs, courses and developmental courses.
- Support faculty in the ongoing maintenance of assessment plans and reports in concert with the Office of Learning Outcomes Assessment.

- Establish appropriate subcommittees or other working groups to accommodate these operational tasks.
- Assess artifacts each semester using rubrics and guides that are designed to measure each of the College's seven Essential Learning Outcomes (ELOs) to provide a snapshot of how Tri-C students are performing in aggregate on each of the ELOs.
- Create and implement training for fellow faculty members collaborating with the Learning Outcomes Assessment office.
- Help fellow faculty members identify and develop assignments for ELO artifact submission.
- Provide support, answer faculty questions and help ensure a high artifact submission rate.
- Serve on one or more subcommittees for special projects.
- Work in conjunction with the curriculum office to ensure that all courses and programs are mapped to appropriate, measurable learning outcomes and ELOs.
- New members are identified through the union contract governance process for two-year terms.

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Cuyahoga Community College

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