

ASSESSMENT UPDATE

Fall 2007

Course Descriptions to be revised for new Gen Ed



The afternoon of the Thursday, January 10th faculty development day is reserved for an important step in transitioning to the new General Education program. Faculty members will be encouraged to accomplish two goals: to revise the Course Descriptions with Student Outcomes to incorporate the new infused General Education outcomes and to determine courses that will comprise the Core Course menu.

Lunch will be provided in CC 228, followed by a one-hour demonstration of the revision procedure by Prof. Jan Thompson. From 2:00 – 4:00 p.m. faculty members will return to their divisions and divide into teams according to programs or course clusters. Divisions are responsible to provide them with the Course Descriptions. Revisions can be made electronically or on paper.

Prof. Thompson will distribute a series of flow charts to assist faculty in making revisions to the General Education section of the Course Descriptions. Changes should indicate which Gen Ed learning outcomes are infused in the course, match them to specific course outcomes, and recommend assessment techniques. Eventually, the changes should be recorded on a new abbreviated form, which must be submitted to Curriculum Council by April, 2008. The form will also be made available at the demonstration.

All faculty members will participate in revising the Course Descriptions related to their fields with respect to infused outcomes. Faculty members in the core disciplines should also identify core courses.

AQIP examiners will visit LC

by Robert Callaway

The Academic Quality Improvement Program (AQIP) was developed and launched in 1999 with a grant from the Pew Charitable Trusts. With AQIP, an institution demonstrates that it meets accreditation standards and expectations through sequences of events that align with those ongoing activities that characterize organizations striving to improve their performance.

AQIP has grown steadily from its original 14 institutions in 2000-2001 to over 180 in 2007. LCCC became a member of AQIP in 2001 and is one of 22 Ohio colleges and universities that participate in this model of accreditation.

As part of the AQIP process, LCCC is required to engage in various accreditation-related activities every year throughout a seven-year cycle. The key activities include the following: action projects and annual updates, strategy forum, system portfolio, quality checkup, and re-affirmation.

continued next page

Gen Ed Timeline

December 2007: General Education Implementation Plan distributed to campus. GEASC publishes proposed rubrics for infused outcomes.

January 2008: Development Day dedicated to General Education implementation; faculty review their curriculum in reference to both infused and core outcomes. All faculty will review infused outcomes. A&H, S&M, and SS/HS faculty will begin work on core outcomes.

February 2008: Academic divisions associated with core outcomes (A&H, S&M, SS/HS) submit Core Course listing proposals to Curriculum Council.

March 2008: Curriculum Council deadline for course revisions related to Infused Outcomes.

April 2008: April 30, 2008 deadline for academic division to propose Core Course listing revisions to A&H, S&M, or SS/HS.

May 2008: General Education Outcome matrix updated for purposes of Curriculum Guide review.

October 2008: Curriculum Council deadline for Core Course listing revisions.

November 2008: Curriculum Council deadline for Curriculum Guide revisions.

You bet – ABET needs assessment of Engineering programs

by Kelly Zelesnik and Hikmat Chedid

The Computer Maintenance and Networking (CMNW) and the Applied Electronics (AE) programs began the process of ABET accreditation in January of 2007. ABET, Inc., the recognized accreditor for college and university programs in applied science, computing, engineering, and technology, is a federation of 28 professional and technical societies representing these fields. Among the most



respected accreditation organizations in the U.S., ABET has provided leadership and quality assurance in higher education for over 70

years. ABET currently accredits some 2,700 programs at over 550 colleges and universities nationwide. ABET is recognized by the [Council for Higher Education Accreditation](#).

ABET's evaluation is outcome-based and requires programs to demonstrate a continuous improvement plan. Programs must have published program outcomes demonstrated through program assessment. Outcomes represent the skills, knowledge and capabilities that graduates should possess at the time of graduation so that they are properly prepared to achieve the objectives of the

program. In addition, there are program-specific criteria and 11 general criteria that both programs were required to prove.

The Applied Electronics Program utilized assessment tools developed by the AQIP Assessment Design Team to meet the General Education Outcomes of the College and its own specific program outcomes and aligned these outcomes to satisfy ABET general and specific program criteria.

The course assessment record, CAR, was central to the assessment strategy. Program outcomes were developed by deriving common themes from individual course outcomes. Performance criteria were developed based on ABET general and specific criteria. These criteria were included in program CARs. Finally, a rubric template for the performance criteria was developed to aid in the assessment of individual criteria. CAR data were pooled and analyzed by performance criteria and linked to each program outcome. These data were summarized in the PAR form. Existing assessment tools (CAR and PAR) and processes were key in a successful ABET evaluation for the Applied Electronics major.

For the CMNW Program, ABET criteria also required a closing-the-loop component to ensure that the changes are tracked long term and are reviewed for their impact on program constituents
Photo: Hikmat and Kelly

AQIP examiners *from page 1*

The AQIP web site (www.AQIP.org) contains more detailed information about each of the key processes.

All of these activities occur at various points throughout the accreditation seven-year cycle. For instance, the College must maintain at least three action projects and submit annual updates each academic year. On the other hand, the strategy forum occurs every four years, while the quality checkup and reaffirmation processes occur once every seven years.

The College's next major AQIP activity is the quality checkup visit. AQIP will send two examiners to visit the campus on March 12-14, 2008. The examiners will participate in a series of meeting with various employees, committees, councils, and organizational units to verify and clarify information about the College's commitment to continuous and quality improvement. These two web sites can provide you with a context about our commitment: <http://www.lorainccc.edu/About+Us/Accreditation/AQIP.htm> and <http://www.lorainccc.edu/About+Us/Quality.htm>. It would also be advisable for faculty and staff to review the College's new mission, vision, values, and Vision 2015 strategic priorities and initiatives: <http://www.lorainccc.edu/About+Us/Vision+2015+Initiatives/>.

The Office of Institutional Effectiveness and Planning (IEP) will work with AQIP and the examiners to arrange the site visit. All individuals, committees, councils, or organizational units that the examiners will want to meet with will be contacted in the near future.

If you have any questions, please contact Robert Callaway at extension 7377 or rcallawa@lorainccc.edu.