

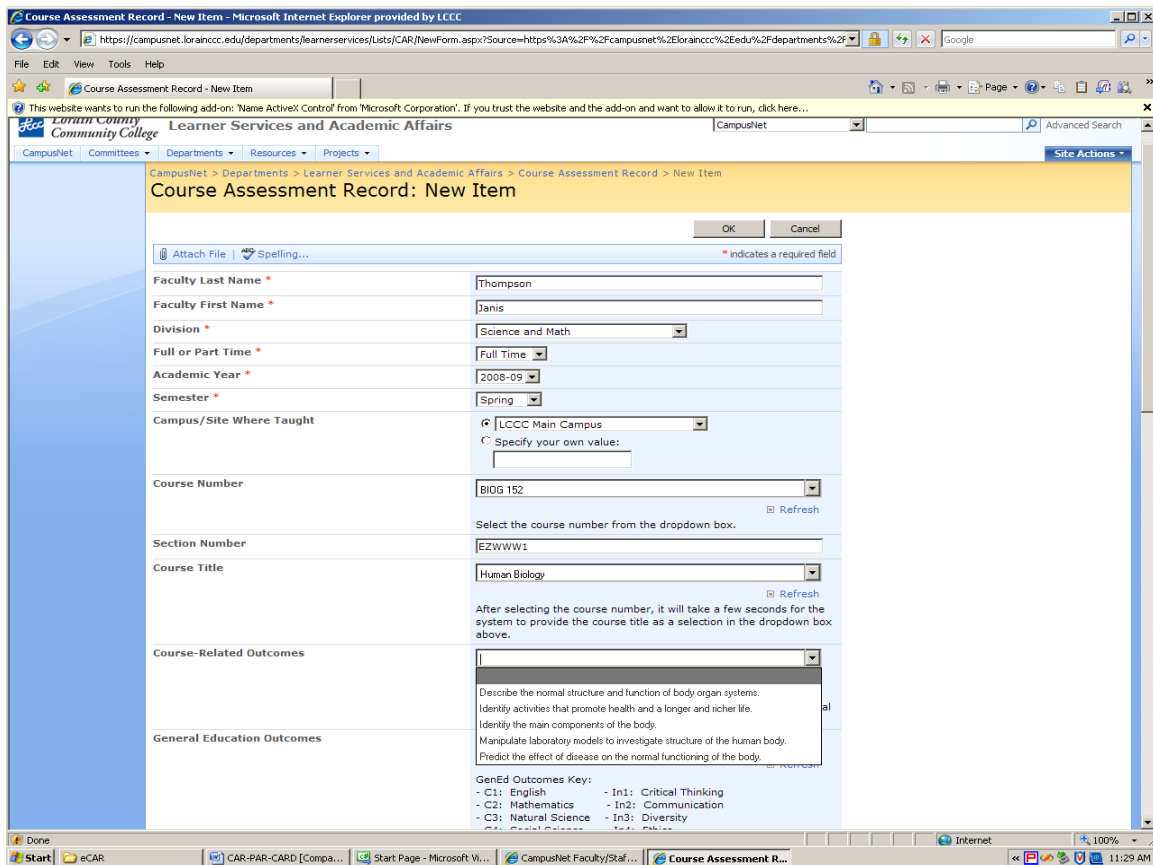
Completing the Assessment Data Documentation

Each semester, faculty are expected to complete a Course Assessment Record (CAR) document for at least one course outcome for at least one course (more are encouraged). The assessment data that is collected at the course level helps provide assessment at the program and institutional level, as well. On a yearly basis, the CAR data is compiled into a Course Assessment Record Database (CARD), first by division and then by the institution. These composite data are then evaluated by the Office of Institutional Effectiveness and Planning (IEP) to look for trends across the curriculum – especially in the area of General Education. An annual report is published related to the CARD. Programs are formally evaluated on five-year cycles using a Program Review (PR) process. During the Program Review, the PR committee will complete the Program Assessment Record (PAR) using assessment data previously reported on the CAR.

In the past, data had to manually transferred from one document to another – a time-consuming retyping of the information from the CAR to the PAR or CARD. Beginning in fall 2009, LCCC faculty will be entering data electronically into the Electronic Course Assessment Record (eCAR) site that has been created using Microsoft SharePoint. This site will have many benefits: 1) Course information will be present in the system and available to the faculty menu via pull-down menus; 2) The site can be accessed easily from both on and off campus; 3) The data will be input in a much more consistent format which will lead to more reliable and comparable data; 4) The data will be directly entered into an electronic database and downloadable to an Excel spreadsheet; 5) The downloaded data can be easily manipulated by faculty and staff to extract needed information (training will be provided at a future time); 6) The electronic data can be easily transferred (via cut-and-paste) to other documents, as needed; 7) The electronic format will save reams of paper each semester, which is great for the environment. The paper versions of the CAR will no longer be used.

The eCAR site was created using the guidelines from the paper CAR document so you will be providing exactly the same information that you did previously, you will just be entering it directly into the database now. Access to the eCAR site is via the College's intranet (i.e. CampusNet), which one can get to on campus by typing "www" into the URL bar on the browser and hitting Return. If you are off campus, you can access the site by going to <http://www.lorainccc.edu>; clicking on the Faculty/Staff link (yellow tab in the upper right corner of the page); and then clicking on the CampusNet link in the left-hand menu. You will be required to login using your system login information. This will take you to the CampusNet homepage. From here, you have two options to get to the eCAR site: 1) Click on the **Forms Library** link under the Resources heading at the center of the page and then click on the **Course Assessment Record** link; OR 2) Click on **the Learner Services and Academic Affairs** link in the left side menu under Departments (the easier path!).

Once you arrive at the eCAR page, select **Add New Item**. The electronic CAR will initially ask you to input basic demographic data about you, the course, and your course section. Pull-down menus have been provided, wherever possible, to assist you with the completion of the eCAR.



Then you will select the specific course outcome and the related General Education Outcomes that you have assessed. This information is programmed into the system, based on the information from the Course Description with Student Outcomes (CDSO) document for the course, so there is no need to hunt down the information in the division office or from the office staff. [Note: At the beginning of each semester, you may want to go and look at your "options" for which of course outcomes you to assess – just enter in the course title and the menu for the course outcomes will self-populate.]

Next, you will need to identify the learning activities that your students would engage in to learn this course outcome. You will also select the assessment tool(s) that you used to assess the learning that took place in your class associated with this course outcome. You can choose more than one, if several were used. Just click on the boxes next to the appropriate assessment tool. If the assessment tool that you used is not listed, click on the final one of the list (Specify your own value) and put in the name of the tool that you used.

The screenshot shows a web browser window titled "Course Assessment Record - New Item - Microsoft Internet Explorer provided by LCCC". The address bar shows a URL from campusnet.lorainccc.edu. The form contains the following fields and options:

- Section Number:** EZWWW1
- Course Title:** Human Biology (with a Refresh button)
- Course-Related Outcomes:** Identify activities that promote health and a longer and richer life. (with a Refresh button)
- General Education Outcomes:** (empty dropdown with a Refresh button)
- GenEd Outcomes Key:**
 - C1: English - In1: Critical Thinking
 - C2: Mathematics - In2: Communication
 - C3: Natural Science - In3: Diversity
 - C4: Social Science - In4: Ethics
 - C5: Humanities - In5: Health
- Learning Processes and Activities:** Lecture, classroom discussions, nutrition project (with a Refresh button)
- Assessment Techniques-Methods-Measures:**
 - Application Scenario
 - Discussion
 - Journal
 - Minute Paper
 - Muddiest Point
 - Performance
 - Portfolio
 - Presentation
 - Practical/Competency Testing
 - Pre-Test/Post-Test
 - Project
 - Rubric
 - Test Item Analysis
 - Specify your own value:
- Expected Outcomes-Performance Evaluation Criteria:** (empty dropdown)

Now you will need to identify the level of expectation that you had set for your students. This can be worded in a number of ways, but should include some type of numerical value for comparison purposes. Remember that the goal of assessment is to **improve student learning**, so set your expectations high. Students will rise to the occasion; and if they don't, you will know where they need help for future classes. For example:

- 80% of the students will earn a minimum of 70% of the points on selected questions.
- Students will be expected to perform at a level of 70% or higher.
- Benchmark expectation is 70%.
- 95% of students will demonstrate improvement between pretest and post-test.
- 80% of students will achieve a minimum rating of 4.0 on the 5.0 rubric rating scale.

In the next box, you will list the actual results of the assessment. In other words, how did your students do? Again, provide numerical data, similar to your expectation:

- 67% of students scored 70% or higher on selected test questions.
- 97% of students improved score between pretest and post-test.
- 86% of students scored 4.0 or higher on rubric rating of assignment with average rating of 4.3.

If you noticed anything in particular about the students' performance, this is the place to note that, as well. Maybe 86% of the students achieved the 4.0 overall on the rubric, but if 50% scored poorly on one section of that rating rubric. That would be important to know. Yes, the students met the benchmark, but there is an area where improvement in learning could occur. Therefore, your entry might look more like this:

- 86% of students scored 4.0 or higher on rubric rating of assignment with average rating of 4.3. Only 50% of students scored 4.0 or higher in the "Organization" category.

Now select whether your students met the expectation criteria. You have three options to select from: yes, no, and partial achievement.

The screenshot shows a web browser window titled "Course Assessment Record - New Item" with the following content:

- Expected Outcomes-Performance Evaluation Criteria:** Includes a text area with "80% of students will achieve benchmark level of 80% in correctly identifying behaviors that promote health and those that contribute to disease." and a dropdown menu.
- Assessment Data Analyses:** Includes text areas with "95% of students participated in classroom discussions about the topics and provided insightful responses." and "76% correctly responded to selected test questions related to these contributing factors." and a dropdown menu.
- Was the Performance Criteria Achieved?:** A dropdown menu with the selected option "3-partial achievement of criteria".
- Recommendation for Continuous Improvement:** Includes a text area with "A class exercise will be created to help students self-assess their preparation for the exam." and a dropdown menu.
- Prior Course Assessment:** Includes a dropdown menu with "Yes, and changes were made" selected and a text area with "Additional class time was devoted to helping students delineate between the positive and negative factors."
- Changes Based on Prior Assessment:** Includes a text area with "Additional class time was devoted to helping students delineate between the positive and negative factors." and a dropdown menu.
- Performance Improvement:** A radio button group with options: "1 - Large Decrease", "2 - Slight Decrease", "3 - No Change", "4 - Slight Increase" (selected), and "5 - Large Increase".

At the bottom of the form are "OK" and "Cancel" buttons.

In the final section, you will be asked if you have assessed this course outcome previously. If not, select "No" and you are done with your eCAR. If you have, then select either: "Yes, but no changes were made" or "Yes, and changes were made". If you made changes, briefly describe what you did differently since the last assessment of the outcome and whether student performance improved and to what degree.

Now press **OK** and your eCAR will submit into the database. You can look at your "finished product" and even print it out (no longer necessary, but if you want a copy) by clicking the link on your name for that eCAR. The finished product will look like this:

Faculty Last Name	Thompson
Faculty First Name	Janis
Division	Science and Math
Full or Part Time	Full Time
Academic Year	2008-09
Semester	Spring
Campus/Site Where Taught	LCCC Main Campus
Course Number	courseNumber BIOG 152
Section Number	EZWWW1
Course Title	courseTitle Human Biology
Course-Related Outcomes	courseOutcomeDescr Identify activities that promote health and a longer and richer life.
General Education Outcomes	GEOutcomes C3, In5
Learning Processes and Activities	Lecture, classroom discussions, nutrition project
Assessment Techniques-Methods-Measures	Discussion; Rubric; Test Item Analysis
Expected Outcomes-Performance Evaluation Criteria	80% of students will achieve benchmark level of 80% in correctly identifying behaviors that promote health and those that contribute to disease.
Assessment Data Analyses	Rubric analysis of Nutrition Project report indicated that 85% of students correctly identified at least 80% of the factors. 95% of students participated in classroom discussions about the topics and provided insightful responses. 76% correctly responded to selected test questions related to these contributing factors.
Was the Performance Criteria Achieved?	3-partial achievement of criteria
Recommendation for Continuous Improvement	A class exercise will be created to help students self-assess their preparation for the exam.
Prior Course Assessment	Yes, and changes were made
Changes Based on Prior Assessment	Additional class time was devoted to helping students delineate between the positive and negative factors.
Performance Improvement	4 - Slight Increase

If you have assessed additional course outcomes or additional courses, complete another eCAR for each. *A separate eCAR is used for each outcome that is assessed.* The reason for doing this to allow the data to go into a separate line on the database for better retrieval of information later when needed for the CARD or PAR or other purposes.

If you want to change anything on your document, you can click on **Edit Item** at the top of the page and fix it. You will only be able to edit your own documents, but you can view other's submissions. If you want to save an electronic "copy" of your eCAR, you can click on the Action link above your eCAR listing and select Export to Spreadsheet. Click OK with the "warning" prompt and then select either Open with Excel or Save and click OK.

All eCARs must be submitted by the first week of the next semester. During the second week of the semester, the data will be downloaded to an Excel spreadsheet and stored in an **Archive** so that the data for each semester will remain "pure" even if courses are updated in the future. This will also help to reduce clutter on the eCAR home page, as thousands of entries will occur each semester.

Training for retrieving data from the database will be provided at a future time. Since the data is in the form of an Excel spreadsheet, many faculty and staff will already be knowledgeable about accessing the data.

If you have questions or need assistance with the eCAR, contact Janis Thompson at 366-7245 or jthomps@lorainccc.edu (email will likely get you a quicker response).