**CCA ASSESSMENT MODEL**

**Institutional Outcomes: Lifelong Skills**

(Communication, Critical Inquiry, Technology, Personal and Social Responsibility, Quantitative Reasoning, Aesthetics)

**Program-Level Outcomes**

**Course-Level Competencies**

**Institutional Outcomes:** The knowledge and skills that we want students to have mastered by the time they leave CCA.

**Program-Level Outcomes:** The knowledge and skills we expect students to have when they complete a program or degree with designation.

**Course-Level Competencies:** The knowledge and skills we expect students to have mastered upon leaving a specific course, currently outlined by CCNS.

\***Course-level assessments do not have to reflect all of the program-level outcomes or the Lifelong Skills, and all the Lifelong Skills don’t have to be represented in every program.**

**Community College of Aurora**

**Definitions of Four Types of Assessment**

**Spring 2015**

**Content Assessment:** Using an instrument such as an assignment or test to allow students to demonstrate their performance and competency in specific content learned in a course or in clinical experience. Content Assessment looks at one part of a course and its primary purpose is to provide feedback to students on their strengths and weaknesses in learning specific skills or content, and to identify where changes in teaching specific content or skills is needed.

**Course Assessment:** Using instrument such as tests, portfolios, pre- and post-tests, final projects/papers, etc. to measure how well students can demonstrate mastery of the skills and knowledge that have been identified as outcomes for a course. Course assessment can be used to discover areas of the course that need improvement; give feedback to students on their strengths and weaknesses in learning the outcomes of the course; to identify whether multiple sections of the same course are consistently achieving the core objectives of the course; and to identify where changes in content or teaching methods may be needed.

**Program Assessment:** The systematic collection and evaluation of data that measures whether students are demonstrating student learning outcomes and skills identified as program level outcomes. These are outcomes that are introduced and expanded upon in courses and experiences across the program, and are not tied to just one course or experience. Program Assessment can be used to discover if the learning skills are sufficiently developed across the intended courses and experiences of the program, and provide feedback on specific changes needed in a program to better support students in learning these outcomes and skills. For example, program assessment may influence changing curriculum in a specific course or across several courses; adding experiences such as internships or apprenticeships; providing specific student support outside of courses such as special advising or tutoring; or rearranging a sequence of courses.

Some methods of collecting Program Assessment data may include portfolios (collections of student work over the program); capstone projects or courses; or collecting a sample of multiple assignments or tests from several courses identified as program milestones where students are expected to demonstrate the relevant student learning outcomes or skills. Program Assessment is a key part of Program Evaluation, which is the systematic collection and evaluation of data looking all aspects of a program. Program Assessment is often meant to provide formative evaluation (providing feedback to help improve and modify a program) where Program Evaluation is often meant to provide summative evaluation (providing evidence of the quality and worth of a program).

**Institutional Assessment:**  The systematic collection and evaluation of data that measures whether students are demonstrating student learning outcomes and skills identified as institutional level outcomes, and identifying ways of continually improving the learning of these skills at the institution. Institutional Assessment can look at learning outcomes at the whole college (for example, what evidence does the institution have that its students are critical thinkers upon leaving the institution?) or at one part of the institution (how well does the sequence of general education courses prepare students to be critical thinkers?) Institutional Assessment is a key part of Institutional Evaluation, such as that conducted by accrediting agencies, which is the systematic collection and evaluation of data looking at all aspects of an institution. Institutional Assessment is often meant to provide formative evaluation (providing feedback to help improve and modify institutional offerings or practices) while Institutional Evaluation is often meant to provide summative evaluation (providing evidence of the quality and worth of an institution).