Outcomes Assessment Plan for the University of the District of Columbia Community College
A. INTRODUCTION

Vision

Serving as a benchmark for excellence, the University of the District of Columbia Community College provides opportunity for District residents to access high-quality, affordable, learner-focused and market-driven programs that advance their individual and the community's economic, social and educational goals.

Mission

In diverse, technology enhanced learning environments, UDC-CC provides opportunities for students to obtain the requisite skills of today's workforce and prepares them for the demands of tomorrow. We offer accessible, affordable, and high-quality programs to the residents of the District of Columbia and the region. Our associate degrees, certificates, workforce development and lifelong learning programs are market-driven and learner focused. UDC-CC serves as a vital link to the intellectual, economic, civic and cultural vitality of the region.

To advance this vision and mission, the University of the District of Columbia Community College has charged the Standing Committee on Outcomes Assessment with the following responsibilities:

This committee will assist the Dean for New Program Development and Compliance and the Dean of Academic Affairs in the development and utilization of well documented, systematic processes to monitor, evaluate, and revise the substance and delivery of the curriculum and to assess the impact of the curriculum on learning. The committee will assist in the monitoring of the implementation and progress of the assessment structure, reviewing of assessment reports, and making recommendations to the Curriculum Committee for changes in programs and in courses of instructions. The committee will seek input from all appropriate stakeholders, including employers, and utilization of data from instruments such as the Community College of Student Engagement (CCSSE) and student exit surveys.

The Need for Outcomes Assessment

The UDC-CC is committed to working closely with all of its faculty and staff, in establishing a culture of assessment that provides a framework for the development of an ongoing cycle of assessment and evaluation which in turn results in improved programs and outcomes for its students. The values that are listed below reflect UDC-CC's commitment to engaging faculty and staff in continuous assessment and program improvement activities.

Values

At UDC-CC, the utmost value is placed on student learning, development, retention, persistence to completion, and success as contributing citizens of society. As a public postsecondary institution, UDC-CC will be measured, first and foremost, by its demonstrated capacity to accomplish these outcomes. Of critical value, too, are UDC-CC's contributions of new knowledge and understanding to resolving problems and issues confronting its community, the region, and the world.
Further, UDC-CC views the principles of service, intellectual openness and honesty, integrity and mutual respect as integral to its community. The faculty plays a leading role in promoting these values.

Our values include:

A. Educational Excellence
   - Innovative approaches to instruction and program completion is our hallmark
   - Graduation/program completion is the standard for all students

B. Superior Customer Service
   - Student success is the first priority
   - Effective, efficient, friendly, technology-enhanced service
   - Seamless transactions for students and the community

C. A Culture of Collaboration
   - Partnerships with community based and non profit organizations, government, industry, K-12 and other higher education institutions
   - Expanded pathways for students

D. Economic Vitality
   - Opportunity through education and career enhancement
     - Increase the number of Washingtonians who work in the District
     - Respond to the needs of high growth sectors
     - Reduce/eliminate the inequality of educational opportunity in the District

E. Data Driven Assessment, Evaluation and Accountability
   - Institutional and student success performance plan with measurable milestones
   - Routine assessment through point of service instruments
   - Responsiveness to our community
   - Data driven decision-making
   - A culture of evidence

F. Technology
   - Learner-centered technology
   - State-of-the-art technology that simulates business practices
   - Instructional technology that increases access
   - Technology that fosters collaboration
   - Technology that enhances administrative processes

G. Understanding our Place in this World
   - A culture that grows, learns, and thrives from our diversity
   - Contributes to the environmental health of the region
   - Engages the community in developing response to needs

These values reflect UDC-CC’s efforts to comply with the accreditation requirements of the Middle States Commission on Higher Education, the standards for the various degrees and certificate programs, and the vision, values and principles of the Achieving the Dream program.
What is Assessment

In an educational context, assessment is defined as the ongoing process of measuring a student’s or an institution’s attainment of an objective or outcome. From the classroom perspective, assessment focuses on what a student knows, understands and is able to do. Assessment is an active process, in that it requires a student to demonstrate how he/she has met the goal or objective of the lesson. In the same vain, assessment holds the instructor accountable for student learning. From the institution’s perspective, assessment focuses on how effective the college is in accomplishing its vision, mission, goals and objectives outlined in the strategic plan.

The main purpose of this document is to provide an overview of how the institution, UDC-CC, will ensure that upon program completion, students are equipped with the knowledge, skills and dispositions needed to compete and succeed in a global economy. Furthermore, this plan provides a blueprint for how UDC-CC will incorporate the following six principles of outcomes assessment outlined by Middle States, into all aspects of program and institutional assessment planning and implementation.

**Guiding Principle 1: Existing Culture**
Begin by acknowledging the existence of assessment throughout the institution in order to ensure that the assessment plan is grounded in the institutional culture.

**Guiding Principle 2: Realistic Plan with Appropriate Investment of Resources**
Plans for assessment at the program, school, and institutional levels should be realistic and supported by the appropriate investment of institutional resources.

**Guiding Principle 3: Involvement of Faculty and Students**
Academic leadership is necessary in order to gain the support and involvement of faculty members, staff, administrators, and students across the institution.

**Guiding Principle 4: Clear Goals**
Assessment activities should be focused by clear statements of expected student learning (knowledge, skills, and competencies).

**Guiding Principle 5: Appropriate Methods**
Assessment should involve the systematic and thorough collection of direct and indirect evidence of student learning, at multiple points in time and in various situations, using a variety of qualitative and quantitative evaluation methods that are embedded in courses, programs, and overall institutional processes.

**Guiding Principle 6: Useful Data**
Data gained through assessment activities should be meaningful. They should be used, first, to enhance student learning at the institutional, program, and course levels; second, in institutional planning and resource allocation; and third, to evaluate periodically the assessment process itself for its comprehensiveness and efficacy.

For the purposes of this document, emphasis will be placed on defining and clarifying the institution’s definition of assessment in the context of program and institutional outcomes.

**Definition of Outcomes Assessment**

UDC-CC defines outcomes assessment that encompasses both a student and institutional perspective. To this end, outcomes assessment is the systematic, intentional, and ongoing assessment of student learning and performance in courses and programs that provide critical data as to whether course or program activities are successful in helping students attain the knowledge, skills and dispositions needed to work successfully in the particular field or discipline selected by the student. Data from this assessment will afford the Institution the opportunity to make informed decisions regarding changes that will enhance the program and improve the teaching-learning process. Graphically, this definition of outcomes assessment is represented in the following way:
The committee has identified eight (8) qualities/characteristics that students must possess upon graduation from UDC-CC. These qualities/characteristics are our Institutional Standards, they are:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Definitions</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree and Certificate Programs</td>
<td>Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. (Critical Thinking Index Page, n.d.)</td>
<td>To conceptualize, apply, analyze, synthesize and evaluate information from a variety of sources.</td>
</tr>
<tr>
<td>Critical thinking/Analysis/Problem Solving, Creativity/Innovation</td>
<td>To work jointly with others or together especially in an intellectual endeavor.</td>
<td>To work jointly with others to achieve a purposeful objectives.</td>
</tr>
<tr>
<td>Collaboration/Teamwork/Leadership</td>
<td>To conduct and behave in a respectful and professional manner; positive attitudes towards learning; uphold the ethics of the profession.</td>
<td>To conduct and behave in a respectful and professional manner; maintain positive attitudes towards learning; and uphold the ethics of the profession.</td>
</tr>
<tr>
<td>Demeanor/Dispositions/Professionalism/Ethical and Social Responsibility/Lifelong learning and Self Direction/Work Ethic</td>
<td>To use the computer and other technologies as a tool to support personal and professional objectives</td>
<td>To use the computer and other technologies as a tool to support personal and professional objectives</td>
</tr>
<tr>
<td>Competence in the use of computer and other technologies as a tool for learning</td>
<td>Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors (Retrieved from LEAP at <a href="https://www.aacu.org/leap">https://www.aacu.org/leap</a>).</td>
<td>To prepare a purposeful presentation that is designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve</td>
<td>To develop and express ideas in writing using different genres and styles, and employing different technologies that include data and</td>
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<tr>
<td>Written Communication</td>
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<tr>
<td>Student Learning Outcomes Degree and Certificate Programs</td>
<td>Definitions</td>
<td>Outcomes</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
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</tr>
<tr>
<td>working with many different writing technologies, and mixing texts, data, and images (Retrieved from LEAP at <a href="https://www.aacu.org/leap">https://www.aacu.org/leap</a>).</td>
<td>images.</td>
<td></td>
</tr>
<tr>
<td>Quantitative and Scientific Reasoning/Creativity/Innovation</td>
<td>The ability to reason and solve quantitative and scientific problems from a wide array of authentic contexts and everyday life situations. To understand and create sophisticated arguments supported by quantitative and scientific evidence and to communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate) (Retrieved from LEAP at <a href="https://www.aacu.org/leap">https://www.aacu.org/leap</a>).</td>
<td>To reason and solve quantitative and scientific problems from a wide array of authentic contexts and everyday life situations supported by quantitative and scientific evidence.</td>
</tr>
<tr>
<td>Equity/Diversity/Inclusion leading to Global Learning and Citizenship</td>
<td>Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably (Retrieved from LEAP at <a href="https://www.aacu.org/leap">https://www.aacu.org/leap</a>).</td>
<td>To be aware of one’s place in the world as a global citizen, open to and attentive to diversity across the spectrum of differences.</td>
</tr>
</tbody>
</table>
Purpose of Outcomes Assessment:

The purpose of Outcomes Assessment is to ensure that students are learning and that the Institution is purposefully and intentionally engaging in activities that will ensure that ALL students learn. To achieve this goal, multiple levels of assessment exist at UDC-CC.

Institutional Level (Strategic Plan – See Appendix A). At the institutional level, assessments are carried out when students enter the college, during their matriculation, at exit from the college and one year after they leave. These assessments provided data as to how effective the college is in preparing students to succeed in the work world.

In addition to these assessments, UDC-CC conducts other types of assessments, such as surveys, and focus group discussions, to determine students’ satisfaction with services provided.

Program/Discipline Level (see Appendix B) At the program level, assessments are conducted in an effort to determine whether students are equipped with the knowledge, skills and dispositions deemed essential for the discipline. The plan for conducting program assessments in each discipline that exists in the college are discussed in the section – Program Assessment.

Course Level Each course that is taught at the college must outline the goals, objectives and outcomes each student will attain upon completion of the course. Faculty are required to engage students in a variety of assessments that determine what students know, understand and are able to do.

Characteristics of Outcomes Assessment

Meet Achieving the Dream’s goals, while developing the UDC-CC’s official outcomes assessment plan. It is imperative for the committee to incorporate the UDC-CC’s current changes, improvements, institutional planning and budgeting, and faculty improvements, and initiate plans for future projections.

Address and meet Achieving The Dream’s primary goals
Work to increase the percentage of students who accomplish the following:
- successfully complete the courses they take;
- advance from remedial to credit-bearing courses;
- enroll in and successfully complete gatekeeper courses;
- enroll from one semester to the next;
- earn degrees and/or certificates.

Identify current status, changes, improvements and future projections for
- Enrollment
- Associate degrees
- Certificates
- Workforce development and lifelong learning programs and/or courses
- Institutional planning
- Facilities
- Relocation
- Institutional budgeting
- Faculty reviews and steps to incorporate improvements
- Student self assessment portfolios
- Graduation rates
- Jobs students secure within 6-12 months after graduation

Additional characteristics
- Collect and analyze data as the vital component of a successful assessment management system.
- Comprehensively address revision plans
- Review faculty resources (course websites, faculty websites, syllabi, and rubrics), student work samples, and reports.
- Assists faculty in making resources accessible to students.
- Furnish reports to the faculty and department chairpersons upon request

Administration of Outcomes Assessment

The administration of this Assessment Plan is to be conducted by the Community College’s Outcomes Assessment Committee with oversight by the Dean of Academic Affairs. Individual clusters and programs will conduct internal periodic program reviews and other assessments; the results will be forwarded to the Outcomes Assessment Committee for review.

History of Outcomes Assessment

The University of the District of Columbia Community College (UDC-CC) opened in August of 2009. The initial program offerings included continuing education, workforce development, three certificate programs, and 19 associate degree programs formerly offered at the University of the District of Columbia (UDC). Except for its own Student Success Center, administrative and student services were shared with UDC.
For the first year, Institutional Effectiveness and Student Learning Outcomes were measured based on previous practices. These techniques included institutional research reports, full and part time faculty evaluations, student course evaluations, and various student learning outcomes measures. The Student Success Center used sign in sheets and student satisfaction surveys. Identification of changes and improvements and preparation of action plans were done on an individual basis.

In addition to the above mentioned techniques, program review was performed in the spring and summer of 2010. As a result, six programs were updated—Legal Assistant, Hospitality, Administrative Office Management, Business Technology, Computer Accounting Technology, and Computer Science Technology.

Since its opening, UDC-CC has received approval for four new programs, Fashion Merchandising, Liberal Studies, Automotive Technology, and Construction Management. These programs were developed based on the employment need projections of the District of Columbia Department of Employment Services and the Bureau of Labor Statistics. Additional programs will be developed based on these projections.

During the spring of 2010, the UDC-CC Outcomes Assessment Committee was formed and a formal UDC-CC Outcomes Assessment Plan was developed. This plan is outlined in this document.

A faculty development workshop was conducted at the opening meeting of the 2010 fall semester, and the college-wide assessment policies and procedures were adopted.

**Chronology of Outcomes Assessment**

The chart depicts the types of assessments that are conducted at UDC-CC, when they are conducted and how the data will be used.

<table>
<thead>
<tr>
<th>Point of Assessment</th>
<th>Person or Unit being assessed</th>
<th>Type of Assessment</th>
<th>Frequency</th>
<th>How Data Is Used (include reference to ATD plan and Strategic Goals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon Admission</td>
<td>Entering Freshmen</td>
<td>Accuplacer</td>
<td>Upon entry</td>
<td>To determine whether students can be placed in college level math and English or enroll in co-requisite courses.</td>
</tr>
<tr>
<td></td>
<td>International students</td>
<td>TOEFL</td>
<td>Upon entry</td>
<td>To place students in English</td>
</tr>
<tr>
<td>Freshmen year</td>
<td>Freshmen</td>
<td>SENSE</td>
<td>During the freshman year</td>
<td>To evaluate students’ first year experience</td>
</tr>
<tr>
<td>During program of study</td>
<td>All students</td>
<td>CCSSE</td>
<td>Bi-annually</td>
<td></td>
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<tr>
<td>-------------------------</td>
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<td></td>
</tr>
<tr>
<td>According to program review schedule</td>
<td>Programs</td>
<td>Program Review</td>
<td>Once every 3-5 years</td>
<td>To update program and course content and delivery</td>
</tr>
<tr>
<td>End of each course</td>
<td>Each course</td>
<td>Student Survey</td>
<td>Every semester</td>
<td>To evaluate faculty member’s performance in the class</td>
</tr>
<tr>
<td>End of each course</td>
<td>Each course</td>
<td>Data Summary Sheets – prepared by faculty and submitted to Division Chairs/Dean</td>
<td>End of every semester</td>
<td>Faculty gather data and analyze student performance and develop action steps to improve or sustain outcomes</td>
</tr>
<tr>
<td>Upon Graduation</td>
<td>UDC-CC Graduates</td>
<td>Portfolio, Internship, or Capstone experience</td>
<td>Last semester of student’s program</td>
<td>To ensure that students leave with the knowledge, skills, and dispositions needed for their program</td>
</tr>
<tr>
<td>After Graduation</td>
<td>Graduates</td>
<td>Survey – Satisfaction with program preparation and current status</td>
<td>One year after program completion</td>
<td>To obtain feedback about the program and updated information about the student.</td>
</tr>
<tr>
<td></td>
<td>Employer</td>
<td>Employer Survey</td>
<td>One year after student’s initial employment</td>
<td>Employer satisfaction with UDC-CC graduate’s performance</td>
</tr>
</tbody>
</table>