POLICY TITLE
General Education Outcomes Assessment

POLICY NUMBER
4.23

PRIMARY RESPONSIBILITY
Academic Affairs

CREATION / REVISION / EFFECTIVE DATES
Created Fall 2006/Effective Fall 2006; revised September 2017/effective immediately

PURPOSE
Students are assessed to determine whether graduates of Ivy Tech Community College meet the learning outcomes defined for general education and whether their performance with respect to these outcomes has improved during their period of enrollment.

ORGANIZATIONAL SCOPE OR AUDIENCE
Faculty; Degree-Seeking Students

DEFINITIONS
Collegiate Assessment of Academic Proficiency (CAAP):
A standardized, nationally normed assessment program from ACT to assess and evaluate student learning outcomes

Community College Survey of Student Engagement (CCSSE):
A tool designed to identify institutional practices and student behaviors that are highly correlated with student learning and retention

Higher Learning Commission - HLC:
An independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region.

POLICY
Who Is Assessed: Students pursuing an associate degree through Ivy Tech Community College will participate in general education outcomes assessment.

What Is Assessed: The College has six general education areas, as prescribed by the State of Indiana. They are:
1. Quantitative reasoning
2. Speaking and listening
3. Written communication
4. Humanistic and artistic ways of knowing.
5. Scientific ways of knowing
6. Social and behavioral ways of knowing

Each of these areas has six to eight attendant student learning outcomes that comprise the core of general education in Indiana

PROCEDURE

Assessment Instruments Used: To address the measurement of student outcomes in the area of general education, at the system-wide level, the College uses Collegiate Assessment of Academic Proficiency (CAAP) as its primary method to assess students’ academic achievement in general education. The CAAP instrument is used to measure selected general education outcomes in writing, mathematics, critical thinking and scientific inquiry. The remaining general education outcomes that are not measured by CAAP are measured indirectly using selected questions from the Community College Survey of Student Engagement (CCSSE).

CAAP Administration: All degree-seeking students are required to take the CAAP assessment during their capstone course. It is NOT required of students seeking a certificate, technical certificate, or courses only. Students may apply for a waiver under extenuating circumstances such as the following: student resides outside all Ivy Tech assessment center service areas; the student is physically incapable of taking the exam during the testing period AND does not have another opportunity prior to graduation; or student took the exam in another class within the last two years. The chief academic officer or designee will approve or disapprove the waiver. The CAAP fee will be refunded to students with an approved waiver and to certificate, technical certificate and courses only students.

A common, four-week period is identified during the fall, spring and summer terms, during which the modules are administered. Four of the six available modules are being used: writing skills, mathematics, critical thinking and scientific inquiry. A rotation schedule is used to ensure that each campus will administer two modules in one year, followed by two different modules the following year. For example, each year, one-half of the campuses will be administering mathematics and writing modules while the other half are administering critical thinking and scientific inquiry modules.

CAAP test administrators at each campus order test materials and ensure their security according to ACT contract. Tests are returned to ACT at the end of the one-month testing period. Once results are returned from ACT, the CAAP test administrators forward the individual student results to the students. Students scoring above the national mean are forwarded a certificate of achievement.

CCSSE Administration: The CCSSE is administered in even numbered years to students in randomly selected course sections at each campus. Survey results are returned to the campuses for review.
Use of Assessment Results: Continuous quality improvement of student learning and mastery of general education skills in a degree program are primary purposes for general education outcomes assessment. The College places a strong emphasis upon student learning outcomes as a focus for program and institutional evaluation and planning. Assessment instruments are designed to provide specific feedback on the components of the curriculum and the capabilities of Ivy Tech graduates.

Data from CAAP assessments are analyzed at all levels—campus level, program level, and statewide, and are reported on the College’s Academic Program Profiles. CCSSE results are reported and analyzed at the campus level. At the statewide level, curriculum committees review and analyze CAAP scores and reports to identify areas where changes in courses or curriculum should be made. Further, program faculty shall share campus best practices that contribute to the general education skills of their students.

The general education outcomes assessment results are further used to satisfy various reporting requirements, such as various grant programs, state policies, and HLC accreditation recommendations.

REFERENCES
Learning Outcomes Assessment Waiver Request Form
General Education Competencies - Competencies - See Infonet > Departments > Academic Affairs > Assessment

RESOURCE PERSON
Vice Chancellor for Academic Affairs