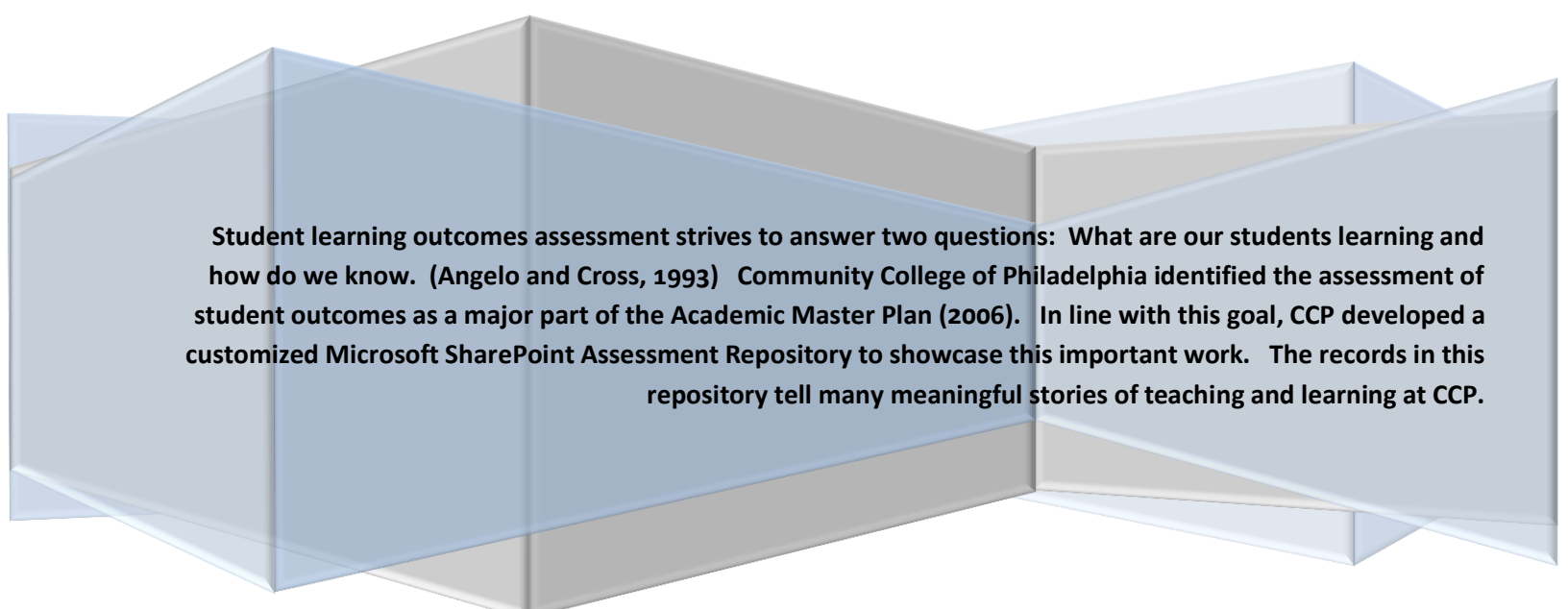# Community College *of* Philadelphia

CCP's Customized Assessment Repository

User's Guide

Prepared by Deborah E. H. Kell, LLC. Updated February 2015

Student learning outcomes assessment strives to answer two questions: What are our students learning and how do we know. (Angelo and Cross, 1993)   Community College of Philadelphia identified the assessment of student outcomes as a major part of the Academic Master Plan (2006).   In line with this goal, CCP developed a customized Microsoft SharePoint Assessment Repository to showcase this important work.   The records in this repository tell many meaningful stories of teaching and learning at CCP.

Table of Contents

A Guide to CCP's
Customized SharePoint Assessment Repository

Where is it?

Your CCP SharePoint Assessment Repository is part of your Office 360 environment.   Once your account has been set up, you should receive an email with a link to the site.   Simply go to your online Outlook email account, find that email, click on that link, and you'll be there.

Once you get there, you'll want to "Follow" the site so that it's easy to revisit. Take a look at the top section of the Assessment Repository.
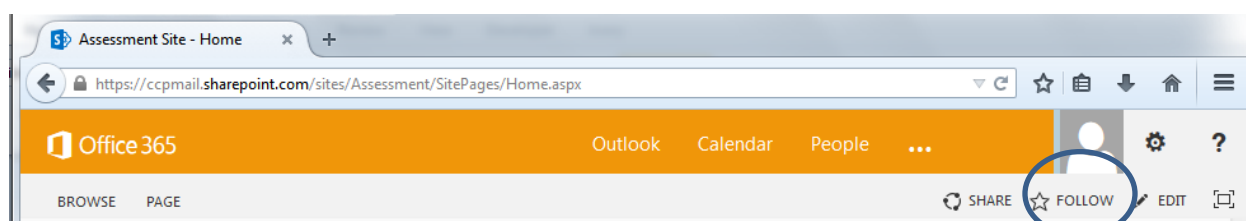
You'll see the option to "Follow" the site.   Go ahead and click on that link.
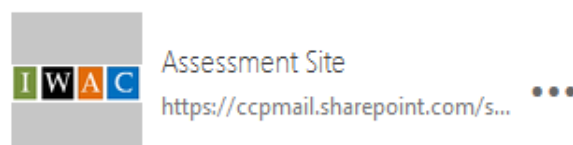
Once you've done that, your Assessment Site will be even easier to access in the future. Simply return to your Outlook email.   At the top of the screen, you'll see a link to "Office 365."

Click on "Office 365" and then click on "Sites."
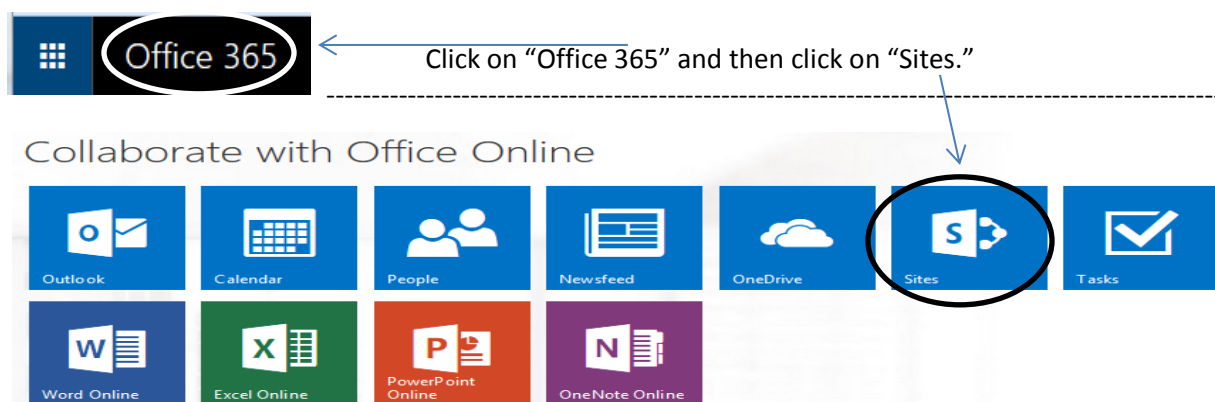
Look for the "Sites I'm following" and make your selection.
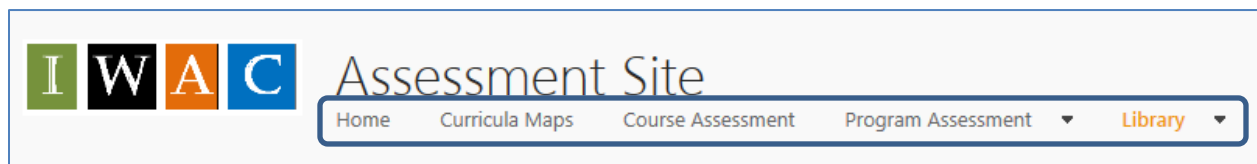
OK. I'm "IN!" Now where do I go?

CCP's Assessment Repository houses each program's curriculum map and assessment reports at both the course and program levels.

Look at the menu options running across the gray region.

Curricula Maps

The link to "Curricula Maps" displays a PDF of each program's curriculum map.
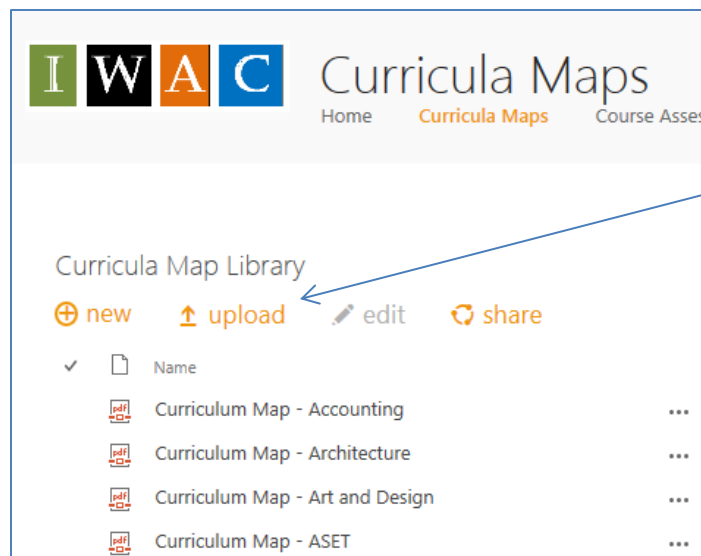
Click on the file name to view the map. If a new map needs to be uploaded, simply click on the link to "upload."

Please contact the Office of Academic Assessment and Evaluation for assistance in uploading any revisions to existing curriculum maps.

Assessment Reports at CCP
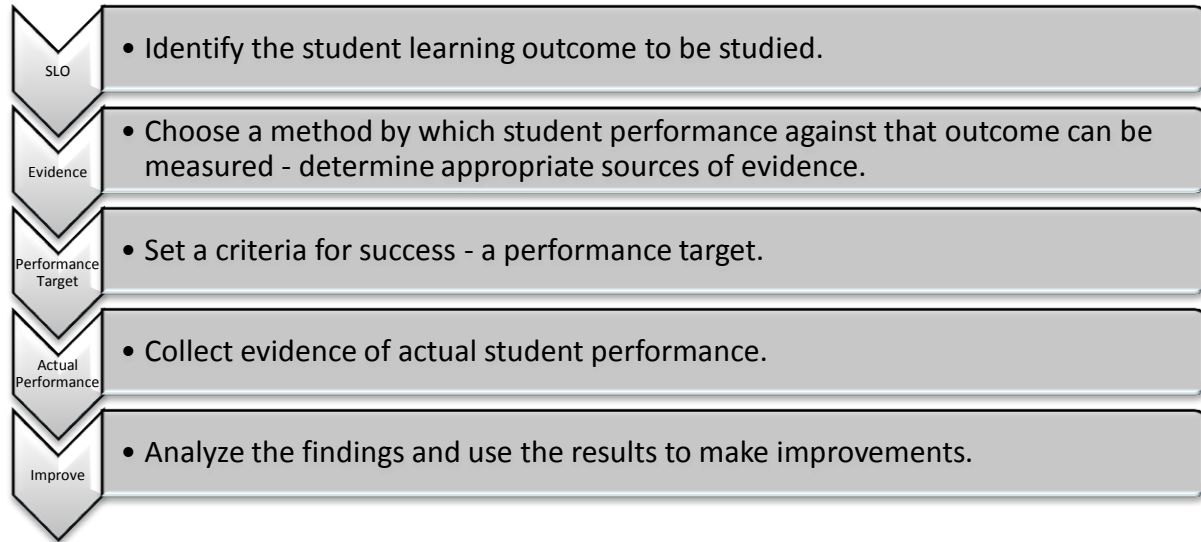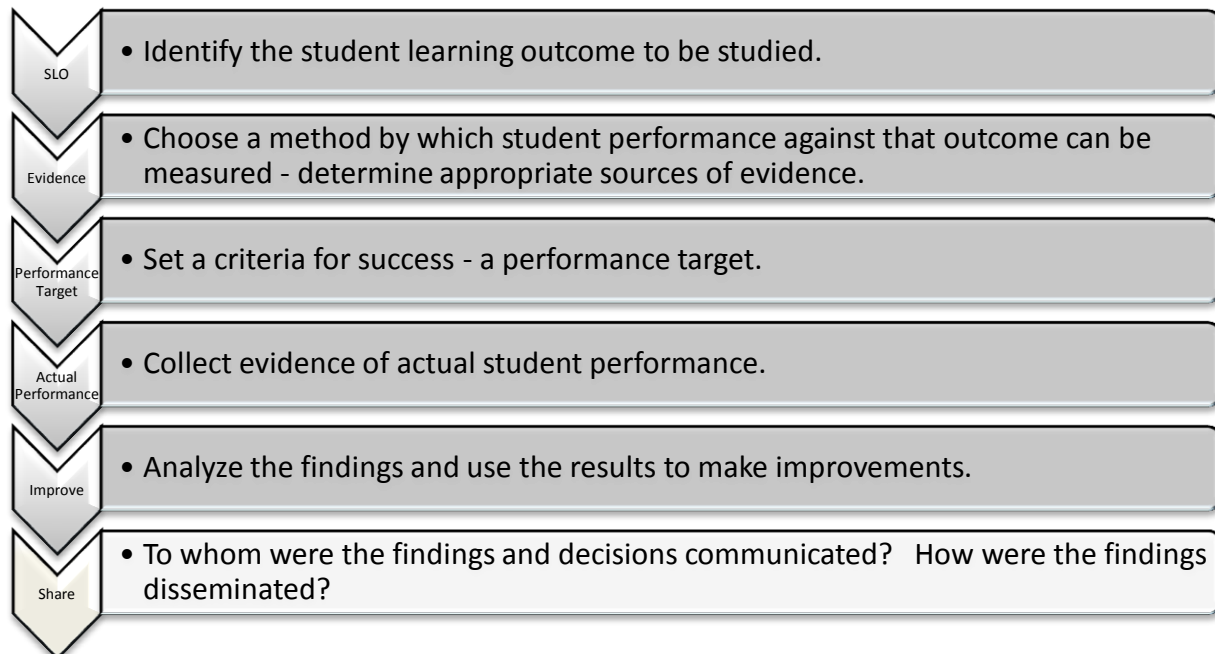
Many of us have used some variation of the Nichols' five-column model as we conduct and report on assessment. Basically, the model progresses through iterative stages of work, looking something like this:

|	
SLO	• Identify the student learning outcome to be studied.
Evidence	• Choose a method by which student performance against that outcome can be measured - determine appropriate sources of evidence.
Performance Target	• Set a criteria for success - a performance target.
Actual Performance	• Collect evidence of actual student performance.
Improve	• Analyze the findings and use the results to make improvements.

In addition to this basic model, CCP's Implementation Team wanted to ask faculty members how the assessment process, its findings, and any related decision-making were communicated. This makes sense. Assessment can't happen in a vacuum, and individuals or groups in the same or related disciplines need to understand what has been learned from the assessment process. The Implementation Team refers to this communication process as "Dissemination."

SLO	• Identify the student learning outcome to be studied.
Evidence	• Choose a method by which student performance against that outcome can be measured - determine appropriate sources of evidence.
Performance Target	• Set a criteria for success - a performance target.
Actual Performance	• Collect evidence of actual student performance.
Improve	• Analyze the findings and use the results to make improvements.
Share	• To whom were the findings and decisions communicated? How were the findings disseminated?

It's important to realize that assessment at CCP occurs at three levels: institutional, program, and course.

- At the institutional level, CCP's Core Competencies/General Education Outcomes may be assessed across departments, academic programs, and/or disciplines.
- At the program level, faculty may reach into mapped courses to study student performance against program-level SLO's, or they may take advantage of non-course-specific activities such as field experiences, capstone experiences, internships, and so on.
- Finally, at the course level, faculty may study student performance by using both direct and indirect evidence of student learning. Direct evidence will answer questions about student performance against the specific course level SLO's. Indirect evidence, such as that gathered in the PA Chapter 335 reports, provides proxy indicators that the course is successfully serving its purpose. The SharePoint tab for Course Assessment is designed to house records related to this course-based focus.

Using SharePoint for Course Level Assessment
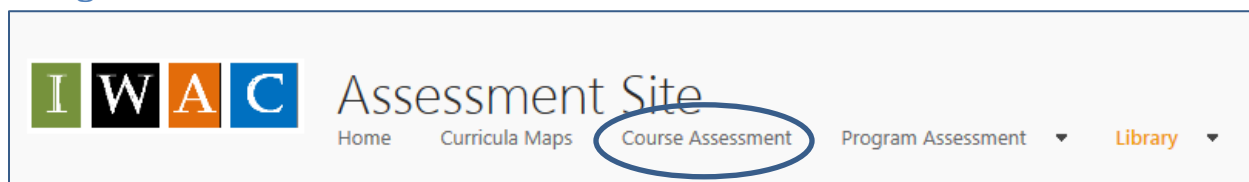
Understanding the Course Assessment Dashboard Page

Clicking the link to "Course Assessment" takes you to what is called the **Dashboard Page,** which provides a bird's-eye view of the records housed in this section. This page does not show all of the details of the assessment reports. It merely assembles a few critical pieces of information in a high-level display.

Disclaimer: The assessment findings represented in the screenshots in this section are for demonstration purposes only. They may not reflect actual reports.
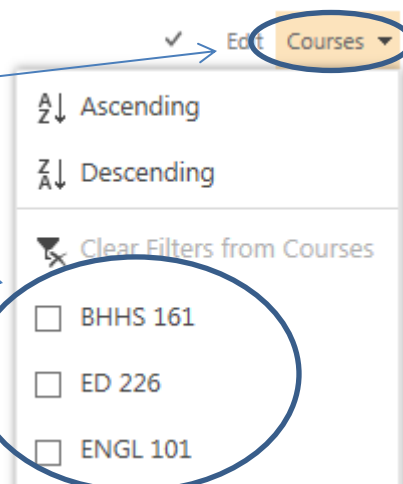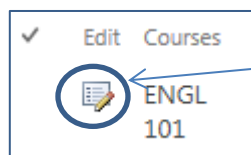
The Course Assessment Dashboard Page

This **Dashboard Page** arranges the course assessment reports in alphabetical order by default. The sources of evidence used in the assessment initiative, the actions taken as a result of the assessment findings, and the ways in which the information was disseminated are available at-a-glance. The academic program or department is also provided. To read the full details of any assessment report, click on the little edit icon.

Because there are so many courses available at CCP, this page will become VERY full over time. Faculty users will want to FILTER for the course(s) they wish to study. (Users may filter using any column header.)

- Rest your cursor over the "Courses" column header, and click on the small triangle ▼.
- Select the course that is the basis of your focus. You may also select more than one course.
- Assessment reports for THE SELECTED COURSE(S) ONLY will be displayed.
- Once you have applied a filter, it may be removed by clicking "Clear Filters from Courses."

## Reviewing or Editing an Existing Course Assessment Report

To review an existing course assessment report, simply locate the report by navigating the **Dashboard Pag**e, then click on the "Edit" icon. That link will take you to the assessment form.   From there, you may simply review the details of the report, or you may edit it.   Remember to always SAVE your work.

Save your work!

We all get interrupted.   Please save your work whenever you need to turn your attention away from your assessment report.   Browsers can crash or be closed by accident, and your work would then be lost.   There are two places with buttons to save your work; look both at the top and the bottom of the form.
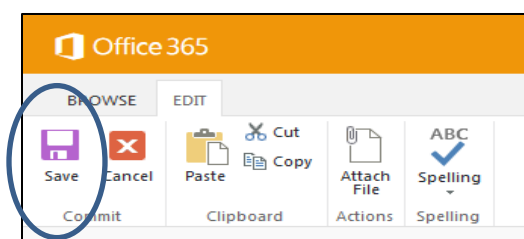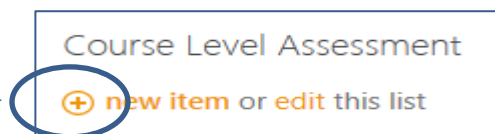

Look at the top-left region of your page…
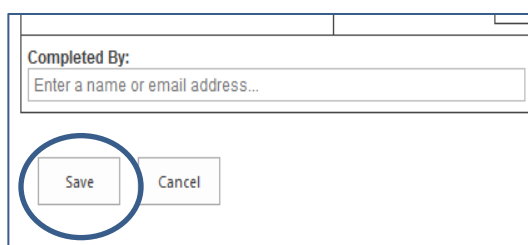
… and look at the bottom-left as well.

Entering a New Course Assessment Report

When you're ready to input a new course level assessment report, simply click on the plus sign next to the "new item" link.

The prompts in the form guide you through the process.   In the above section, you are asked to:

- Select your academic program or department. (You may position your cursor in that menu box and begin typing. The menu will jump to the appropriate alphabetical section.)
- Identify the semester and course information using pre-populated menus.
- Type (or copy/paste) the course level SLO(s) into the textbox.   Please be careful to use the exact wording of the SLO.

Sources of Evidence

Many of CCP's assessment leaders were surveyed to find out the various sources of evidence that are used to verify student learning.   To save you time, a custom menu was developed to represent commonly used evidence sources, with associated textboxes in which you enter your "Expected Student Performance" and the "Actual Student Performance."   You may select more than one source of evidence, as appropriate.   You'll also find an "other" option if you have used a technique not listed.
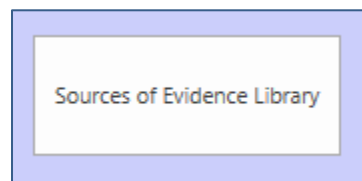
The multiple-select tool which displays the listed evidence sources doesn't have space to display the full text.

Simply rest your cursor over the item to see it displayed fully.

Using the Libraries

This section of your assessment reports asks you to use the "**Sources of Evidence Library**."   This and the other two libraries used in your Assessment Repository serve two purposes. First, the Library gives you a centralized place where you can store and catalogue all of the related documentation. Secondly, at the back-end, reports can be generated which will help CCP analyze its work with assessment.

The three document libraries associated with CCP's SharePoint Repository are:

- *Evidence* Library
- *Actions* Library
- *Dissemination* Library

From any assessment report, you may use these links to access the Library, and upload or view the files that are housed there.

In this section, *Sources of Evidence*, the files that you upload to the Library might include the rubrics that you used, test question sets, the spreadsheets containing the details of the students' performance, etc.

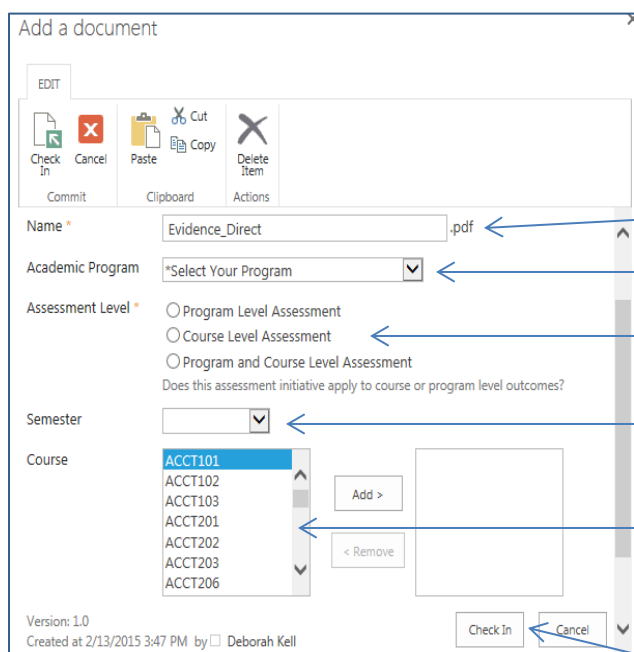Click on the button linking to the "**Sources of Evidence Library**" to get started. Please note that the Library *opens in a new **TAB***, keeping your original assessment report open as well, in its own tab.

You can see which document library you have entered. In this screenshot, we've entered the Library which houses all of CCP's documentation related to the **Sources of Evidence** of student learning.

Then scroll through the list of academic programs to select and open your program folder.

From there, choose to "Upload" a file.

………………………………………………………………………

Once you select and upload your file, you'll be asked to catalogue it so that it can be easily located later.

- Verify the accuracy of the uploaded file name. (Rename if you wish for clarity.)
- Select your program or department.
- Indicate whether this evidence reflects a program level focus, a course level focus or both.
- Select the semester that the data were collected.
- The "Course" selection menu is optional if you're working on Program-Level assessment. Of course, it should be used for all Course-Level assessment.
- Click the "Check In" button once you have finished.

Once you have uploaded a file to the Library, you may close that specific browser **TAB** to exit the Library.

Actions Taken in Response to Assessment Findings

In this section, faculty members document the ways in which they have responded to the course assessment findings.   The decisions made may involve small or large changes.   Once again, a menu of options is set up for you, with an option to specify your own value if needed.   Short commentary may be placed in the center-column textbox, and other files should be uploaded to the "**Actions Library**."

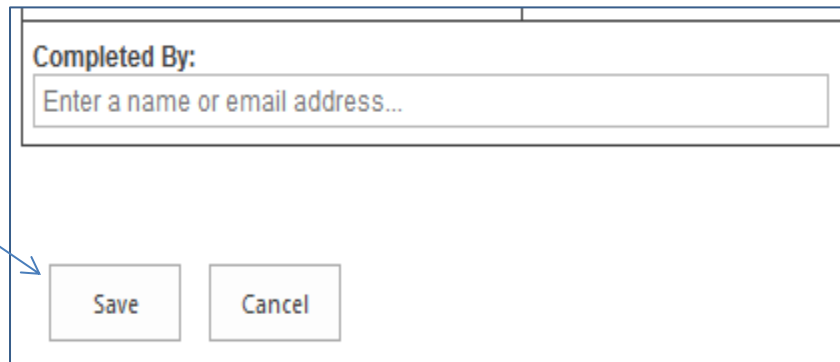| Course Action(s)	Notes/Comments	Supporting Documentation
☐ Course Revision / Addendum	Place a check next to any *Course Actions* taken as a result of the assessment findings. You may also provide brief explanatory notes in the texbox below.	**Documentation for** *Course Actions*
☐ Revision of Course Materials / Activities		Click below to access CCP's Documentation for *Course Actions* Library
☐ Development / Revision of Rubrics		Once you're there, find and open your PROGRAM FOLDER.
☐ Pedagogical Change		From your PROGRAM FOLDER, you may upload or view your files related to the course actions that were made as a result of the assessment findings.
☐ Revision to Sequence of Instruction		
☐ Change of Prerequisites		
☐ Additional Training for Faculty		These files may include course/program documents, training agendas, revised rubrics, etc.
☐ Strengthening of Student Support		
☐ Improvements to Equipment / Facilities		Course/Program Actions Library

Dissemination

Now it's time to document the "Who" and the "How." Who were the stakeholders who needed to be informed about these assessment findings and the resulting actions taken?   How was that communication disseminated?   The SharePoint form makes it easy for you to make your selections, and upload your supporting documentation to the appropriate Library.

Dissemination - Target Audience	Tools or Strategies	Documentation
*It is important to intentionally and appropriately communicate assessment findings and any resulting program actions. To whom did you communicate regarding this assessment initiative (this column) and in what ways (center column)? Please upload any supporting documentation.	☐ Syllabus	**Documentation for** *Dissemination*
	☐ Course and/or Program Documents	Click below to access CCP's *Dissemination* Library.
	☐ Curriculum Map	Once you're there, find and open your PROGRAM FOLDER.
☐ Students	☐ Department Meetings	
☐ Full Time Program Faculty	☐ Canvas Group	From your PROGRAM FOLDER, you may upload or view your files documenting the ways in which you communicated the assessment findings and resulting actions.
☐ Part Time Program Faculty	☐ Professional Development	
☐ Advisory Committee	☐ Faculty Orientation / Training	These files may include meeting minutes, documents with links to web pages, newsletters, etc.
☐ Accrediting Body	☐ Committee Meeting	
☐ Division Dean / AAC	☐ Audit Report	
☐ Curriculum Committee / IWC	☐ SharePoint Record	Dissemination Library

Signing Off on an Assessment Report
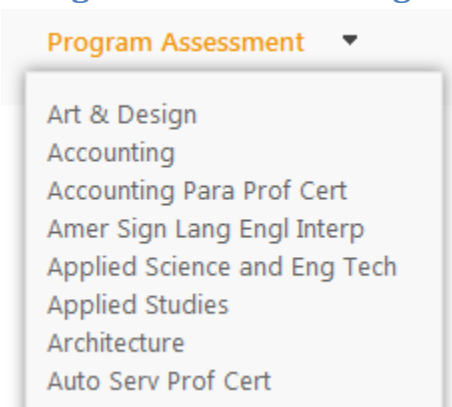
Each SharePoint user has account identifiers stored in the system.   Enter your email address.

And don't forget to SAVE!

Completed By:

Enter a name or email address...

Save   Cancel

Using SharePoint for Program Level Assessment

Using the drop-down menu under the link to "Program Assessment," select your academic program. HINT: This is a long alphabetical list. You may use the scroll wheel of your mouse to quickly move down the list. Or you may position your cursor just above the first program title, then use the "down arrow" key on your keyboard.

### Entering a New Program Assessment Report

Selecting your academic program will take you to your program's **Dashboard Page**. This page gives you a bird's eye view of the assessment work that has been entered into the system to date. Of course, as you first get started, this page is empty.
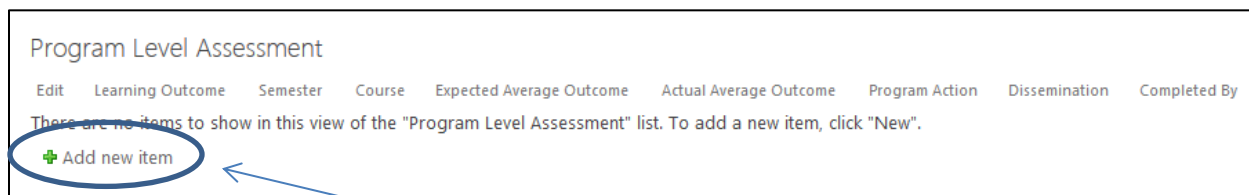

To get started, simply click on the link to **add** a new report. That will bring you to a copy of a blank template, ready for you to complete. It's very intuitive to use; however, we'll walk through the steps just to make sure that you're comfortable with the software.

Save your work!

We all get interrupted. Please save your work whenever you need to turn your attention away from your assessment report. Browsers can crash or be closed by accident, and your work would then be lost. There are two places with buttons to save your work; look both at the top and the bottom of the form.
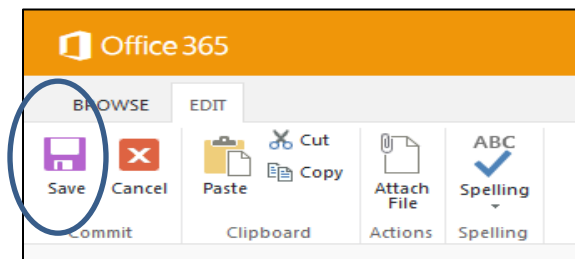
Look at the top-left region of your page…
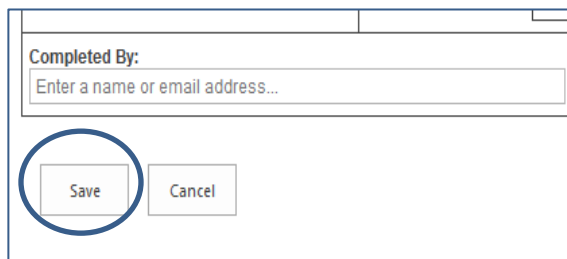
… and look at the bottom-left as well.

Program Level Student Learning Outcomes

This first menu holds CCP's more than 400 program level student learning outcomes!   That's way too many to scroll through! Position your cursor on the list area and **start typing the first few letters of your program's title** and you'll be jumped directly to the appropriate sub-set. From there, simply scroll up or down a few rows to make your selection.

Learning Outcome
HEALT-Analyze federal, state and local health care policies and critique their effectiveness in serving the needs of the intended stakeholders.

Semester and Mapped Courses

Select the semester during which the data were gathered.   It's understood that it may take additional time to analyze the findings.

The course selection menu allows you to choose one or more courses that may have been used during the assessment. Simply scroll through, highlight the course, and click "Add."   (You may also indicate that the assessment was not tied to any given course, if that's the case. This may happen if the assessment was tied to field experience supervisors' feedback or external accreditor's examinations, for example.)

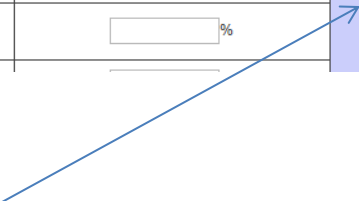| Semester and Mapped Course(s)	Course Selection Notes
Select Semester Data Were Collected ▢	If appropriate, please provide brief commentary related to the selection of these courses for this assessment initiative in the text box below.
*Not Course-Specific ACCT101 ACCT102 ACCT103 ACCT201 ACCT202 ACCT203 ACCT206 Add > < Remove	

There's also a textbox that you may use if you have short commentary that relates to the course(s) selected.

Sources of Evidence

Many of CCP's assessment leaders were surveyed to find out the various sources of evidence that are used to verify student learning. To save you time, a custom menu was developed, with associated rows in which you enter your "Expected Student Performance" and the "Actual Student Performance." You may select more than one source of evidence, as appropriate. You'll also find an "other" option if you have used a technique not listed.

The **Dashboard Page** *averages* the expected and actual student performance figures across all of the sources of evidence that you select.

Source(s) of Evidence	Expected Student Performance	Actual Student Performance	Supporting Documentation
Embedded Exam/Test/Quiz Questions	%	%	**Documentation for Sources of Evidence**
Portfolio Review	%	%	Click below to access CCP's *Sources of Evidence* Library.
Assignment / Project / Paper	%	%	Once you're there, find and open your PROGRAM FOLDER.
Presentation / Performance / Speech	%	%	From your PROGRAM FOLDER, you may upload or view your files related to the
Standardized Testing / Licensure Exams	%	%	sources of evidence of student learning that were used in this assessment initiative.
Peer Review	%	%	
Juried Review	%	%	These files may include rubrics, question sets, spreadsheets, etc.
Classroom / Electronic Discussion (with Clear Standards)	%	%	
Field Experience / Internship Supervisor Reports	%	%	Sources of Evidence Library

Using the Libraries

This section asks you to use the "**Sources of Evidence Library**." This and the other two libraries used in your Assessment Repository serve two purposes. First, the Library gives you a centralized place where you can store and catalogue all of the related documentation. Secondly, at the back-end, reports can be generated which will help CCP analyze its work with assessment.
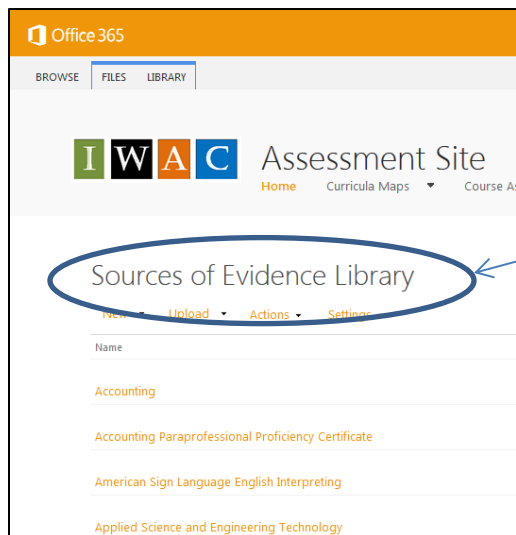
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- *Evidence* Library
- *Actions* Library
- *Dissemination* Library

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In this section, *Sources of Evidence*, the files that you upload to the Library might include the rubrics that you used, test question sets, the spreadsheets containing the details of the students' performance, etc.
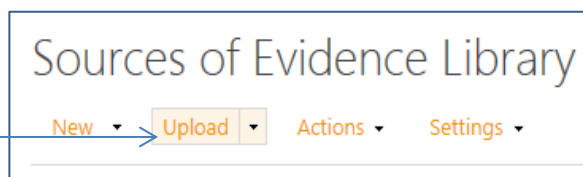
Click on the button linking to the "**Sources of Evidence Library**" to get started. Please note that the Library *opens in a new **TAB***, keeping your original assessment report open as well, in its own tab.

You can see which document library you have entered. In this screenshot, we've entered the Library which houses all of CCP's documentation related to the **Sources of Evidence** of student learning.

Then scroll through the list of academic programs to select and open your program folder.

From there, choose to "Upload" a file.

....

Once you select and upload your file, you'll be asked to catalogue it so that it can be easily located later.

- Verify the accuracy of the uploaded file name. (Rename if you wish for clarity.)
- Select your program.
- Indicate whether the focus is at the program level, course level, or both.
- Select the semester that the data were collected.
- The "Course" selection menu is optional if you're working on Program-Level assessment. Of course, it should be used for all Course-Level assessment.
- Click the "Check In" button once you have finished.

Once you have uploaded a file to the Library, you may close that specific browser **TAB** to exit the Library.

Program Actions

In this section, faculty members document the ways in which their program has responded to the assessment findings.   The decisions made may involve small or large changes.   Once again, a menu of options is set up for you, with an option to specify your own value if needed.   Short commentary may be placed in the center-column textbox, and other files should be uploaded to the "**Program Action Library**."

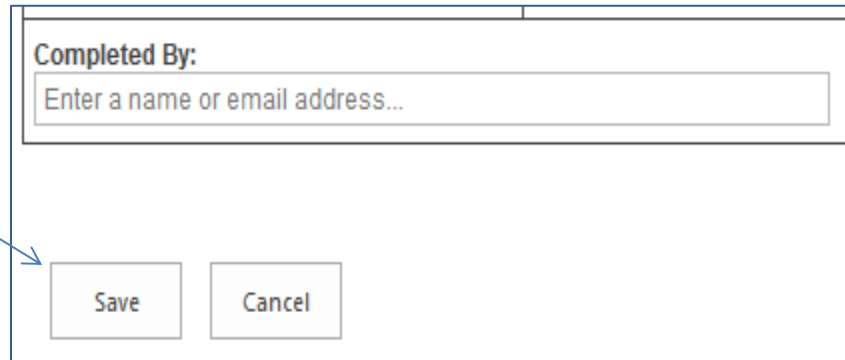| Program Action(s)	Notes/Comments	Supporting Documentation
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☐ Program Revision / Addendum		Click below to access CCP's Documentation for *Program Actions* Library
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☐ Development / Revision of Rubrics		From your PROGRAM FOLDER, you may upload or view your files related to the program actions that were made as a result of the assessment findings.
☐ Pedagogical Change		
☐ Revision to Sequence of Instruction		
☐ Change of Prerequisites		These files may include course/program documents, training agendas, revised rubrics, etc.
☐ Additional Training for Faculty		
☐ Strengthening of Student Support		
☐ Improvements to Equipment / Facilities		Program Actions Library

Dissemination

Now it's time to document the "Who" and the "How." Who were the stakeholders who needed to be informed about these assessment findings and the resulting actions taken?   How was that communication disseminated?   The SharePoint form makes it easy for you to make your selections, and upload your supporting documentation to the appropriate Library.

Dissemination - Target Audience	Tools or Strategies	Documentation
*It is important to intentionally and appropriately communicate assessment findings and any resulting program actions. To whom did you communicate regarding this assessment initiative (this column) and in what ways (center column)? Please upload any supporting documentation.	☐ Syllabus	**Documentation for** *Dissemination*
	☐ Course and/or Program Documents	Click below to access CCP's *Dissemination* Library.
	☐ Curriculum Map	Once you're there, find and open your PROGRAM FOLDER.
☐ Students	☐ Department Meetings	From your PROGRAM FOLDER, you may upload or view your files documenting the ways in which you communicated the assessment findings and resulting actions.
☐ Full Time Program Faculty	☐ Canvas Group	
☐ Part Time Program Faculty	☐ Professional Development	
☐ Advisory Committee	☐ Faculty Orientation / Training	These files may include meeting minutes, documents with links to web pages, newsletters, etc.
☐ Accrediting Body	☐ Committee Meeting	
☐ Division Dean / AAC	☐ Audit Report	
☐ Curriculum Committee / IWC	☐ SharePoint Record	Dissemination Library

Signing Off on an Assessment Report

Each SharePoint user has account identifiers stored in the system. Enter your email address.

And don't forget to SAVE!

Completed By:

Enter a name or email address...

Save   Cancel

Understanding the Program Assessment Dashboard Page

As you enter more program level assessment reports over time, the **Dashboard Page** becomes very useful.

Disclaimer: The assessment findings represented in the screenshots in this section are for demonstration purposes only.   They are not "real."

Program Level Assessment

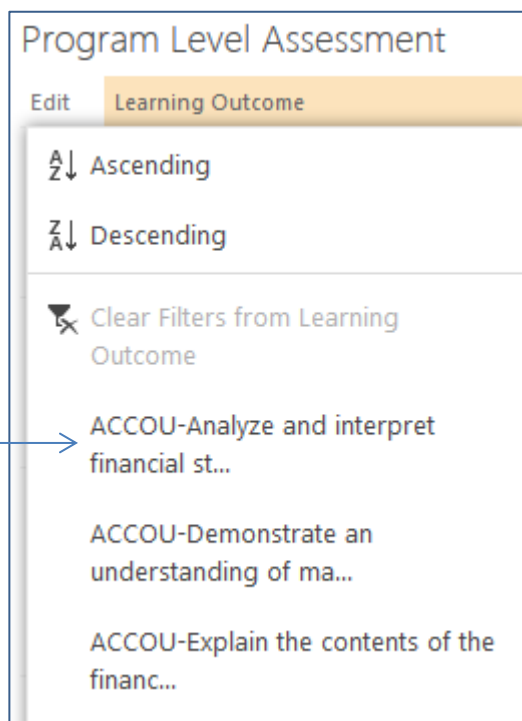| Edit	Learning Outcome	Semester↓	Course	Expected Average Outcome	Actual Average Outcome	Program Action	Dissemination
	ACCOU-Analyze and interpret financial statements for economic decision-making.	Spring 2014	ACCT103	75 %	82 %	No Immediate Action Needed - Continue Monitoring	Full Time Program Faculty, Part Time Program Faculty
	ACCOU-Explain the contents of the financial statements prepared according to Generally Accepted Accounting Principles (GAAP).	Spring 2013	ACCT203	75 %	68 %	Development / Revision of Rubrics, Revision to Sequence of Instruction, Development of Additional Student Resources	Students, Full Time Program Faculty, Part Time Program Faculty
	ACCOU-Analyze and interpret financial statements for economic decision-making.	Spring 2011	ACCT101; ACCT201	80 %	76 %	Revision of Course Materials / Activities, Pedagogical Change	Full Time Program Faculty, Part Time Program Faculty

- The **Dashboard Page** does not show all of the details of the assessment reports. It merely assembles a few critical pieces of information in a high-level display.
- To view the full details of any given assessment report, to edit or update a report, or to review the files in any of the document libraries, click on the "Edit" icon.
- If the faculty user has indicated that more than one source of evidence has been utilized, then the *averages* will be displayed.
- It can be seen that the Spring 2014 assessment findings showed that students performed better than expected.   As a result, the "Program Action" is simply "No Immediate Action Needed – Continue Monitoring."
- The Spring 2013 and Spring 2011 assessment findings showed that the students did not perform quite up to expectations.   As a result, the program determined that some changes in practice were appropriate.
- In the 2013 report, one of the program actions was that of the "Development of Additional Student Resources."   As a result, students become one of the target audiences when disseminating.

Filtering Assessment Reports on the Dashboard Page.

Users may sort or filter these reports based upon the column header. In this screenshot example, two different reports relate to the same program level student learning outcome: "Analyze and interpret financial statements for economic decision-making." Let's filter for that outcome.

Rest your cursor over the "Learning Outcome" column header. Click on the small ▼ to display the ways in which you may arrange or filter the display.

We will choose to filter by the outcome "Analyze and interpret financial statements for economic decision-making."

Now the Dashboard Page view is different. It focuses exclusively on that outcome.

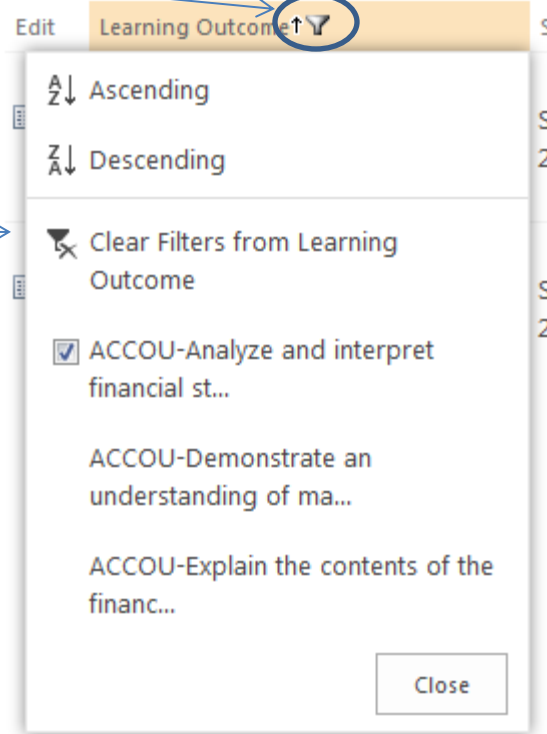This makes it a bit easier for us to study. We can see that the assessment proceeded differently in 2011 than in 2014. Different courses were selected from which to gather evidence of student learning, for one thing. In 2011, student performance did not measure up to expectations. In 2014, student performance exceeded expectations. Applying filters helps users begin to analyze assessment practices and findings in a number of ways.

You'll know that a filter is applied on a given column by the little filter icon that is displayed.

To turn off the filter, once again rest your cursor over the "Learning Outcome" column header, and click on the ▼.

Click on the option to "Clear Filters from Learning Outcome."

Program Level Assessment

Edit   Learning Outcome↑ ▼   S

A↓ Ascending

Z↓ Descending

Clear Filters from Learning Outcome

☑ ACCOU-Analyze and interpret financial st...

ACCOU-Demonstrate an understanding of ma...

ACCOU-Explain the contents of the financ...

Close

Logging Out of the Assessment Repository

Near the top right-hand section of your screen, you'll see an icon representing you as a user.

rive   Sites   Tasks

Deborah Kell
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← Then "Sign Out." It's as simple as that!