

Peninsula College Student Learning Outcomes Assessment Plan

2018-2020



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MISSION

Peninsula College provides educational opportunities in the areas of academic transfer, professional and technical, basic skills and continuing education

Purpose & Operating Principles for SLO Assessment

Purpose

The purpose of this plan is to develop a framework of student learning outcomes (SLO) assessment focused on faculty involvement, collaboration, institutional support, student achievement, continuous improvement, and mission fulfillment. Results of this planning will show that Peninsula College students who complete educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes.

Operating Principles for SLO Assessment

1. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes
2. SLO assessment planning will be led by faculty and emphasize an effective, regular, and comprehensive system of assessment of student achievement
3. SLOs will be measurable and describe student demonstration of learning
4. Results of student learning outcomes assessment will not be used in the faculty evaluation process
5. SLO assessment will include multiple measures and effective inter-rater reliability among faculty teaching common class sections
6. Assessment of SLOs will yield meaningful results that lead to improvement of academic programs
7. Faculty will demonstrate use of feedback from SLO assessment efforts to improve student learning
8. Alignment of SLOs with institutional priorities, planning and budget will be systematic and intentional

Goals & Standards

- Develop and implement a comprehensive plan for faculty to document and articulate relationships between student learning outcomes at the course-to-college-to-program-level student learning outcomes, and the core theme objectives leading to mission fulfillment
- Comply with NWCCU accreditation recommendations for improving standards 2.C.1, 2.C., 4.A.3 and 4.B.3
- Integrate learning outcomes assessment and continuous improvement

Standard 2.C.1 Education Resources

The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Standard 2.C.2 Education Resources

The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Standard 4.A.3 Assessment

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Standard 4.B.2 Improvement

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Objectives

1. Document institutional use of results of SLOs to inform academic and learning-support planning
2. Establish an Outcomes Taskforce
3. Establish an Assessment Committee primarily comprised of faculty
4. Inventory and archive all class and program learning outcomes
5. Create a taxonomy of SLO assessment based on NWCCU standards, recommendations and evaluation rubrics
6. Support faculty professional development in SLO assessment theories, methods and andragogic techniques
7. Provide faculty with resources, books, and other research related to best practices in SLO assessment
8. Map curriculum showing which classes align with individual program outcomes
9. Update program review criteria to include improvement plans and new indicators
10. Redesign course learning outcomes & improvement reports to include alignment with institutional core competencies and program outcomes, direct evidence of student learning, analysis, and improvement
11. Support faculty in the analysis of direct evidence (rubrics & assignments) of student learning
12. Publish clearly stated learning outcomes for all courses and programs on the web
13. Develop a clear, informative, well documented, evidence based ad hoc report by fall 2019

Deliverables

1. Ad hoc report showing connections between course level, program level and institutional level outcomes in pursuit of mission fulfillment
2. Published class learning outcomes inventory
3. Published program outcomes inventory of degrees and areas of study
4. Curriculum maps showing which classes align with individual program outcomes
5. Course student learning outcomes reports showing how course level outcomes align with gen ed and program outcomes
6. Course outcomes reports documenting direct evidence of student learning, data analysis and use of findings for improvement
7. Program review assessment reports that point to leading indicators and demonstrate mission fulfillment and document faculty involvement)
8. Identify faculty who will meet with accreditors to demonstrate and articulate direct evidence (artifacts) of student learning outcomes
9. Publish web resources related to learning outcomes assessment on the PC website
10. List of learning outcomes assessment related professional development activities completed by faculty
11. A Tableau dashboard of leading and lagging indicators for program review
12. Documented minutes, meeting dates, and completed tasks from outcomes planning meetings (Outcomes Task Force, Assessment Committee, PAC, etc.)
13. Technology solution identified with timeline for implementation

Actions & Timeline

Groups (Instruction= ISL, Outcomes Task Force= OTF, Assessment Committee= AC, Faculty Senate=S)

ACTIONS	LEAD
FALL 2018	
<ul style="list-style-type: none"> Organize Outcomes Taskforce to review assessment tools 	SB
<ul style="list-style-type: none"> Develop a plan for course outcomes clarification and discovery of gaps, course level 	SB
<ul style="list-style-type: none"> Establish consistent outcomes assessment terminology that aligns with NWCCU standards 	All
<ul style="list-style-type: none"> Establish a faculty assessment committee to develop and implement a SLO work plan and meet with accreditors during visit 	SB, MB, KM
<ul style="list-style-type: none"> Review NWCCU rubric to determine criteria for meeting standards 	All
<ul style="list-style-type: none"> Approve new leading indicators for use in outcomes assessment 	PAC
<ul style="list-style-type: none"> Determine what closing the loop from course learning outcome to mission fulfillment should look like for standard 4.B.2. (See pyramid from Katie Marks) 	PAC
<ul style="list-style-type: none"> List data and information needed for accreditation website 	OTF
<ul style="list-style-type: none"> Locate and archive all class and program learning outcomes on the PC website 	SE
<ul style="list-style-type: none"> Ensure syllabi have current and measurable learning outcomes 	Faculty
<ul style="list-style-type: none"> Ensure outcomes are the same for all sections of a class including corrections classes 	Faculty
<ul style="list-style-type: none"> Ensure class outcomes link to program outcomes 	Faculty
<ul style="list-style-type: none"> Develop curriculum maps that illustrate the link between courses and program outcomes 	Faculty
<ul style="list-style-type: none"> Articulate how PC will demonstrate connection of learning outcomes assessment to assignments and how to demonstrate findings that show they meet program outcomes (See Sharon's mapping overview document) 	OTF, AC
<ul style="list-style-type: none"> Create templates (curriculum maps, class outcomes reports, etc.) 	OTF & AC
<ul style="list-style-type: none"> Refine list of deliverables that will be prepared for accreditation visit 	OTF
<ul style="list-style-type: none"> Update Instruction AUP to be Academic Unit Program Review with new headings and content areas including indicators, result narratives, improvements, etc. 	MB, KM
<ul style="list-style-type: none"> Identify lead faculty & staff who will support faculty with assessment planning and reporting 	Deans

<ul style="list-style-type: none"> Initiate curriculum mapping for the BAS and 2-year AAS and AA degrees that have guided pathways program maps 	Deans
<ul style="list-style-type: none"> Survey faculty for SLO assessment related workshop topics 	Deans, AC
<ul style="list-style-type: none"> Develop and offer faculty led SLO professional development activities in November 	SB, Deans, OTF, AS
<ul style="list-style-type: none"> Purchase SLO assessment books and resources for faculty 	Deans
<ul style="list-style-type: none"> Review NWCCU rubric to determine current level of compliance. 	OTF
<ul style="list-style-type: none"> Recruit faculty to participate in Transparency in Learning and Teaching (TILT) 	Deans
WINTER 2019	
<ul style="list-style-type: none"> Identify SLO professional development opportunities for faculty throughout the year 	OTF and AC
<ul style="list-style-type: none"> Publish revised course learning outcomes on the PC website 	SE
<ul style="list-style-type: none"> Continue to offer on-campus SLO professional development workshop/s for faculty 	Director CTL, Deans, Faculty
<ul style="list-style-type: none"> Publish assessment website on PC web 	MB, DH
<ul style="list-style-type: none"> Finalize format for displaying class learning outcome reports 	AW
<ul style="list-style-type: none"> Review NWCCU rubric to determine current level of compliance. 	OTF
<ul style="list-style-type: none"> Initiate Transparency in Learning and Teaching (TILT) project 	BH
SPRING 2019	
<ul style="list-style-type: none"> Offer on-campus SLO professional development workshop/s for faculty 	MB
<ul style="list-style-type: none"> Review NWCCU rubric to determine current level of compliance. Update plan and actions to meet compliance standards as needed 	OTF
<ul style="list-style-type: none"> Support faculty with development and submission of course SLO reports 	Deans
<ul style="list-style-type: none"> Faculty submit Course SLO Reports by June 30 	
SUMMER 2019	
<ul style="list-style-type: none"> Quality control check to confirm accuracy of documents and web content 	MB, AW, KM
<ul style="list-style-type: none"> Review course SLO reports with rubric and develop improvement plan for refining course SLO reports 	MB, AW, KM
<ul style="list-style-type: none"> Review AUP-Rs and add institutional data according to stated methods of assessment 	MB, AW, KM

<ul style="list-style-type: none"> Write Ad Hoc Report and submit September 1, 2019 	MB
FALL 2019	
<ul style="list-style-type: none"> Organize Outcomes Taskforce to review assessment tools 	SB
<ul style="list-style-type: none"> Finalize all deliverables for site visit 	Accreditation Committee
<ul style="list-style-type: none"> NWCCU site visit October 11, 2019 	All
<ul style="list-style-type: none"> Continue to evaluate and improve the SLO assessment process 	All
<ul style="list-style-type: none"> Update SLO assessment plan 	AC, OTF, Faculty
<ul style="list-style-type: none"> Meet with faculty to develop new improvement plans for AUP-Rs. 	Deans

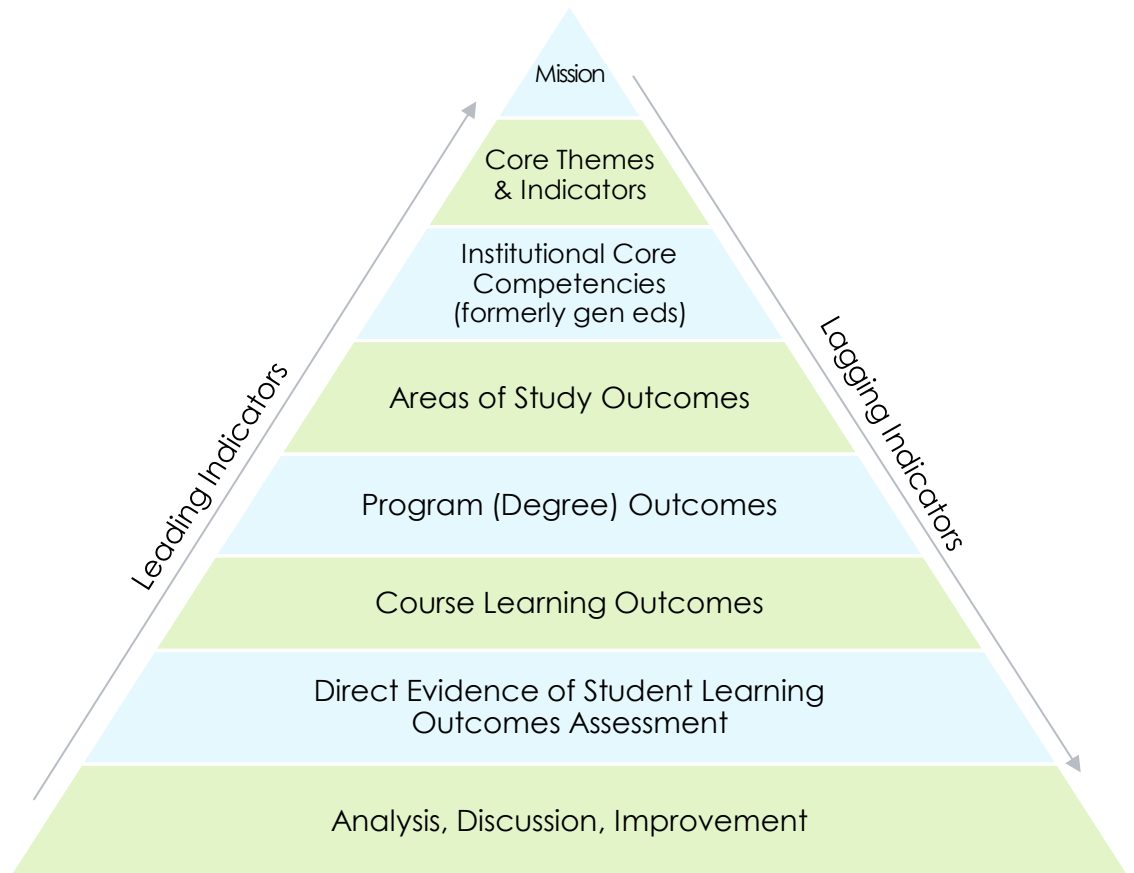
NWCCU Rubric

NWCCU Rubric for Evaluating Outcomes Assessment Plan and Progress will be used for quarterly assessment of this plan.

Criterion	Initial	Emerging	Developed	Highly Developed
Assessment Planning	No formal assessment plan	Relies on intermittent planning	Clear regular plan	Clear multi-year plan with several years of implementation
Assessable Outcomes	Non-specific outcomes. Do not state student learning outcomes	Most outcomes indicate how students demonstrate learning	Each outcome describes student demonstration of learning	Outcomes describe demonstration of student learning. Outcomes used for improvement
Assessment Implementation	Not clear that assessment data is collected	Evidence collected Faculty have discussed relevant criteria for reviewing	Evidence is collected and faculty use relevant criteria	Evidence collected, criteria determined, and faculty discuss multiple sets of data. Data is used
Alignment	No clear relationship between outcomes and curriculum	Some alignment between curriculum and outcomes	Clear alignment between curriculum and outcomes	Curriculum, grading and support services are aligned with outcomes
Valid Results	Little to no evidence that measures are valid	Majority of measures are valid	Valid measures in regular use	Multi-year use of valid measures
Reliable Results	No process to check for inter-rater reliability	Faculty preparing inter-rater reliability	Faculty check or inter-rater reliability	Multi-year use of process and evidence of good inter-rater reliability
Annual Feedback on Assessment Efforts	No person or committee provides feedback to departments on quality of their assessment plan	Occasional feedback by person or committee	Annual feedback by person or committee. Departments use feedback.	Annual feedback, departmental use and institutional support
Results are Used	Results for outcomes are collected but not discussed	Results collected, discussed but not used	Results collected, discussed and used	Results collected, discussed, used and evidence to confirm that changes lead to improved learning
Planning and Budgeting	Outcomes not integrated into planning and budget	Attempts at aligning outcomes and planning and budget	Alignment of outcomes and planning and budget occurs informally	Alignment of outcomes and planning is systematic and intentional

Source: <http://www.nwccu.org/wp-content/uploads/2018/03/Rubric-Evaluating-Outcomes-Assessment-Plan-and-Progress.pdf>

Student Learning Outcomes Assessment to Mission Fulfillment



Prepared by KM/IR 9/11/18

Core Theme Indicators

Leading and Lagging

- Lagging Indicators are high level mission fulfillment goals such as degree completion, transfer rates, fall to fall retention, and job placement rates.
- Leading Indicators inform the lagging indicators. They are actionable measures such as class success rate, persistence, college credits earned, college level Math and English earned. What sets them apart from lagging indicators is they can be monitored for a student, group of students, or cohort of students such as course success rate, persistence from quarter to quarter. They help faculty who are assessing student learning ask, ‘What do I need to do well in order to improve my outcome measure or my goal?’ (Phillips & Horowitz, 2018)
- Indicators are measurable and directly related to student outcomes
- Disaggregated data is used to identify differential effect on various subpopulations of students

Lagging Indicators	Leading Indicators
Fall to Fall Retention	Persistence from quarter to quarter
	Identify area of study, select program of study and completion plan
	Grade Point Average
	Course Success rate (2.0 or above)
	Indicator of student engagement
	College level math earned 1st year
	College level English earned 1st year
Degree Completion	Identify area of study, select program of study and completion plan
	Transition from BEdA
	Persistence from quarter to quarter
	Average Credit Load (# of quarters full-time)
	Credits not counting to degree
	Financial Aid/Plan to pay for college
	15/30/45/60/75/90 college credits earned
Transfer	Selection of program of study and completion plan
	Persistence from quarter to quarter
	College level math earned
	College level English earned
	15/30/45/60/75/90 college credits earned
Enter Workforce	Wage recovery
	Employment
	Persistence from quarter to quarter
	College level Math earned
	College level English earned
	15/30/45/60/75/90 college credits earned

Curriculum Map

Curriculum Maps represent where students are given the opportunity to achieve the outcomes, from introduction to mastery, as they proceed through the curriculum.

Program: Degree/Cert: Reporting Year:	
Program Student Learning Outcomes: Program outcomes should be measurable and specify what the students is expected to know upon completion of the program. Outcomes should be detailed, meaningful enough to guide program improvement, teaching and learning.	Course Numbers/Program Requirements: Add course ID in dark gray box. Then type one of the following outcome categories for each class and outcome. The first item is a sample. I = Outcome Introduced R = Outcome Reinforced M = Outcome Mastery List courses in gray boxes below
Program outcome	
Program outcome	
Program outcome	
Communications	
Quantitative Reasoning	
Information	
Critical Thinking	
Personal & Interpersonal	

Class Learning Outcomes & Improvement Report

Peninsula College Class SLO Report	
Closing the loop is the continuous cycle of collecting student learning outcomes assessment data, analyzing results, identifying actions to improve student learning, implementing improvements, and cycling back to collect assessment results. Reflection, analysis, and discussion of results with colleagues lead to improvements and potential for realizing outcomes assessment and mission fulfillment.	
Area of Study:	Program/Department:
Class Title:	Instructor Name:
Quarter Offered:	Date:
STUDENT LEARNING OUTCOMES ASSESSMENT PLAN	
List class learning outcomes- Indicate the corresponding Institutional Core Competencies for each outcome (Communications, Quantitative Reasoning, Information, Critical Thinking, Personal & Interpersonal, Career Preparation)	Description of key assignment (s) and criteria by which you assess learning outcome.
1	1
2	2
3	3
4	4
5	5
6	6
RESULTS OF STUDENT LEARNING OUTCOMES ASSESSMENT	
Describe how you use SLO assessment results for improvement and what you will do differently. Include a narrative of improvements you plan to implement at the class and program/area of study level. Don't forget to let people know what you do well. Describe how will you celebrate and communicate effective improvements? (Results from this section will be used for course improvement and program review. May be used in the Academic Unit Program Review (AUPR) documents.	

Program Learning Outcomes & Improvement Report Details

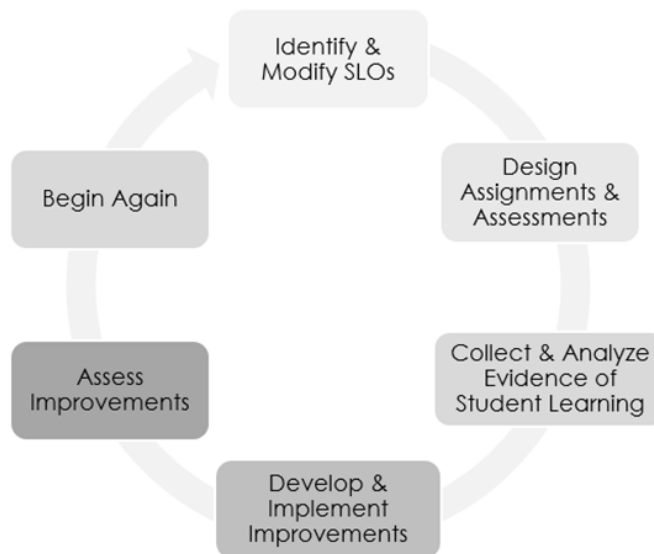
Part 1 Assessment & Improvement Plan	
1. ALIGNMENT TO COLLEGE MISSION	From the faculty perspective, statement of how the program supports the mission of the college
2. CORE THEME OBJECTIVE	Core themes comprise essential elements that collectively encompass the college mission and identify meaningful assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment
3. IMPROVEMENTS (ACTIONS)	Loop closing efforts and improvements based on assessment results and improvement plans from previous year
4. PROGRAM STUDENT LEARNING OUTCOMES	Measurable program student learning outcomes and/or Area of Study Outcomes
5. METHOD OF ASSESSMENT & CRITERIA	Qualitative or quantitative assessment including course report data, leading indicators, or measures of effectiveness of changes from previous year improvement plan
Part 2 Analysis of Assessment Results	
6. RESULTS	Student learning outcomes assessment data including direct evidence of student learning and leading indicator data
7. ANALYSIS OF RESULTS	Analysis and assessment of implemented initiatives and improvements. Also includes celebration of achievements in student learning
8. IMPROVEMENT PLAN	Description of what has been accomplished and what needs to be done to improve program. Includes how results are used for improvement and budget. Improvement plans are used as Improvements for the next year
9. NEW FUNDING & RESOURCES	Description of new funding requests. Informs budget and strategic plan

Faculty Outcomes Assessment Handbook

Create a Faculty Outcomes Assessment Handbook (sample items for handbook)

1. Why am I participating in assessment activities at PC?
2. How does assessment of institutional effectiveness relate to strategic planning at PC?
3. What is the difference between my AUP and this new plan for learning outcomes assessment?
4. Outcomes assessment process for closing the loop each quarter
5. Writing measurable outcomes and types of artifacts for assessment
6. Leading and lagging indicators and how they map to program and course level outcomes
7. Measurement instruments- for leading and lagging indicators
8. How to use results and write the outcomes assessment narrative
9. Closing the loop
10. Where to get support
11. Taxonomy (definitions around outcomes assessment and analysis)

Course SLO Assessment Cycle



Outcomes Task Force

Membership

The twelve-member committee consists of faculty and administrators from all units of the College

1. Dr. Mia Boster, Dean for Workforce Education
2. Dr. Laura Brogden, Dean for Basic Education and Corrections
3. Dr. Sharon Buck, Vice President for Instruction
4. Kari Collen, Associate Dean for Enrollment Services
5. Dr. Bruce Hattendorf, Dean for Instruction
6. Samantha Hines, Associate Dean of Instructional Resources
7. Emma Janssen, Interim Director for Information Technology
8. Tanya Knight, Professor, Information Technology
9. Dr. Janet Lucas, Interim Dean for Arts and Sciences
10. Katie Marks, Director of College Analytics and Institutional Research
11. Eric Waterkotte, Professor, Information Technology
12. Amy Williamson, Director of Bachelor of Applied Science Program

Meetings

Meetings are scheduled and facilitated by Dr. Sharon Buck, Vice President for Instruction.

Duties and Responsibilities

1. Develop a clear multi-year assessment plan
2. Initiate and support planning and documentation of assessment work
3. Facilitate inventory of courses, course outcomes, program outcomes and general education competencies
4. Ensure outcomes describe demonstration of student learning
5. Discuss and implement methods for using data for improvement
6. Ensure compliance with NWCCU recommendations for publishing SLOs
7. Review and select a new technology solution for digital management of outcomes assessment documents and artifacts

Assessment Committee

Membership

Committee shall consist of 7-10 faculty, Instructional Deans, Director of College Analytics and Institutional Research, and a representative from student services

1. Stacie Bell, Addiction Studies
2. Dr. Mia Boster, Dean for Workforce Education, Co-Chair
3. Kathy Bown, Nursing
4. Dr. Laura Brogden, Dean of Basic Skills & Corrections Education
5. Dr. Bruce Hattendorf, Dean for Instruction
6. Tanya Knight, Computer Applications Technology & Information Technology
7. Dr. Janet Lucas, Interim Dean for Arts & Sciences
8. Katie Marks, Director of College Analytics and Institutional Research, Co-Chair
9. Dr. Tara Martin-Lopez, Sociology
10. Dr. Paul Mattson, Psychology
11. Erin-Kate Murphy, Intensive English Language Studies
12. Dr. Kate Reavey, English
13. Dr. Jill Snyder, Business
14. Sherry Sparrowk, Administrative Office Systems

Meetings

Quarterly meetings

Duties and Responsibilities

1. Promote the scholarship of teaching, learning, and assessment
2. Provide support and consultation with faculty and program leaders regarding learning outcomes assessment and continuous improvement
3. Promote faculty discussions and reflection on multiple measures and inter-rater reliability for SLO assessment
4. Identify and support faculty participation in SLO assessment professional development activities
5. Participate in evidence collection, criteria and discussion of multiple sets of data for improvement
6. Discuss and implement methods for using data for improvement
7. Assist in the development of criteria for class reports and program review
8. Review SLO assessment plan and provide annual feedback on assessment efforts
9. Meet with accreditors and articulate how faculty close the loop from learning outcomes assessment to mission fulfillment
10. Review guided pathways assessment data and recommend improvements for student success
11. Support guided pathways initiatives related to learning outcomes assessment

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