

PENINSULA COLLEGE

Ad Hoc Report

Prepared for:

The Northwest Commission On Colleges and Universities

Date: August 29, 2019



Table of Contents

Introduction

Response to Recommendation 2	1
Progress Since Recommendation 2	1
Published Student Learning Outcomes	1
Response to Recommendation 3	3
Progress Since Recommendation 3	3
Structural Adaptation to a Culture of Assessment	4
Faculty Professional Development	7
Systematic Assessment Model	9
Course Student Learning Outcomes and Assessment	10
Curriculum Mapping	11
Program Learning Outcomes and Academic Unit Program Review (AUPR)	11
Area of Study Outcomes and Assessment	15
Institutional Core Competencies and Assessment	15
Future Planning	16
Conclusion	17
Resources	18
Appendices	19
Appendix A Published Course Level Student Learning Outcomes	20
Appendix B Published Area of Study Learning Outcomes	22
Appendix C Published Program Level Student Learning Outcomes	23
Appendix D Student Learning Outcomes Assessment Plan	25
Appendix E Faculty Professional Development Interest Survey Results	26
Appendix F Sample Course SLO Reports	27
Appendix G Rubric for Scoring Course SLO Reports	33
Appendix H Curriculum Maps	34
Appendix J Sample Program Level Improvements from AUPRs	37

Introduction

In April 2018, the Northwest Commission on Colleges and Universities (NWCCU) completed its Year Seven Comprehensive Evaluation and site visit at Peninsula College. On July 26, 2018, NWCCU reaffirmed Peninsula College's accreditation with four recommendations. Two of the four recommendations, listed below, required a follow-up Ad Hoc Report with site visit in Fall 2019.

Recommendation 2, Spring 2013 Year Three Peer- Evaluation Report: The Evaluation Committee found that some course and program learning outcomes were published and some were not. The Evaluation Committee recommends that Peninsula College publish clearly stated learning outcomes for all of its courses and programs. (Standards 2.C.1 and 2.C.2)

Recommendation 3, Spring 2018 Year Seven Peer-Evaluation Report: Demonstrate 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 and yield meaningful results that lead to improvement. (Standards 4.A.3 and 4.B.2)

After receiving the above recommendations from NWCCU, the college reexamined processes and identified areas for ensuring effective, regular, and comprehensive student learning outcomes assessment and documentation of continuous improvement. This Ad Hoc Report describes progress and accomplishments related to the following goals:

1. Review, revise, communicate, and **publish clearly stated course and program outcomes**
2. Develop and implement a **comprehensive student learning outcomes assessment plan**
3. Establish **new structures to support faculty** with learning outcomes assessment and continuous improvements
4. Demonstrate **pursuit of mission fulfillment** by articulating the connection between course, program, institutional core competencies, and core theme objectives
5. Demonstrate alignment of outcomes through a systematic approach to **curriculum mapping**
6. Revise the annual academic unit planning process to include **program review** plans that connect to the mission and core themes, emphasize program learning outcomes assessment, and demonstrate closed-loop improvement planning
7. Establish a **course-level student learning outcomes reporting system** and tools for faculty to align course outcomes with Institutional Core Competencies, while documenting course level outcomes assessment and improvements
8. Demonstrate the process for **using assessment results in budget development** and resource allocation
9. **Expand time and resources** for faculty and staff to participate in outcomes assessment-related professional development activities
10. Work with the college's new **Center for Teaching and Learning** to provide professional development activities and support for outcomes assessment work in the context of providing quality, evidence-based teaching and learning

Response to Recommendation 2

The Evaluation Committee found that some course and program learning outcomes were published and some were not. The Evaluation Committee recommends that Peninsula College publish clearly stated learning outcomes for all of its courses and programs. (Standard 2.C.1 and 2.C.2)

Referenced Standards

2.C.1 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.

2.C.2 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.

Progress Since Recommendation 2

In response to the NWCCU recommendation to publish clearly stated learning outcomes for all courses and programs, faculty engaged in a comprehensive year-long review of student learning outcomes. This included dedicated time and resources for outcomes assessment, professional development workshops focused on writing measurable and meaningful student learning outcomes, using rubrics, planning with backward instructional design, and creating assignments that help students demonstrate the core learning outcomes for a course.

To ensure courses and programs provide appropriate content and rigor that lead to preparation for employment and further study in recognized fields, faculty collaborated with peers and employer advisory committees to clearly identify and align outcomes with fields of study knowledge, university transfer requirements, job descriptions, and certification skill standards. All revised student learning outcomes were submitted to the Curriculum Committee for final approval. Outcomes not approved by the committee were returned to faculty for revision then resubmitted to the Curriculum Committee for a second review.

Published Student Learning Outcomes

In Fall 2018, faculty reviewed and revised student learning outcomes for their courses and programs. This work resulted in the publication of clearly identified outcomes on the college website, as well as in written format in course syllabi.

Published Course Learning Outcomes: All course level student learning outcomes were published on the college website. To view course-level learning outcomes:

1. Click <https://catalog.pencol.edu/>
2. Click on a program title to show a list of classes within the program
3. Click on the title of a course to view the individual course-level learning outcomes

Direct links to published course learning outcomes are located in [Appendix A](#) of this report.

Published Areas of Study Outcomes: In 2017, faculty convened at monthly “Guided Pathways Monday” workshops to develop Area of Study outcomes that integrate Institutional Core Competencies with specialized and field-specific outcomes. Area of Study outcomes are “program” outcomes for Transfer degrees. In 2019, the Area of Study outcomes were published on the college website at <http://pencol.edu/areas-study>. Direct links to published Area of Study learning outcomes are located in [Appendix B](#) of this report.

Published Program Learning Outcomes: All program learning outcomes for Professional Technical programs were published on the college website at <http://pencol.edu/proftech>. Direct links to published program learning outcomes are located in [Appendix C](#) of this report.

Published Institutional Core Competencies: The five Institutional Core Competencies (also referred to as general education competencies) are published on the college website at <http://pencol.edu/outcomes-assessment/student-learning-outcomes> and in the college catalog.

Outcomes Assessment Website: The college’s new student learning outcomes assessment continuous improvement cycle was published on the college website at <http://pencol.edu/about-pc/outcomes-assessment>

Response to Recommendation 3

The evaluation committee recommends the college demonstrate 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 and yield meaningful results that lead to improvement. (Standards 4.A.3, 4.B.2)

Referenced Standards

4.A.3 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.

4.B.2 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.

Progress Since Recommendation 3

In Fall 2018, the college finalized the development of a **comprehensive student learning outcomes (SLO) assessment plan** (see [Appendix D](#)). The purpose of the plan was to develop a multi-year framework of student learning outcomes assessment focused on faculty involvement, collaboration, institutional support, student achievement, and continuous improvement. The planning process was framed by the following set of operating principles for student learning outcomes 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 clearly define 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
6. Assessment of SLOs will yield meaningful results that lead to improvement
7. Faculty will demonstrate use of feedback from SLO assessment efforts to improve student learning
8. Alignment of SLOs with institutional priorities, planning, and budgeting will be systematic and intentional

Structural Adaptation to a Culture of Assessment

In Spring 2018, NWCCU commended Peninsula College on its culture of collaboration. Utilizing the strength of collaborative decision-making processes and NWCCU's recommendations for improvement, the college embarked on a transformative shift toward a culture of assessment and continuous improvement. With student success at the center of this work, the college developed a practical and sustainable outcomes assessment plan, ensured faculty ownership of outcomes assessment, defined common terms, established a Center for Teaching and Learning to support ongoing professional development in evidence-based teaching practices, developed a systematic assessment model, revised program review criteria, provided integrated faculty support and tools, and increased information sharing through data dashboards.

New institutional structures included the launch of a Center for Teaching and Learning, and several new committees tasked with planning, implementing, documenting, and monitoring change management for a new systematic model of student learning outcomes assessment. The following committees and the Center for Teaching and Learning **established new structures to support faculty** in assessment work:

Accreditation Committee

A new Accreditation Committee was formed to guide the accreditation process and site visits. The committee is responsible for drafting and reviewing accreditation reports, overseeing the collection of data for accreditation and outcomes assessment, coordinating on-site evaluations, presenting accreditation status updates and reports to the President's Cabinet, Faculty Senate, Outcomes Taskforce, and other committees and campus groups to ensure open and continuous communication. The Accreditation Committee is chaired by the college's Accreditation Liaison Officer.

Assessment Committee (Standing Committee)

In October 2018, an Assessment Committee was established to promote the scholarship of teaching and learning through faculty assessment of identified student learning outcomes and utilizing data for continuous improvement and mission fulfillment. Membership is primarily faculty who work toward the following goals:

1. Develop and support mechanisms that demonstrate closing the loop from course learning outcomes, to program learning outcomes, to institutional learning outcomes
2. Evaluate assessment data to better inform program review criteria, instructional design, student placement, and student success
3. Recommend actions to ensure regular, cohesive and ongoing review, and continuous improvement of student learning outcomes assessment

Since inception, the Assessment Committee has planned and presented assessment and improvement topics at faculty assessment days, provided support and consultation with faculty and program leaders regarding learning outcomes assessment planning, and assisted in the development of criteria for course student learning outcomes reports, curriculum maps, and program reviews. In 2018-19, the Assessment Committee was co-chaired by the Director of College Analytics and Institutional Research and the Dean for Workforce Education, who were tasked with helping faculty organize the new committee. In Spring

2019, the Assessment Committee voted and approved the nomination of a full-time faculty member to chair the committee.

Center for Teaching and Learning

Established in January 2019 and funded by a Title III grant, **the Center for Teaching and Learning** seeks to enhance academic quality, student learning, and equity through facilitating increased institutional planning, professional development, and implementation of evidence-based practices. In that capacity, the Center for Teaching and Learning works with the college’s Assessment Committee and Professional Development Committee to offer professional development in research-based approaches to learning and effective outcomes assessment practices that improve teaching and learning at the course, program, and institutional levels. Recent professional development activities facilitated by the Center for Teaching and Learning are described in this report under Faculty Professional Development.

Curriculum Committee (Standing Committee)

Faculty with teaching responsibilities develop, assess, and revise course level learning outcomes. In 2003, faculty established a Curriculum Committee with the authority and responsibility for the design, approval, implementation, and revision of curriculum. The Curriculum Committee reviews, approves, and provides feedback to individual faculty on new and revised course outcomes. The Curriculum Committee is led by one faculty chair and organized into three groups (Arts & Sciences, Bachelor of Applied Science, and Professional Technical). Each committee has representatives from Arts & Science and Professional Technical disciplines.

In response to the 2018 NWCCU Recommendation 3 and to ensure the appropriate content and rigor of clearly stated student learning outcomes, faculty were required to review and submit revised student learning outcomes to the Curriculum Committee for approval. Outcomes not endorsed by the Curriculum Committee were returned to faculty for revision then resubmitted for final approval.

Table 1. Quarterly Curriculum Committee Process

Task	Responsibility
1. Submit new courses, course revisions, and revised learning outcomes to Curriculum Committee for approval (normally in first month of quarter). Includes review of substantive program and curriculum changes for submission to NWCCU	Faculty (in consultation with instructional admin)
2. Meet and vote on course proposals	Curriculum Committee
3. Add/Update approved new courses and course revisions into the system	Instructional Admin Assistant
4. Add new/revised courses and outcomes to the online catalog and syllabi	Instructional Admin Assistant and Marketing
5. Add new courses to the quarterly course schedule	Instructional Admin Assistant

Data Governance Advisory Work Group

Established in October 2018, the Data Governance Advisory Work Group is the data governance body of the college tasked with ensuring the integrity and accuracy of the college's data and data systems. Data governance promotes communication among data users on campus, develops guidelines for system and data use, and assists in promoting a culture of evidence. The group also acts as a consultative body for issues of data interpretation and coding. The committee is chaired by the Director of College Analytics and Institutional Research.

Faculty Professional Development Committee

In 2019, the college re-established the Faculty Professional Development committee to work with the Title III funded Center for Teaching and Learning. The purpose of the committee is to collaborate with the Center for Teaching and Learning on the development and coordination of professional development activities for faculty that align to institutional priorities and faculty needs, including student learning outcomes assessment. The committee is chaired by the Executive Director of the Center for Teaching and Learning.

Faculty Senate

The Peninsula College Faculty Senate serves as a forum for faculty and as a source of faculty representation and participation in matters pertaining to the shared governance of the college and related to policy making. In 2018-19, the First Speaker of the Faculty Senate served on the Assessment Committee and presented course student learning outcomes reports at the Spring Assessment Day. The First Speaker also helped recruit faculty to serve on the Assessment Committee and communicated outcomes assessment initiatives and updates at Faculty Senate meetings.

Outcomes Taskforce

In August 2018, the college formed an organizational structure for revising assessment planning and implementation that complies with NWCCU standards for effective and meaningful student learning outcomes assessment. The twelve member Outcomes Taskforce includes faculty, staff, and administrators from Instruction, Student Services, and Support Services. Chaired by the Vice President of Instruction (VPI), the Outcomes Taskforce accomplished the following goals in 2018-19:

- Drafted a new student learning outcomes assessment plan
- Facilitated the inventory and publication of course outcomes on the college website
- Developed, in collaboration with faculty, a process for faculty review and revision of student learning outcomes
- Collaborated with faculty and the Curriculum Committee to ensure student learning outcomes were measurable and clearly defined the demonstration of student learning
- Revised the program review process to focus on assessment of program learning outcomes and continuous improvement
- Reviewed and continues to review software solutions for managing and documenting learning outcomes assessment.

Faculty Professional Development

The college has a long history of resource allocation to support faculty scholarship and professional development. In 2018-19, the college dedicated additional time and resources to support faculty professional development related to student learning outcomes assessment. The following list highlights faculty professional development activities focused on student learning outcomes assessment:

- Established a Center for Teaching and Learning
- Established Assessment Days
- Held Guided Pathways Mondays
- Administered a faculty professional development interest survey (see [Appendix E](#) for results)
- Facilitated Faculty in-service activities focused on outcomes assessment and improvement
- Supported faculty travel to conferences and workshops
- Developed and facilitated a new online student learning outcomes class in Canvas
- Developed a new Lib Guide of library resources for faculty at <https://pencol.libguides.com/c.php?g=748720&p=6607816>
- Offered training and support for curriculum mapping, course student learning outcomes assessment reporting, and program review
- Recruited faculty to participate in the statewide Transparency in Learning and Teaching (TILT) project
- Sent faculty and staff to local and national conferences and trainings including Assessment Teaching and Learning (ATL) and NWCCU Assessment Essentials

Professional Development Week: The college's annual September Professional Development Week included the following outcomes assessment presentation and activities:

- Accreditation Next Steps presentation by President Robins
- Presentation of the draft Outcomes Assessment Plan and assessment templates for faculty input
- Day-long faculty retreat of peer discussions and break out groups focused on sharing:
 - Methods for structuring assignments and assessments
 - Strategies for helping students demonstrate achievement of course learning outcomes
 - Types of evidence gathered to demonstrate student achievement
 - Advice for peers who want to try a new method of assessment

Assessment Day 1: The first faculty Assessment Day was held on November 8, 2018 and covered the following topics:

- Peer discussions about outcomes assessment and activities for demonstrating evidence of learning
- Strategies for providing feedback to students
- Shared ideas for applying assessment data to improve learning
- Discussion of improvements that resulted from the data collected from the assessment

- Description of new ideas learned and how they apply to course level assessment for one or more of courses
- Description of resources needed to revise or implement new student learning outcomes assessment methods
- Identified learning outcomes that are not measurable and wrote measurable learning outcomes
- Accessed the learning outcomes inventory on the PC website to confirm course learning outcomes are current. (If not, faculty were advised to revise outcomes and submit them to the Office of Instruction for submission to the Curriculum Committee for final approval.)
- Identified future professional development and workshops of interest related to student learning outcomes assessment at the course and program level (survey)

Assessment Day 2: The second faculty Assessment Day was held on April 15, 2019 and covered the following topics:

- Importance of backwards design: Learners/Context/Outcomes/Activity/Assessment
- Aligning outcomes to types of learning: Bloom's and other learning taxonomies
- Aligning types of assessments to the level of outcomes
- Working definitions of outcomes levels
- Examples of direct and indirect evidence of student learning
- Small group discussions on kinds of direct evidence faculty collect in their classes and how these can be used for course and program assessment
- Big group sharing of discoveries, ideas, and challenges
- Brief demo of creating rubrics from standard outcomes in Canvas
- Big group discussion/sharing on rubric use
- Review of sections of the accreditation report and its relationship to the information and concepts covered in the workshop
- Presentation by the Assessment Committee on the Course SLO Reports and how to fill them out, followed by time to work on reports and ask questions

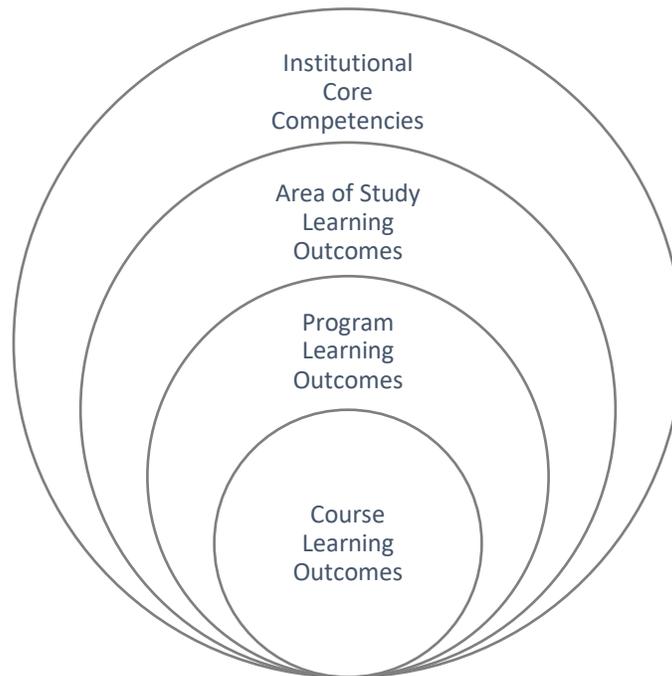
Online Outcomes Workshop: The Executive Director of the Center for Teaching and Learning developed and facilitated an online outcomes assessment workshop in Canvas that included articulating and applying concepts of backwards design to the planning of courses and assignments, distinguishing between course and program outcomes, sharing examples of direct and indirect evidence of student learning, using Canvas tools for creating rubrics, and filling out the new course student learning outcomes reports.

Course SLO Report Workshop: On June 3, the Dean for Workforce Education provided an overview of the continuous cycle of collecting course SLO data, analyzing the results according to individual learning outcomes, identifying actions to improve student learning, implementing improvements, peer sharing, and cycling back to collect assessment results again.

Systematic Assessment Model

Faculty recognize the complexity of evaluating performance, change, and growth by utilizing a diverse array of methods to measure and gather evidence of student achievement. With that in mind, the college’s revised assessment program is now framed by a systematic collection, review, and use of results for the purpose of improving student learning. To improve transparency and clarity, student learning outcomes were organized into four levels of specificity (see Figure 1).

Figure 1: Student Learning Outcomes Levels of Specificity



The college’s new assessment cycle aligns outcomes assessment of each of the specific levels described above as per the schedule in Table 2.

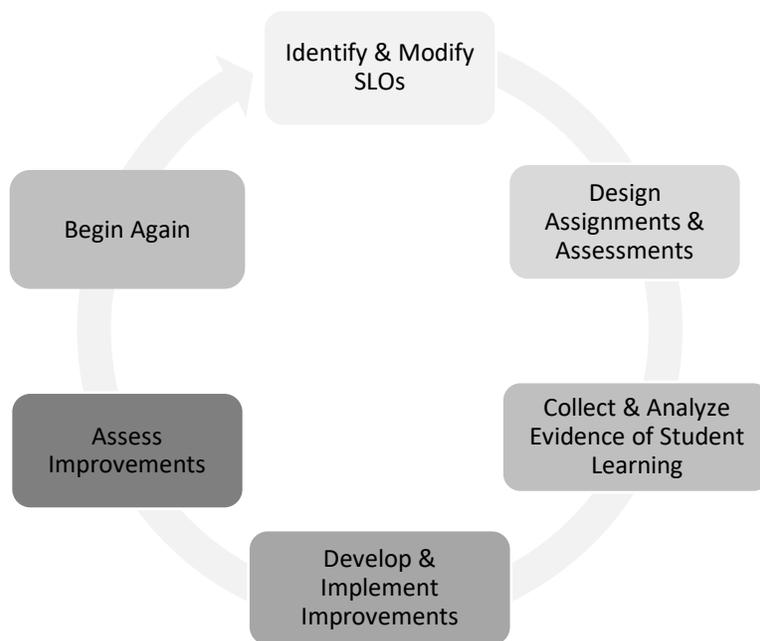
Table 2. Assessment Schedule

Assessment Method	Quarterly	Annually	Responsibility
Course SLO Reports	X		Faculty
Curriculum Mapping		X	Faculty
Academic Unit Program Review		X	Faculty with support from Deans
Institutional Core Competency Assessments		X	Faculty and Institutional Research

Course Student Learning Outcomes and Assessment

During 2018-19, faculty developed the first series of **quarterly Course SLO Reports** for 25% of courses offered. The Course SLO Reports documented analysis and reported improvements focused on a cycle of continuous improvement at the course level (see figure 2).

Figure 2: Course Level Student Learning Outcomes Assessment Cycle



Course SLO Reports documented course details, student learning outcomes and alignment with Institutional Core Competencies, description of key assignments and assessment criteria, description of results and use of results for improvement, and samples of direct evidence of student learning. Results of the new Course SLO reporting process will be used to improve student learning and inform program reviews (see [Appendix F](#)) for sample Course SLO reports).

Course SLO Report Form and Process Improvements

A rubric was developed to evaluate the first year of Course SLO reporting (see [Appendix G](#)). Based on data collected, the following improvements will be implemented starting Fall 2019.

1. Improve the form by adding a separate column and check boxes for highlighting Institutional Core Competencies for each learning outcomes
2. Offer quarterly Course SLO Report workshops for faculty to discuss assessment with peers and receive support filling out reports
3. Offer a faculty workshop on the topic of documenting direct evidence of student learning
4. Add a section to the form for faculty to provide feedback for improving the form and reporting process

5. Assign the Assessment Committee to use the rubric to review a series of Course SLO Reports from each Area of Study
6. Increase communication and transparency by making Course SLO Reports available to all faculty in SharePoint

Curriculum Mapping

Curriculum maps are grids that align course learning outcomes with program learning outcomes. In 2018, faculty developed **curriculum maps** to represent where students are given the opportunity to achieve program outcomes, from introduction to mastery, as they proceed through the curriculum.

The curriculum maps were effective in identifying which courses have the strongest alignment to program outcomes and Institutional Core Competencies, locating gaps in program curriculum, provided support for program revisions (see [Appendix H](#) for sample curriculum maps). Figure 3 displays how curriculum mapping aligns course outcomes assessment with program review.

Figure 3: Alignment of Learning Outcomes Assessment Instruments



Program Learning Outcomes and Academic Unit Program Review (AUPR)

Program specific learning outcomes include specialized outcomes that align with requirements for success in a related field. Faculty developed and updated program outcomes using field specific knowledge, local labor market skills, and certification standards. Program outcomes are clearly stated on program (degree) maps and curriculum maps that bridge course outcomes with specific program outcomes from introduction to mastery.

In 2018, the college overhauled the annual Academic Unit Planning process to emphasize **program review**, assessment and closed loop improvement planning (see Figure 3). The following improvements were made to the purpose and practice of program review:

- Program learning outcomes assessment and continuous improvement planning are now the cornerstone of program reviews
- Articulated alignment to the college mission, core themes, and indicators
- Expanded space for faculty to document analysis of results and detailed improvement plans
- Clearly documented improvement plan sections with alignment from one year to the next
- Developed a new Academic Unit Program Review template in the form of a flexible Excel spreadsheet that allows for changes to program review criteria as needed

In 2018, faculty developed and produced 34 AUPRs. Using improvements and revisions gathered from the previous year, faculty identified assessment methods and criteria for program outcomes and

identified improvements to create Part 1 (Assessment and Improvement Plans). In Fall 2019, faculty will complete Part 2 (Analysis and Assessment Results) to assess improvements (see [Appendix I](#) for AUPR template). Several examples of measurable improvements from AUPRs are located in [Appendix J](#).

Figure 4: Academic Unit Program Review Assessment Cycle



Academic Unit Program Review (AUPR) Details

The two-part Academic Unit Program Review criteria includes one section for assessment and improvement planning and a second section for analysis of assessment results. Continuous improvement happens when step improvement plans from step 8 are implemented as improvements in step 3 of the successive plan. Improvements are then assessed in step 6 and the cycle begins again.

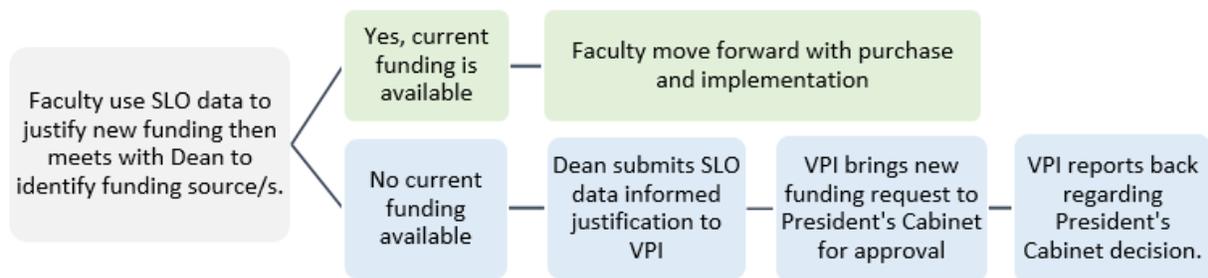
Table 3. Academic Unit Program Review Details

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

Table. 4 Two- Part Academic Unit Program Review Process

Month/Quarter	Action
FALL 1	<ul style="list-style-type: none"> Faculty develop AUPRs and include improvements from the previous year. Assessment methods and criteria are identified.
WINTER 1	<ul style="list-style-type: none"> Faculty meet with their Dean to discuss AUPRs, improvement plans, and new funding requests If funding is available in the current budget, faculty move forward with implementation If funding is unavailable or a request is for a new faculty or staff position, the Dean submits the request to the VPI VPI brings the new funding request to the President’s Cabinet for discussion and inclusion in the Operational plan
SPRING 1	<ul style="list-style-type: none"> VPI reports back to deans and faculty regarding the status of a new funding request
SUMMER 1	<ul style="list-style-type: none"> IR gathers and provides institutional data for results sections of AUPR documents
FALL 2	<ul style="list-style-type: none"> Faculty gather and add assessment results from course reports, advisory committees, IR, and other sources to their AUPRs. Begin again: Faculty start new AUPRs and ensure improvement plans from the previous year are included in the new plan. This is where faculty close the loop.

Figure 5: Process for Using Assessment Results in Budget Development and Resource Allocation



Area of Study Outcomes and Assessment

In 2017, faculty utilized the Guided Pathways model to identify Area of Study outcomes that align with requirements for further education and help students choose and enter a career pathway. The seven Areas of Study were mapped to the five Institutional Core Competencies (Communications, Quantitative Reasoning, Critical Thinking, Information, and Personal & Interpersonal). The Area of Study outcomes are assessed by Transfer and Professional Technical programs in Academic Unit Program Reviews (AUPRs). Direct links to published Area of Study Outcomes are listed below.

1. [Arts & Communications](#)
2. [Business & Management](#)
3. [Healthcare](#)
4. [Information Technology](#)
5. [Math & Science](#)
6. [Skilled Trades](#)
7. [Social Sciences & Education](#)

For transfer degrees, Area of Study outcomes serve as program outcomes.

Institutional Core Competencies and Assessment

Institutional Core Competencies, also referred to as general education competencies, include five core competencies expected of all Peninsula College graduates. Students achieve these competencies as they move through their required courses. Institutional core competencies, listed below, were integrated in all degrees and identified in Area of Study outcomes and Course Student Learning Outcomes (SLO) Reports. Institutional Core Competencies were assessed in institutional surveys and by faculty in Course SLO Reports.

1. Communications
2. Quantitative Reasoning
3. Information
4. Critical Thinking
5. Personal & Interpersonal

Institutional Core Competencies were assessed in the biannual 2016 Community College Survey of Student Engagement (CCSSE). Going forward, CCSSE data will be used as one method for assessing the Institutional Core Competencies. The results in Table 5 show the majority of 332 respondents indicated very much or quite a bit when asked: How much has your experience at this college contributed to your knowledge, skills and personal development?

Table 5. Student Self-Assessment of Institutional Core Competencies

Knowledge or Skill	Related Institutional Core Competency	Year 2016
Thinking critically and analytically	Critical Thinking	78%
Solving numerical problems	Quantitative Reasoning	68%
Working effectively with others	Personal & Interpersonal	68%
Using computing and information technology	Information	66%
Speaking clearly and effectively	Communications	61%
Writing clearly and effectively	Communications	69%

Future Planning

2018-19 was a year of transformation for Peninsula College. In addition to large-scale outcomes assessment reform, the college completed mission review and revision of core themes for implementation in 2020. Future planning around student learning outcomes assessment includes the following:

- Update and expand the Outcomes Assessment Plan for 2020-2022
- Align outcomes assessment with new mission, core themes, and core theme objectives
- Align student learning outcomes assessment with new NWCCU standards
- Expand the Assessment Coordinator position to full time
- Continue to support faculty to ensure outcomes assessments yield meaningful results that lead to improvement
- Continue to develop guided pathway program and curriculum maps
- Evaluate and improve usability of the AUPR form
- Identify a standardized assessment for benchmarking Institutional Core Competencies
- Develop an online Faculty Outcomes Assessment Handbook
- Test Canvas outcomes features that support outcomes assessment
- Pilot a First Year Experience (FYE) class for incoming students. Assessments from the FYE class will be used as comparative and longitudinal data for outcomes assessment and improvement
- Identify and purchase a technology solution for documenting outcomes assessment and planning

Conclusion

Over the past year, the college made significant gains to address Recommendation 2, from 2013, and Recommendation 3, from 2018. Throughout this report, the college has provided several examples of how faculty, staff, and administrators took collective responsibility to address NWCCU recommendations, comply with referenced standards, and initiate a new culture of assessment and continuous improvement for the purpose of improving teaching, learning, and student success. Specific accomplishments are listed below:

1. Published clearly stated course and program outcomes
2. Implemented a comprehensive student learning outcomes assessment plan
3. Established new structures to support faculty with learning outcomes assessment and continuous improvements
4. Demonstrated pursuit of mission fulfillment by articulating the connection between course, program, institutional core competencies, and core theme objectives
5. Demonstrated alignment of outcomes through curriculum mapping
6. Revised the annual academic unit planning process to include program review of learning outcomes assessment and demonstrate closed-loop improvement planning
7. Established a course-level student learning outcomes reporting system
8. Demonstrated the process for using assessment results in budget development and resource allocation
9. Expanded time and resources for faculty and staff professional development
10. Worked with the college's new Center for Teaching and Learning to provide professional development activities and support for outcomes assessment work

Resources

Barkley, E. F. & Major, C. H. (2016). *Learning Assessment Techniques: A Handbook for College Faculty*. San Francisco: Jossey Bass

Gorski, K & Stemler, M. (2017). *Program Review: A Systematic Model of Outcomes Assessment and Program Improvement*. *Association for Assessment of Learning in Higher Education 2017 conference Proceedings*. Available online at https://cdn.ymaws.com/www.aalhe.org/resource/resmgr/files/2017_conference_proceedings.pdf

Kinzie, J. (2019). *Assessment Essentials: Assuring Standards of Educational Effectiveness and Quality Improvement*. NWCCU presentation, Las Vegas, NV.

Kuh, G.D., Ikenberry, S.O., Jankowski, N.A., Cain, T.R., Ewell, P.T., Hutchings, P., Kinzie, J. (2015). *Using Evidence of Student Learning to Improve Higher Education*. San Francisco: Jossey Bass

National Institute for Learning Outcomes Assessment, (2018). *Best Practice Assessment Plans*. Available online at <http://www.learningoutcomesassessment.org>

Nichols, J.O., & Nichols, K.W., (2000). *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness*. New York: Agathon Press.

Northwest Commission on Colleges and Universities, (2018). *NWCCU Report to Peninsula College, Mission Fulfillment and Sustainability Year 7 Peer-Evaluation*. Available online at <http://inet.pencol.edu/president/Shared%20Documents/Accreditation/NWCCU%20REPORT%20to%20PC.pdf>

Northwest Commission on Colleges and Universities, (2018). *NWCCU Standards*. Available online at <http://www.nwccu.org/accreditation/standards-policies/standards/>

Northwest Commission on Colleges and Universities, (2018). *Rubric for Evaluating Outcomes Assessment Plan and Progress*. Available online at <http://www.nwccu.org/wp-content/uploads/2018/03/Rubric-Evaluating-Outcomes-Assessment-Plan-and-Progress.pdf>

Phillips, B.C., & Horowitz, J. E. (2018). *Creating a Data-Informed Culture in Community Colleges*. Cambridge: Harvard Education Press

Appendices

Appendix A Published Course Level Student Learning Outcomes

[Click here to go back](#)

To view published course student learning outcomes in a web browser:

1. Press and hold the CTRL key then click on a link in column B
2. Click on the title of a course to view the course learning outcomes

Title	Link to Published Course Learning Outcomes
ACCOUNTING	https://catalog.pencol.edu/accounting
ADDICTION STUDIES	https://catalog.pencol.edu/addiction-studies
ADMINISTRATIVE OFFICE SYSTEMS	https://catalog.pencol.edu/administrative-office-systems
ADVANCED MANUFACTURING / COMPOSITES TECHNOLOGY	https://catalog.pencol.edu/advanced-manufacturing-composites-technology
ANTHROPOLOGY	https://catalog.pencol.edu/anthropology
ART	https://catalog.pencol.edu/art
ASTRONOMY	https://catalog.pencol.edu/astronomy
AUTOMOTIVE TECHNOLOGY	https://catalog.pencol.edu/automotive-technology
BACHELOR OF APPLIED SCIENCE	https://catalog.pencol.edu/bachelor-applied-science
BASIC EDUCATION FOR ADULTS	https://catalog.pencol.edu/basic-education-for-adults
BIOLOGY	https://catalog.pencol.edu/biology
BOTANY	https://catalog.pencol.edu/botany
BUSINESS ADMINISTRATION	https://catalog.pencol.edu/business-administration
CHEMISTRY	https://catalog.pencol.edu/chemistry
CHINESE	https://catalog.pencol.edu/chinese
COMMERCIAL DRIVER'S LICENSE	https://catalog.pencol.edu/commercial-drivers-license
COMMUNICATION STUDY	https://catalog.pencol.edu/communication-study
COMPUTER APPLICATIONS TECHNOLOGY	https://catalog.pencol.edu/computer-applications-technology
COMPUTER SCIENCE	https://catalog.pencol.edu/computer-science
COMPUTER-BASED TRAINING	https://catalog.pencol.edu/computerbased-training
CRIMINAL JUSTICE	https://catalog.pencol.edu/criminal-justice
CYBERSECURITY & COMPUTER FORENSICS	https://catalog.pencol.edu/cybersecurity
DIRECTED STUDIES	https://catalog.pencol.edu/directed-studies
DRAMA	https://catalog.pencol.edu/drama
EARLY CHILDHOOD EDUCATION	https://catalog.pencol.edu/childhood
ECONOMICS	https://catalog.pencol.edu/economics
EDUCATION	https://catalog.pencol.edu/education
EMERGENCY MEDICAL TECHNICIAN	https://catalog.pencol.edu/emergency-medical-technician
ENGLISH	https://catalog.pencol.edu/english
ENGLISH AS A SECOND LANGUAGE	https://catalog.pencol.edu/esl
ENTREPRENEURSHIP	https://catalog.pencol.edu/entrepreneurship
ENVIRONMENTAL SCIENCE	https://catalog.pencol.edu/environmental
FAMILY LIFE EDUCATION	https://catalog.pencol.edu/family
FILM	https://catalog.pencol.edu/film
FIRST AID	https://catalog.pencol.edu/first-aid

Title	Link to Published Course Learning Outcomes
FOOD SERVICE MANAGEMENT	https://catalog.pencol.edu/food-service
FRENCH	https://catalog.pencol.edu/french
GENERAL STUDIES	https://catalog.pencol.edu/general-studies
GEOGRAPHIC INFO SCIENCE	https://catalog.pencol.edu/geographic
GEOGRAPHY	https://catalog.pencol.edu/geography
GEOLOGY	https://catalog.pencol.edu/geology
GREEN BUILDING AND SUSTAINABLE AGRICULTURE	https://catalog.pencol.edu/green-building
HEALTH EDUCATION	https://catalog.pencol.edu/health-education
HISTORY	https://catalog.pencol.edu/history
HOMELAND SECURITY / EMERGENCY MANAGEMENT	https://catalog.pencol.edu/homeland-security
HONORS	https://catalog.pencol.edu/honors
HOSPITALITY AND ECOTOURISM	https://catalog.pencol.edu/hospitality
HUMAN DEVELOPMENT	https://catalog.pencol.edu/human-development
HUMANITIES	https://catalog.pencol.edu/humanities
INFORMATION STUDIES	https://catalog.pencol.edu/information-studies
INFORMATION TECHNOLOGY	https://catalog.pencol.edu/information-technology
INTEGRATED STUDIES	https://catalog.pencol.edu/integrated-studies
INTENSIVE ENGLISH LANGUAGE STUDIES	https://catalog.pencol.edu/intensive-english
MATHEMATICS	https://catalog.pencol.edu/mathematics
MEDICAL ASSISTING	https://catalog.pencol.edu/medical-assisting
MULTIMEDIA COMMUNICATIONS	https://catalog.pencol.edu/multimedia
MUSIC	https://catalog.pencol.edu/music
NURSING	https://catalog.pencol.edu/nursing
NURSING ASSISTANT	https://catalog.pencol.edu/nursing-assistant
NUTRITION	https://catalog.pencol.edu/nutrition
OCEANOGRAPHY	https://catalog.pencol.edu/oceanography
PE PROFESSIONAL	https://catalog.pencol.edu/pe-professional
PHILOSOPHY	https://catalog.pencol.edu/philosophy
PHYSICAL EDUCATION	https://catalog.pencol.edu/physical-education
PHYSICS	https://catalog.pencol.edu/physics
POLITICAL SCIENCE	https://catalog.pencol.edu/political-science
PSYCHOLOGY	https://catalog.pencol.edu/psychology
RESERVATION-BASED INTEGRATING SEMINAR	https://catalog.pencol.edu/reservation
SOCIAL SCIENCES	https://catalog.pencol.edu/social-sciences
SOCIOLOGY	https://catalog.pencol.edu/sociology
SPANISH	https://catalog.pencol.edu/spanish
WELDING	https://catalog.pencol.edu/welding
ZOOLOGY	https://catalog.pencol.edu/zoology

Appendix B Published Area of Study Learning Outcomes

[Click here to go back](#)

To view Area of Study outcomes, click on a link below to open in a web browser.

Areas of Study	Link to Area of Study Outcomes
ARTS & COMMUNICATION	http://pencol.edu/arts-comm
BUSINESS & MANAGEMENT	http://pencol.edu/business
HEALTHCARE	http://pencol.edu/healthcare
INFORMATION TECHNOLOGY	http://pencol.edu/info-tech
MATH & SCIENCE	http://pencol.edu/math-science
SKILLED TRADES	http://pencol.edu/skilled-trades
SOCIAL SCIENCE & EDUCATION	http://pencol.edu/social-edu

Appendix C Published Program Level Student Learning Outcomes

[Click here to go back](#)

To view program level student learning outcomes:

1. Click on a link to open the document in a web browser
2. Scroll down to view the published program student learning outcomes on page two of each document

Program/Degree	Link to Program Outcomes
Addiction Studies AAS Degree	http://pencol.edu/sites/default/files/Addiction%20Studies%20AAS%20Degree.pdf
Addiction Studies AAS-T Degree	http://pencol.edu/sites/default/files/Addiction%20Studies%20AAS-T%20Degree.pdf
Advanced Manufacturing AAS Degree	http://pencol.edu/sites/default/files/Advanced%20Manufacturing%20AAS%20Degree.pdf
AOS Accounting AAS Degree	http://pencol.edu/sites/default/files/AOS%20Accounting%20AAS%20Degree_1.pdf
AOS Accounting AAS-T Degree	http://pencol.edu/sites/default/files/AOS%20Accounting%20AAS-T%20Degree_1.pdf
AOS Administrative Assistant AAS Degree	http://pencol.edu/sites/default/files/AOS%20Administrative%20Assistant%20AAS%20Degree.pdf
AOS Administrative Assistant AAS-T Degree	http://pencol.edu/sites/default/files/AOS%20Administrative%20Assistant%20AAS-T%20Degree.pdf
AOS Administrative Office Systems Certificate	http://pencol.edu/sites/default/files/AOS%20Certificate.pdf
AOS Computer Applications Software Support Specialist AAS Degree	http://pencol.edu/sites/default/files/AOS%20Computer%20Applications%20Software%20Support%20AAS%20Degree.pdf
AOS Legal AAS Degree	http://pencol.edu/sites/default/files/AOS%20Legal%20AAS%20Degree.pdf
AOS Medical AAS Degree	http://pencol.edu/sites/default/files/AOS%20Medical%20AAS%20Degree.pdf
AOS Medical AAS-T Degree	http://pencol.edu/sites/default/files/AOS%20Medical%20AAS-T%20Degree.pdf
ATEC AAS Degree	http://pencol.edu/sites/default/files/ATEC%20AAS%20Degree_0.pdf
ATEC AAS-T Degree	http://pencol.edu/sites/default/files/ATEC%20AAS-T%20Degree.pdf
BA Accounting AAS Degree	http://pencol.edu/sites/default/files/BA%20Accounting%20AAS%20Degree.pdf
BA Accounting AAS-T Degree	http://pencol.edu/sites/default/files/BA%20Accounting%20AAS-T%20Degree.pdf
BA Business Administration Certificate	http://pencol.edu/sites/default/files/BA%20Certificate.pdf
BA Business Foundations Certificate	http://pencol.edu/sites/default/files/BA%20Foundations%20Certificate.pdf
BA Entrepreneurship Foundations AAS Degree	http://pencol.edu/sites/default/files/BA%20Entrepreneurship%20Foundations%20AAS%20Degree.pdf
BA Entrepreneurship Foundations AAS-T Degree	http://pencol.edu/sites/default/files/BA%20Entrepreneurship%20Foundations%20AAS-T%20Degree.pdf
BA Management AAS Degree	http://pencol.edu/sites/default/files/BA%20Management%20AAS-T%20Degree_0.pdf
BA Management AAS-T Degree	http://pencol.edu/sites/default/files/BA%20Management%20AAS-T%20Degree_0.pdf
Bachelor of Applied Management	http://pencol.edu/bas/program-learning-outcomes
CAT Computer Applications AAS Degree	http://pencol.edu/sites/default/files/CAT%20Computer%20Applications%20AAS%20Degree.pdf
CAT Computer Applications AAS-T Degree	http://pencol.edu/sites/default/files/CAT%20Computer%20Applications%20AAS-T%20Degree_0.pdf
CAT Computer Applications Certificate	http://pencol.edu/sites/default/files/CAT%20Computer%20Applications%20Certificate_1.pdf
Construction Technology AAS Degree	http://pencol.edu/sites/default/files/Construction%20Technology%20AAS%20Degree.pdf
Construction Technology Carpentry Certificate	http://pencol.edu/sites/default/files/Construction%20Technology%20Carpentry%20Certificate.pdf
Criminal Justice AAS Degree	http://pencol.edu/sites/default/files/Criminal%20Justice%20AAS%20Degree.pdf
Criminal Justice AAS-T Degree	http://pencol.edu/sites/default/files/Criminal%20Justice%20AAS-T%20Degree.pdf
Criminal Justice Certificate	http://pencol.edu/sites/default/files/Criminal%20Justice%20Certificate_0.pdf

Program/Degree	Link to Program Outcomes
Cybersecurity and Computer Forensics AAS	http://pencol.edu/sites/default/files/Cybersecurity%20and%20Computer%20Forensics%20AAS%20Degree.pdf
Cybersecurity and Computer Forensics AAS-T	http://pencol.edu/sites/default/files/Cybersecurity%20and%20Computer%20Forensics%20AAS-T%20Degree.pdf
Cybersecurity and Computer Forensics Short-term Certificate	http://pencol.edu/sites/default/files/Cybersecurity%20and%20Computer%20Forensics%20Short-term%20Certificate.pdf
Early Childhood Education AAS Degree	http://pencol.edu/sites/default/files/Early%20Childhood%20Education%20AAS%20Degree.pdf
Early Childhood Education State Certificate	http://pencol.edu/sites/default/files/Early%20Childhood%20Education%20State%20Certificate.pdf
Entrepreneurship-Certificate	http://pencol.edu/sites/default/files/Entrepreneurship-Certificate.pdf
Homeland Security Emergency Management AAS	http://pencol.edu/sites/default/files/Homeland%20Security%20Emergency%20Management%20AAS%20Degree.pdf
Hospitality-Ecotourism-AAS	http://pencol.edu/sites/default/files/Hospitality-Ecotourism-AAS%20Degree.pdf
Hospitality-Event-Planning-Certificate	http://pencol.edu/sites/default/files/Hospitality-Event-Planning-Certificate_0.pdf
IT-Systems-Admin-AAS-Degree	http://pencol.edu/sites/default/files/Programs/program-documents/IT-Systems-Admin-AAS%20Degree.pdf
IT-Systems-Admin-AAS-T-Degree	http://pencol.edu/sites/default/files/Programs/program-documents/IT-Systems-Admin-AAS-T%20Degree.pdf
Medical Assisting AAS Degree	http://pencol.edu/sites/default/files/Medical%20Assisting%20AAS%20Degree.pdf
Medical Assisting Certificate	http://pencol.edu/sites/default/files/Programs/program-documents/Medical%20Assisting%20Certificate.pdf
Medical Office Assisting AAS Degree	http://pencol.edu/sites/default/files/Medical%20Office%20Assisting%20AAS%20Degree.pdf
Medical Office Assisting Certificate	http://pencol.edu/sites/default/files/Medical%20Office%20Assisting%20Certificate.pdf
Multimedia Communications AAS Degree	http://pencol.edu/sites/default/files/Multimedia%20Communications%20AAS%20Degree.pdf
Multimedia Communications AAS Graphics Degree	http://pencol.edu/sites/default/files/Multimedia%20Communications%20Graphics%20AAS%20Degree.pdf
Multimedia Communications AAS Web & Interactive Design Degree	http://pencol.edu/sites/default/files/Multimedia%20Communications%20Web%20and%20Interactive%20Design%20AAS%20Degree.pdf
Multimedia Communications AAS-T Graphics Degree	http://pencol.edu/sites/default/files/Multimedia%20Communications%20Graphics%20AAS-T%20Degree_0.pdf
Multimedia Communications AAS-T Web & Interactive Design Degree	http://pencol.edu/sites/default/files/Multimedia%20Communications%20Web%20and%20Interactive%20Design%20AAS-T%20Degree.pdf
Nursing-AA-DTA-MRP	http://pencol.edu/sites/default/files/Nursing-AA-DTA-MRP_0.pdf
Nursing-Assistant-Certificate	http://pencol.edu/sites/default/files/Nursing-Assistant-Certificate.pdf
Welding Technology AAS Degree	http://pencol.edu/sites/default/files/Welding%20Technology%20AAS%20Degree.pdf
Welding Technology Certificate	http://pencol.edu/sites/default/files/Welding%20Technology%20Certificate.pdf

Appendix D Student Learning Outcomes Assessment Plan

[Click here to go back](#)

Link to Student Learning Outcomes Assessment Plan is listed below

<http://pencol.edu/sites/default/files/Outcomes%20Assessment%20Plan.pdf>

Appendix E Faculty Professional Development Interest Survey Results

[Click here to go back](#)

A faculty professional development interest survey was administered on November 8, 2018 to identify assessment topics for future workshops and trainings. Sixteen full- time and eleven part-time faculty completed the survey.

Outcomes Assessment Topics	Percent
1. Using course-embedded assignments for outcomes assessment	85%
2. Analyzing and Reporting What Students Have Learned	81%
3. How Learning Assessment Is Different from Grading	81%
4. Writing measurable learning outcomes	74%
5. Aligning course outcomes to program outcomes	67%
6. Managing outcomes assessment with Canvas	67%
7. Using assessment data for improvement	63%
8. Creating and using Canvas rubrics	56%
9. Using Canvas Commons	56%
10. Assessing Learning to Improve Our Profession through the Scholarship of Teaching & Learning	52%
11. Implementing a Learning Assessment Technique	52%
12. Using qualitative and quantitative data analysis	52%
13. Equity and Assessment: Moving Towards Culturally Responsive Assessment	52%
14. Transparency in Learning and Teaching in Higher Education (TILT)	44%
15. Teaching and Assessing for the Learning How to Learn Domain	37%
16. Canvas analytics	37%
17. Interpreting and writing up results of assessment	33%
18. Using VALUE rubrics https://www.aacu.org/value/rubrics	33%
19. Program review and academic unit planning	33%
20. How to write and assess an Academic Unit Plan (AUP)	30%
21. Using the Learning Goals Inventory (LGI) to Identify Significant Learning Goals Designing course-embedded assessments	26%
22. Teaching and Assessing for the Foundational Knowledge Domain	19%
23. Teaching and Assessing for the Human Dimension Domain	15%
24. Teaching and Assessing for the Integration Domain	11%
25. Teaching and Assessing for the Application Learning Domain	7%

To accommodate their busy schedules, faculty were asked to indicate their availability to attend outcomes assessment workshops. The results showed Monday mornings and afternoons were the most popular.

Preferred Days and Time for Professional Development Activities	Percent
Mondays before Noon	93%
Mondays AFTER Noon	81%
Friday AFTER Noon	74%
Wednesday AFTER Noon	48%
Thursday AFTER Noon	48%
Friday before Noon	48%
Tuesday AFTER Noon	37%
Thursday before Noon	37%
Wednesday before Noon	30%
Tuesday before Noon	26%

Appendix F Sample Course SLO Reports

[Click here to go back](#)

Course SLO Report: ENGL& 244 American Literature 1

2018-19 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: Arts and Communications	Program/Department: English
Class Title: ENGL& 244 – American Literature I	Instructor Name: Dr. Helen Lovejoy
Quarter: Fall 2018	Date: 6/30/19
STUDENT LEARNING OUTCOMES ASSESSMENT PLAN	
List Class Learning Outcomes and indicate the corresponding Institutional Core Competency 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. Critical thinking outcomes: Read actively and analytically about individuals’ and cultures’ values, practices, behaviors, and expectations; compare to one’s own values, practices, etc; engage with the complexity of literature by thinking creatively and logically about what an author is communicating and how it relates to one’s own beliefs and experiences (PI, CC, CT)	1. Weekly reading questions, which required reflective answers; asking classmates questions about the texts; online analysis; in-class, face-to-face discussions. Assessed for thoroughness of answers and use of textual evidence. 2. Final creative project in which students create own piece of art/literature that they connect to course literature. Assessed for completion of project, description of creation process, and use of textual evidence and discussion to connect own project to course themes and texts. 3. Weekly online discussions, in which students analyzed texts for rhetoric and purpose, used textual evidence, and wrote discussion questions to get deeper into a text with their classmates. This was assessed through their use of textual evidence and their abilities to speculate and argue about what an author was saying.
2. Intrapersonal: Analyze one’s sense of place, self, and purpose in life; analyze one’s own values and how family, community, place, and nation influence them; consider one’s identity in relation to people from varying backgrounds, cultures, and communities (PI, CC, CT).	4. Final course project (please see above).
3. Interpersonal: Discuss personal and cultural differences with classmates; acknowledge different	5. Bi-weekly in-class discussions and activities in which students connected with literature and shared

<p>viewpoints; evaluate and challenge assumptions and conclusions—both one’s own and others’ (PI, CC, CT).</p>	<p>thoughts in small groups and as a whole class, in writing and through speaking/listening. Some assignments also required students to ask questions of one another and for the listeners to offer answers. These assignments were assessed through participation and attendance, as well as through use of textual evidence and analysis of literature.</p> <p>6. Cultural event review in which students attended a cultural event activity on campus or in the community. Assessed by the students’ descriptions of the event and abilities to connect the events to course themes and literature.</p> <p>7. In-class gallery, in which students shared their work with classmates, creating cards or posters that discussed the assignment. Assessed by how well the students created clear, succinct description of final projects, as well as by participation.</p>
<p>4. Writing: Explore, discover, and express ideas about literature; write pieces controlled by a central argument and supported with specific examples from the texts; write in complete, varied sentences and unified, coherent, and developed paragraphs; avoid and correct errors in grammar, punctuation, mechanics, and usage (CC, CT).</p>	<p>8. As highlighted above, most class assignments included writing. Writing was assessed through use of effective and appropriate examples from texts as well as thoughtful analysis of those examples. I also looked for well-edited and coherent writing.</p>
<p>5. Speaking: Question, explore, and share ideas; reduce fears and timidity in expressing opinions in a group setting; acknowledge the needs and expectations of others and reflect on the impact one’s participation has on a group setting and discussion (PI, CC, CT).</p>	<p>9. This took place both in-class and online. Please see #5 and #7 above for specific</p>
<p>6. Research: Find and retrieve information from and about literary texts, incorporating that information into assignments and class discussions; document any sources according to MLA citation format (CC, CT).</p>	<p>10. I need to incorporate research requirements more fully into my literature and humanities courses. In this class, students could conduct research as part of projects if they found it necessary to do so, but research was not required.</p>

RESULTS OF STUDENT LEARNING OUTCOMES ASSESSMENT & IMPROVEMENTS

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. *This information may be used in the Academic Unit Program Review (AUPR) documents.*

I always enjoy teaching ENGL 244 and introducing students to a wide variety of American authors. We discuss the authors from a historical and cultural perspective while remaining aware of a variety of identity markers including race, gender, class, sexuality, immigration status, religious/spiritual practices, education level, political values and belief systems, abilities, etc. Students learn critical thinking through writing about, questioning, analyzing, and discussing texts. I also do well trying a variety of discussion methods so that all students—no matter their sense of comfort/discomfort speaking in front of others—have their ideas shared.

The SLO assessment results, however, demonstrate that there are ways for me to improve my teaching of the class. I want to continue to offer students examples of analysis to improve their critical and deep thinking; these would be strong examples for them to model. I also need to more fully incorporate the research outcomes into my courses, and I would like to have students explore more fully literary criticism and theories in the class. When I taught ENGL 245 – American Literature II in spring 2019, I did incorporate a researched assignment, and this is something that I would like to continue to build upon.

I would like to/need to create more rubrics for assessing my assignments. This is something that I already do in my composition classes but not yet something that I have translated over into my humanities courses.

Finally, the outcomes for ENGL 244 have changed slightly since fall of 2018, and there is less focus on personal connections to texts and more focus on analytical thinking and critical engagement with the literature.

SAMPLES OF DIRECT EVIDENCE OF STUDENT LEARNING

Sample portfolio, writing assignment, rubric, observation check list, skills check off, screen image, project link, etc. Consider including samples that demonstrate class learning outcomes were met and unmet.

The following is the prompt for the final student project. Following the prompt is an example of a student essay, which meets the requirements of the assignment.

Final Course Project

Important information about this assignment:

This assignment is worth 120 points;

- The essay portion of this assignment is due on Wednesday, 12/12, by 5 p.m.;
- The essay should be between 3 – 5 pages long;
- MLA formatting should be used (double-spaced, 12-point font, Times New Roman with 1" margins);
- This project also includes a final “poster session” on Tuesday, 12/11, in which classmates will share their work.

For this final project, you will create an **art object** inspired by the course’s literature and the specific theme of place. Consider this piece an ode to a place where you have strong emotions.

This art object can be just about anything: poems, a memoir, a painting, a piece of pottery, jewelry, photographs, a website, a short film, a cookbook! If you have a creative idea, let me know!

This final project will be accompanied by a 3- to 5-page **essay** (MLA formatting) that explains how and why you created the specific art object, as well as an analysis of how your creative work connects to class themes and readings. The essay should include a Works Cited page, be well edited, and include quotes and summaries from at least three of the pieces we’ve encountered this quarter.

The presentation on 12/11 will be organized as a poster session or gallery. This means that you don’t have to present your object in front of the whole class, but you simply bring it to class and display it at your group’s table. Your classmates will walk around the class and view the objects. With this in mind, you’ll need to have cards or a poster that describes your object and ties it to our course literature so that your classmates can get a sense of your project.

This assignment will help us to meet the following course goals.

Critical Thinking

- Read actively and analytically about individuals' and cultures' values, practices, behaviors, norms, and expectations;
- Compare to one's own values, practices, etc.;
- Engage with the complexity of literature by thinking creatively and logically about what an author is communicating and how it relates to one's own beliefs and experiences.

Intrapersonal

- Analyze one's sense of place, self, and purpose in life;
- Analyze one's own values and how family, community, place, and nation influence them;
- Consider one's identity in relation to people from varying backgrounds, cultures, and communities.

Interpersonal

- Discuss personal and cultural differences with classmates.

Writing

- Explore, discover, and express ideas about literature;
- Write pieces controlled by a central argument and supported with specific examples from the texts;
- Write in complete, varied sentences and unified, coherent, and developed paragraphs;
- Avoid and correct errors in grammar, punctuation, mechanics, and usage.

Research

- Find and retrieve information from and about literary texts, incorporating that information into assignments and class discussions;
- Document any sources according to MLA citation format.

As I grade your project, I'll use the following criteria:

1. Engagement with course themes and concepts: Does the piece demonstrate an understanding of key ideas and concepts discussed in class?
2. Coherence: Does the project have a coherent style and tone? Or if not coherent, is the lack of coherence done with purpose, and do you explain that purpose?
3. Creativity: Does the project attempt a unique/personal spin on the concepts and themes / texts discussed in class? How has the student made the project his or her own?
4. The reference to class material is accurate, relevant, and provides depth of information on the project. The class material is correctly summarized, quoted, or paraphrased in a way that shows understanding of the material.
5. The essay references specific features from the art object and relates them to larger concepts of the class.
6. The essay is well organized, clearly written, and uses correct mechanics, including grammar and MLA. If you need help with the writing, stop by my office hours or the Writing Lab! 😊
7. The essay shows genuine engagement, original thought, keen observations, and/or some kind of flair. In other words, it's interesting!

2018-19 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: Education and Social Science	Program/Department: Early Childhood Education
Class Title: ECED 105: Introduction to ECE	Instructor Name: Anna King
Quarter: Spring	Date: 5-15-19
STUDENT LEARNING OUTCOMES ASSESSMENT PLAN	
List Class Learning Outcomes and indicate the corresponding Institutional Core Competency 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.
7. Explain current theories and ongoing research in early care and education as it applies to children, families, and early childhood programs. (CC)	<ul style="list-style-type: none"> Students complete a mid-term quiz where they have to match theories and ongoing research in early care and education to the right description of each.
8. Describe how children learn and develop through play and the role of play in early childhood programs. (CC), (CP)	<ul style="list-style-type: none"> Online discussion where students write about how children develop through play and the role of play in early childhood programs. Written feedback and Rubric is used to assess their response.
9. Observe an early childhood environment and identify examples of best practice. (CT), (CP)	<ul style="list-style-type: none"> Students complete an observation of an early childhood education program where they look for examples of best practices. They write a summary of the observation identifying each example. Students are assessed on their summary of the observation with written feedback and rubric.
10. Compare early learning program models. (CT)	<ul style="list-style-type: none"> Students fill in a model comparison of different early learning program worksheet. Students are assessed on this worksheet by the given rubrics and are given written feedback to list any components that are missing.
11. Explain the importance of building partnerships with families and strategies for working effectively with families from a variety of cultural, linguistic, ethnic, and socioeconomic backgrounds. (CT), (CC)	<ul style="list-style-type: none"> Online discussion where students write about how to build partnerships with families with a variety of backgrounds. Written feedback and rubric is used to assess their response.
12. Identify appropriate guidance and discipline techniques used in family and early learning settings. (CC)	<ul style="list-style-type: none"> Students complete a Program Paper where they identify appropriate guidance and discipline techniques in early learning settings. Students are assessed with written feedback and rubric.
13. Describe the observation, assessment, and teaching cycle used to plan curriculum and activities for young children. (CC), (CP)	<ul style="list-style-type: none"> Online discussion where students write about the observation, assessment, and teaching cycle used to

	plan. Written feedback and rubric is used to assess their response.
14. Apply the professional code of ethics for early care and education to resolve a dilemma. (CT)	<ul style="list-style-type: none"> Online discussion where students write about how resolve dilemmas with given situations. Written feedback and rubric is used to assess their response.
15. Describe major historical figures, advocates, and events shaping today's early childhood education. (CC), (IC)	<ul style="list-style-type: none"> Online discussion where students write about major historical figures, advocates, and events shaping the ECE field. Written feedback and rubric is used to assess their response.

RESULTS OF STUDENT LEARNING OUTCOMES ASSESSMENT & IMPROVEMENTS

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. *This information may be used in the Academic Unit Program Review (AUPR) documents.*

After reviewing the SLO assessment results for improvement I noticed that many students didn't score very well on the mid-term quiz when it came to match theories and ongoing research in early care and education to the right description of each. After reviewing the quiz to make sure that the questions were not confusing and were well written, I notice that there were no other assignments related to this exercise. Next time this class is taught, I will have an assignment where they practice matching theories and ongoing research in early care and education to the correct description, so they are more prepared for the mid-term quiz.

The IBEST instructor works with students to complete many rough drafts of their program paper. Each time one is turned in the IBEST instructor provides feedback. This supports students having well written program papers. This practice will continue the next time this class is taught.

SAMPLES OF DIRECT EVIDENCE OF STUDENT LEARNING

Sample portfolio, writing assignment, rubric, observation check list, skills check off, screen image, project link, etc. Consider including samples that demonstrate class learning outcomes were met and unmet.

Program Paper Rubric

	30 points	20 points	10 points
Ideas	Report includes introduction, at least six body paragraphs addressing required topics and a conclusion.	Report includes introduction, and most body paragraphs addressing required topics.	Report is missing several key requirements. Information is confusing.
(30 points)	Body paragraphs include a clear topic sentence and focus on the paragraph's topic. Writing is clear, focused and well developed.	Body paragraphs include a topic sentence and are sometimes focused on the topic. Writing is mostly clear, focused and ideas are well developed.	Conclusion is missing or does not relate to information in paper. Writing lacks focus or ideas are not developed.

Appendix H Curriculum Maps

[Click here to go back](#)

Sample Biology Associate of Science Curriculum Map

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/Area of Study: Science & Math (Biology Emphasis)																										
Degree/Cert: AS																										
Reporting Year: 2018																										
Program Learning Outcomes: Program outcomes should be measurable and specify what the student is expected to know upon completion of the program. Outcomes should be detailed, meaningful enough to guide program improvement, teaching and learning. Institutional Core Competencies can be labeled as: Communication=C, Critical Thinking=CT, Information-I, Personal & Interpersonal=PI, Quantitative=Q							Course Numbers/Program Requirements: Type one of the following outcome categories for each class and outcome. I= Outcome Introduced (I): Students are introduced to the idea, concept or skills related to the outcome at the general or basic level. R= Outcome Reinforced (R): Students learn additional information related to the outcome. They may synthesize ideas or demonstrate a skill at a novice or intermediate level. M= Outcome Mastery (M): Students are required to demonstrate their ability to perform the outcome with a reasonably high level of independence and proficiency.																			
List Program Learning Outcomes Below. List course ID in the dark gray cells on the right (example ENGL&101, MEDIA 110)							ENGL& 101	MATH& 141	CHEM& 161L	MATH&142	CMST& 220	CHEM& 162L	Humanities 2	Soc Sci 1	CHEM& 163L	MATH& 151	BIOL& 221L	PHYS& 114L	MATH& 152	BIOL& 222L	PHYS& 115L	MATH& 146	Soc Sci 2	BIOL& 223L	PHYS& 114L	
C:Comprehend the difference between written opinions vs ideas supported by scientific inquiry							I				R	I	I			R	R		R	R	R	R	R	R	R	
C: Demonstrate the ability to communicate scientific ideas and the process of science							I				R	I				R	R		R	R	R	R	R	R	R	
QSR: Manipulate numbers (large and small), use common measurement systems, and solve simple linear algebraic problems								R	R	R		R			R	M	R	R	M	R	R	R		R	R	
QSR: Recognize functional relationships between and among measurable phenomena								R	R	R		R			R	M	R	R	M	R	R	R		R	R	
QSR: Apply systematic approaches and logic to solving quantitative problems								R	R	R		R			R	M	R	R	M	R	R	R		R	R	
QSR: Translate mathematical symbols into words and words into mathematical symbols								R	R	R		R			R	M	R	R	M	R	R	R		R	R	
QSR: Demonstrate the ability to use modeling and simulation to solve scientific problems								I	I	R		R			R	R	R	R	R	R	R		R	R	R	R
I: Recognize the difference between questions of high scientific impact vs those unlikely to provide critical information about a scientific phenomenon or process									I								R	R		R	R	R		R	R	
I: Ability to apply the process of science									I								R	R		R	R			R	R	
CT: Identify and troubleshoot scientific problems									I								R	R		R	R			R	R	
CT: Demonstrate the ability to use quantitative reasoning and analyze data								I	I	R		R			R	R	R	R	R	R	R	R	R		R	R
CT: Demonstrate the ability to apply the process of science									I			R			R		R	R		R	R				R	R
PI: Gain an understanding of the relationships between science and society									I		I	R	I	I	R		R	R		R	R			R	R	R
PI: Gain familiarity with and an appreciation for the interdisciplinary nature of science									I			R	I	I	R		R	R		R	R			R	R	R
PI: Demonstrate the ability to collaborate and understand the importance of collaboration in science									I			R	I	I	R		R	R		R	R			R	R	R

Appendix I Academic Unit Program Review Template

[Click here to go back](#)

Academic Unit Program Review							
Area of Study:				Mission:			
Program:				Peninsula College provides educational opportunities in the areas of academic transfer, professional and technical, basic skills, and continuing education. The College also contributes to the cultural and economic enrichment of Clallam and Jefferson Counties.			
Reviewers:							
Year:							
Program alignment to the college mission: (add a short narrative of how the program and this AUPR align with the mission of the college)							
Assessment and Program Plan				Analysis of Assessment Results & Improvement Plan			
Core Theme Objective	Actions/Improvements	Program Outcomes	Method of Assessment & Criteria, Lagging and Leading Indicators	Results	Analysis/Narrative of Results	Improvement Plan	New Funding/Resources
Core themes comprise essential elements that collectively encompass the PC mission (Education, Opportunity, Enrichment). PC "establishes objectives for each core theme and identifies meaningful assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes." (NWCCU) Click on the Core Theme Objectives worksheet tab below then copy and paste a core theme objective into the cell below. Merge cells as needed to add additional core theme objectives	Loop closing efforts from previous year assessment results and improvement plan. For this section use improvement plans from the previous year.	List the Program or Area of Study outcomes that align with the program. (Communications, Quantitative Reasoning, Information, Critical Thinking, Personal & Interpersonal, Career Preparation). Area of Study outcomes are listed on the worksheet tab below. Specific program outcomes are listed on individual program maps.	Includes (qualitative and quantitative) measurable criteria such as course report methods of assessment, leading indicators and measure of effectiveness of changes from previous improvement plans. Lagging indicators are fail to fail retention, completion, transfer, employment. Leading indicators are GPA, class success rates 2.0 or above, and wage recovery. Leading indicators are listed on the Indicators worksheet tab below.	SLO assessment data including direct evidence of student learning and leading indicator data. Leading indicator data can be disaggregated by equity views such as race, gender, and low income. Data may be entered as qualitative, quantitative, formative, summative, rubrics, performances, presentations, certifications, etc.	Faculty are responsible for closing the loop on their own data within their own classes and programs. This includes analysis and assessment of improvements and assessments. Also includes celebration of achievements in student learning and improvements.	Narrative of what has been accomplished and what needs to be done to improve the program. Describe planned changes, timeline, individuals responsible, resources needed to improve student success and how you will assess changes once implemented. (Actions from this section will become improvements for the next year).	Cost of new resources required to implement and assess improvements for student learning.

Appendix J Sample Program Level Improvements from AUPRs

[Click here to go back](#)

Program/Department	Program Learning Outcome	Improvements
<i>Communications</i>		
Hospitality	Apply customer relations in a business setting	Review and add new leadership and conflict management case studies and rubrics
Criminal Justice	Communicate in writing for a variety of purposes and audiences	Make adjustments to report writing assignment to improve writing skills and report writing in chronologic order
Information Studies	Synthesize, apply, and properly cite information to meet an identified purpose	Facilitate online learning and apply a project-based learning approach to using keyword strategies and retrieving relevant scholarly information from databases.
Medical Assisting	Effectively communicate with other healthcare team members, patients, and physicians	Implement a new service-learning project related to a course assignment where students are offered the chance to complete a real-life project for a local healthcare facility
<i>Quantitative Reasoning</i>		
Automotive Technology	Manipulate numbers and use trade specific measurements systems to solve problems	Add scenario-based class projects to diagnosis vehicles, write a business letter to customer, and memo to instructors on what they found
History	Use basic numeracy skills to manipulate both qualitative and quantitative data	Change assignments and papers monitor quality of questions in exams by looking at student performance on particular questions and adjusting those questions accordingly. Use Canvas question tracking system
Psychology	Use basic numeracy skills to manipulate both qualitative and quantitative data	There has been an upwards trend in the final course grades for PSYC 100 across the 2017-2018 academic year. I think this can largely be attributed to improvements made to the exams starting in Winter of 2018 thanks to the assistance from

Program/Department	Program Learning Outcome	Improvements
Welding	Apply basic computational skills to practical applications	my student research assistants AND to the ongoing use of the practice quiz system. In order to try to improve student performance, I am planning on trying out a new system of assignments to help students perform better on difficult concepts on the exams. I am also planning on revising and modifying all of the PSYC 100 exams to improve their psychometrics in the Fall of 2019 Adding more geometry related Math and using it in a practical environment out on the shop floor on projects calculating angles, etc.
<i>Critical Thinking</i>		
Addiction Studies	Identify basic facts on addiction and effect on individual, family, and society; chemical dependency theory and therapy models; dynamics of teenage substance abuse	Include learning rubrics regarding addiction as a disease with signs and symptoms and counseling skills.
Family Life Education	Apply strategies for working with children, within a culturally relevant, anti-bias approach in order to promote social-emotional competence	Incorporate Mindfulness and Emotional management for parents into program curricula
International Studies	Use alternative perspectives – ideas, concepts, theories – to understand social processes	Assign students to debate issues more so there is more critical thinking involved
Medical Assisting	Function professionally in a legal and ethical manner as a Medical Assistant	Utilize the TILT instructional model for bio-medical ethical research paper
Nursing	Use evidence-based information and the nursing process to critically think and make clinical judgments and management decisions to ensure accurate and safe care	Faculty noted students using lower levels of research evidence in their assignments. Evidence based practice should rely on higher levels of evidences, such as randomized control trials and meta-analyses when available. The rubric for assignments did not specify the level of evidence required. Rubrics for assignments that require a

Program/Department	Program Learning Outcome	Improvements
		literature search updated to specify a requirement for higher level evidence (meta-analysis or randomized control trial). Hire a full time Instructional Lab Technician to support students in the skills and simulation labs
<i>Information</i>		
Administrative Office Systems	Create tables, relationships, forms, and reports in a relational database	Update course curriculum to align with new release of Office 2019 & Cloud Storage/Create charts from data stored in forms and reports.
English	Evaluate the credibility of information and information sources and distinguish between fact and opinion	Continue norming ENGL 90 essays at the end of each quarter.
Information Studies	Identify research goals and retrieve information	Facilitate online learning and apply a project-based learning approach to using keyword strategies and retrieving relevant scholarly information from databases
Multimedia Communications	Digitize, manipulate, and prepare photographic files for print and web Publication	Develop outcomes rubrics in Canvas to improve understanding of assignment requirements and learning expectations to communicate the systematic process how students are graded for their creative efforts
Sociology	Evaluate the credibility of information and its source	Incorporate more reading and test-taking strategies
<i>Personal & Interpersonal</i>		
Addiction Studies	Demonstrate the ability to collaborate and understand the importance of collaboration	Students will be assigned to collaborate in a treatment agency setting
Automotive Technology	Demonstrate workplace specific skills, teamwork and customer service	Increase internship opportunities for automotive students including Subaru and hybrid. Continue to maintain NATEF certification of the curriculum.
Multimedia Communications	Interact collaboratively and engage respectfully online and face-to-face	Implement recognition and responsibility in self-assessment and peer feedback to improve professional interpersonal

Program/Department	Program Learning Outcome	Improvements
Welding	Work cooperatively and collaboratively with others	communication skills, empathy, and critical understanding of assignment required outcomes. Students will create group presentations in the classroom and collaborate in group projects in the welding lab