

# Pine Technical and Community College Procedure

## Procedure Number: 3PTCC.1 Assessment of Student Learning

### Chapter 3 – Educational Policies

Date: 2/9/2022

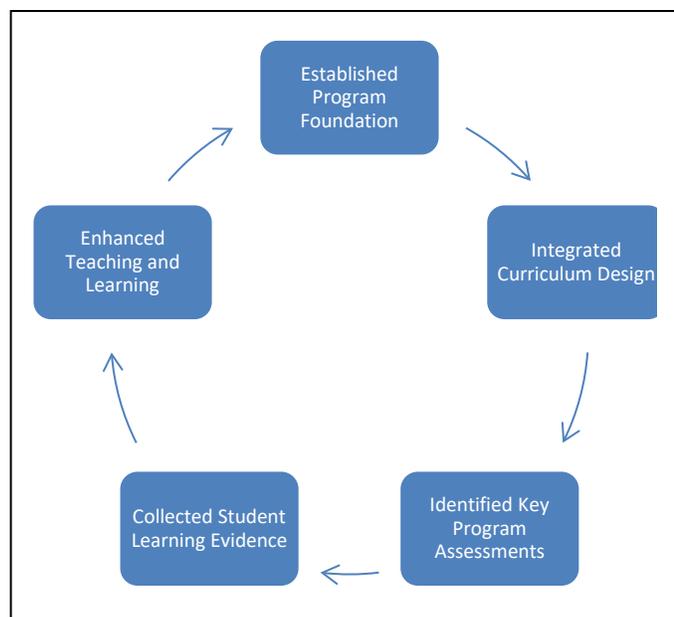
**Part 1: Guidance:** This procedure provides direction for assessment of student learning at Pine Technical and Community College. The procedure is guided by the Higher Learning Commission’s Criteria for Accreditation 4.B. which states:

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

The theoretical underpinning of student learning assessment is guided by the Program Maturity Model which suggests that academic programs must continuously strive to align the program’s mission (foundation), its curriculum, and key assessment activities in order to enhance the teaching and learning process.

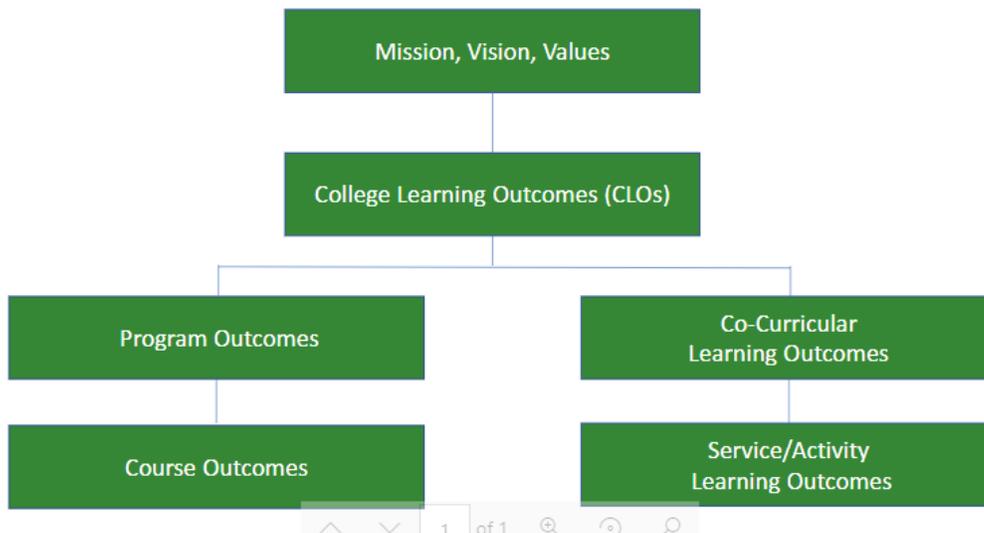
In addition, student learning occurs in many ways, both inside the classroom and outside of the classroom. Therefore student learning assessment data are captured on several sets of learning outcomes:



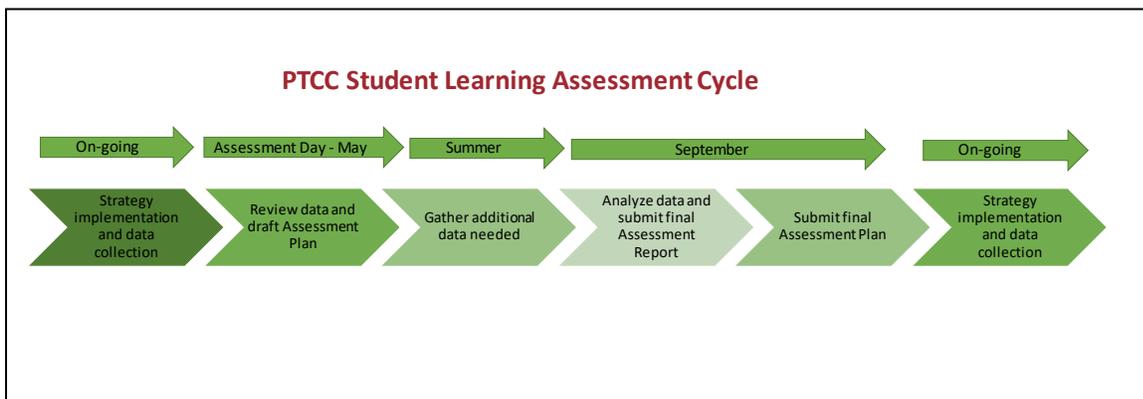
1. College Learning Outcomes
2. Program Outcomes
3. Course Learning Outcomes
4. Co-Curricular Learning Outcomes
5. Service/Activity Learning Outcomes

The relationship amongst these outcomes is shown in the graphic below:

Pine Technical and Community College  
Levels of Learning and Assessment



**Part 2: Cycle and Timeline.** The Student Learning Assessment Cycle for all levels of learning outcomes is depicted in the following flowchart:



Program faculty and Student Affairs staff may choose to collect data for all program outcomes, college learning outcomes, and co-curricular outcomes every year, or cycle through the outcomes on a rotating basis. This cycle of data collection is documented in the Assessment Plan. Key assessment data are gathered each semester according to the curriculum map and Assessment Plan for each program outcome, college learning outcome and co-curricular learning outcome. The data collected are turned in to the Academic Affairs office according to the timeline. Assessment Day (currently scheduled the day after Grades Day in May) is used as a time for faculty and staff to do an initial review of the data and draw preliminary conclusions. At this time faculty and staff also draft their Assessment Plan for the following year. Faculty may decide that they need additional data (i.e. disaggregated). This will be gathered by academic and student affairs staff over the summer. Final assessment reports for the previous year and plans for the current year are due on September 15<sup>th</sup>.

- 1) Gather fall data – due January 15
- 2) Gather spring data – due on Assessment Day
- 3) Preliminary review of assessment data – Assessment Day
- 4) Draft Assessment Plan – Assessment Day
- 5) Submit Assessment Report – due September 15
- 6) Submit Assessment Plan – due September 15
- 7) Implement continuous improvement strategies – on-going

**Part 3: Responsibilities.** Responsibility for the integrity of this process rests with the Academic Affairs and Standards Council, assisted by the Assessment Committee, the Chief Academic Officer and academic deans. Faculty are responsible for conducting valid, reliable, and unbiased assessments of student learning of stated classroom outcomes, program outcomes, and college outcomes for their program. They are also responsible for the collection, analysis, and reflection upon data collected, driving continuous improvement in the teaching and learning process. Student Affairs staff are responsible for conducting valid, reliable, and unbiased assessments of student learning of stated co-curricular outcomes. They are also responsible for the collection, analysis, and reflection upon data collected, driving continuous improvement in the co-curricular learning process. Responsibility for warehousing student learning assessment evidence rests with the Accreditation Liaison Officer.

#### **Related Documents:**

- Program Maturity Model Narrative
- Curriculum Handbook
- Assessment Plan and Report Operating Instructions
- Assessment Plan and Report Template



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*Adoption: 5/26/2022*

*Last Reviewed:*

*Next Review Date: 5/26/2027*

*President Approved: 5/26/2022*

*Custodian of Procedure: Vice President of Academic and Student Affairs*

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***Procedure History:***

*Date and Subject of Revisions and Amendments:*

*MM/DD/YY – explanation of the amendment*