Procedure 302-01 Assessment of Student Learning

Sponsor: Academic Affairs

Purpose

The purpose of this procedure is to outline the processes by which the College assesses student learning to ensure educational quality, promote continuous improvement, and demonstrate alignment with the College mission, Institutional Learning Outcomes (ILOs), and accreditation requirements. This procedure supports a culture of evidence-based decision-making and continuous improvement.

Procedure

Roles and Responsibilities

Faculty

- Implement assessment activities in accordance with departmental assessment plans.
- Analyze assessment results and identify strengths and opportunities for improvement.
- Implement and document changes to instruction, curriculum, or assessment methods based on findings.

Lead Faculty**,** Program Coordinators, and Directors

- Coordinate assessment activities and facilitate faculty engagement in assessment and improvement discussions.
- Ensure alignment among course, program, and Institutional Learning Outcomes.
- Compile and submit assessment documentation and reports as required.

Assessment Committee with the Faculty Assessment Coordinator

- Provide leadership, guidance, and professional development related to assessment practices.
- Maintain assessment timelines, templates, and tools.
- Review assessment submissions for completeness, consistency, and alignment with institutional expectations.
- Support the use of assessment results for improvement, planning, and decision-making.

Academic Deans

- Advocate for the integration of assessment practices into institutional planning, program review, and resource allocation.
- Support assessment infrastructure and professional development.

Collegewide Staff

- Collect and analyze assessment data to evaluate the effectiveness of services in supporting student learning and achievement of the ILOs.
- Identify opportunities for improvement based on assessment results.
- Implement improvements as informed by assessment results.

Assessment Cycle

The College follows an ongoing, cyclical process for assessing student learning:

1. **Identify Outcomes**: Clearly define, regularly review, and refine course, program, General Education/Institutional Learning Outcomes to ensure they are current, measurable, and aligned with the College mission, in accordance with Procedure 301-01.
2. **Map Outcomes:** Map course learning outcomes to program learning outcomes and institutional learning outcomes using college-approved mapping tools to demonstrate alignment and coverage.
3. **Select Assessment Methods and Benchmarks:** Identify appropriate direct and indirect assessment methods aligned with each outcome and establish benchmarks for assessing success.
4. **Collect Evidence**: Gather student learning data according to established timelines.
5. **Analyze Results:** Faculty, along with the Assessment Committee/Faculty Assessment Coordinator, analyze assessment data.
6. **Document Findings**: Record assessment results, interpretations, and identified strengths and areas for improvement using college-approved reporting formats.
7. **Use Results for Improvement:** Develop and implement action plans to improve student learning, curriculum, pedagogy, or assessment processes.
8. **Reassess:** Evaluate the effectiveness of implemented changes in subsequent assessment cycles to determine impact on student learning.

Assessment Schedule

Course-, program-level, and General Education/Institutional Learning Outcomes are assessed on a rotating, multi-year schedule. The schedule is posted on SharePoint on the Assessment/Program Review site. The assessment schedule is determined and maintained by the Assessment Committee.

Documentation and Reporting

- Assessment results and action plans are documented in college-approved forms and stored on SharePoint on the Assessment/Program Review site.
- Assessment documentation is used to support internal improvement efforts, inform program review, and meet accreditation and external reporting requirements.

Professional Development and Support

The College provides ongoing assessment support through workshops, retreats, training sessions, and one-on-one consultations to promote effective and meaningful assessment practices.

Assessment of Student Learning other than For-Credit coursework

Assessment of student learning outside of for-credit instruction focuses on co-curricular and other learning experiences that support Institutional Learning Outcomes but do not occur within credit-bearing courses. These experiences contribute to students' holistic development, student learning, and support the College mission.

1. Assessment of Non-Credit Education: Non-credit courses/workshops may be offered for up-skilling, professional development, or personal enrichment and life-long learning. Assessment of these courses/workshops is dictated by the type of course, required feedback for instructors and staff, funding source and will be followed by the program coordinator, staff, and faculty.
2. Assessment of Co-Curricular Activities: Co-Curricular activities are defined as learning experiences that

occur outside the classroom learning environment. Assessment of co-curricular learning is developed collaboratively with Student Development and relevant faculty or staff, with Institutional Learning Outcomes in mind.

Assessment Manual

The assessment manual provides a comprehensive overview of the college's assessment of student learning processes. Revisions to the manual are coordinated by the Assessment Committee in consultation with faculty, staff, and College leadership. The Faculty Assessment Coordinator maintains the most recent version of the manual on Assessment/Program Review site on SharePoint.

Definitions

Learning Outcomes: Learning outcomes define the knowledge, skills, and abilities students are expected to achieve through their coursework and academic programs. They ensure consistent expectations and high-quality learning across the College.

Types of Learning Outcomes

- Course Learning Outcomes (CLOs): Measurable (assessable) statements describing what students are expected to know or be able to do at the completion of a course. Approved course outlines (with outcomes listed) are published in multiple locations, including the College Catalog, official course outlines stored on the College's internal SharePoint site, on outward-facing program webpages, and course syllabi.

- Program Learning Outcomes (PLOs): Measurable (assessable) statements describing what students are expected to know or be able to do upon completion of a program. Program outlines are published in multiple locations, including the College Catalog, official program outlines stored on the College's internal SharePoint site, and on outward-facing program webpages.

- Institutional Learning Outcomes (ILOs): Broad, college-wide learning outcomes that reflect the knowledge, skills, and competencies expected of all graduates. The ILOs are published on the College website, included in the College Catalog, listed on the Assessment/Program Review SharePoint site, and displayed in classrooms, reinforcing their visibility and integration across instructional settings.

References

Policy and Procedure 301-01 Curriculum Development CCC
Assessment Manual

Procedure History

04/07/2018 New and Adopted by College Council
07/14/2025 Revised Sponsor from Academic and Student Affairs to Academic Affairs
09/08/2026 Revised and Approved by President's Council

Legal Review

None