



# Student Learning Outcomes Assessment Framework and Guidelines

TULSA COMMUNITY COLLEGE  
LEARNING ASSESSMENT COMMITTEE

## Table of Contents

<b>The Foundation for Assessment</b> .....	2
Why do we do Assessment? .....	2
What is Student Learning Outcomes Assessment? .....	5
The Assessment Cycle .....	5
Assessment is NOT... ..	5
We will NOT.....	6
We WILL... ..	6
Key Assessment Terms.....	7
<b>Areas of Assessment</b> .....	9
Institutional Level Assessment .....	10
Communication Skills.....	10
Critical Thinking.....	10
Personal Responsibility .....	11
Social Responsibility.....	11
Timeline for the Institutional Level Assessment Cycle .....	11
Academic Program Level Assessment .....	13
Course Level Assessment.....	14
Academic Affairs Co-Curricular Assessment.....	15
Student Affairs Co-Curricular Assessment.....	16
<b>Institutional Support for Assessment</b> .....	17
Learning Assessment Committee (LAC).....	17
Professional Learning Communities (PLC) .....	17
Faculty Assessment Facilitators (FAFs) .....	18
Student Affairs Assessment Representatives .....	18
Student Affairs Assessment Team .....	19
Office of Student Assessment.....	19
Institutional Research & Assessment Office.....	19
<b>References</b> .....	21

# The Foundation for Assessment

## Why do we do Assessment?

*Outcomes based education is a model in which curriculum, pedagogy, and assessment are all focused on student learning outcomes. It is an educational process that fosters continuous attention to student learning (Driscoll & Wood, 2007).*

As members of the Tulsa higher education community, we all have an innate desire to help students learn and develop. With that desire comes a natural curiosity about whether or not students are actually learning and developing. Instructors ask questions or administer learning assessment techniques to determine student engagement with and absorption of course content. An advisor reads a student's body language after a degree audit. A librarian asks what research a student has completed for an upcoming paper. From these indirect and direct forms of assessments, we can modify our own individual approaches to maximize the learning and development for a particular student or group of students. It is in this spirit that we conduct the collaborative assessment of Student Learning Outcomes (SLOs).

SLO assessment not only monitors what and how well students learn, but also measures the success of the institution in providing effective learning opportunities. Learning is more than simply acquiring knowledge, but also what one can do with that knowledge. Learning also means developing abilities, values, attitudes, and habits of mind that affect both overall academic success and performance within individual courses and programs. Students learn best when they set goals, assume ownership, and take responsibility for their own learning. Outcomes-based education consistently reminds us of this.

Since we are assessing student performance and behavior, faculty and student support staff are the most appropriate administrators of outcomes-based assessment. In developing learning outcomes, we engage in important conversations about the purpose, quality and rigor of our academic and student affairs and how these services fulfill the needs of our community, workforce, and university partners. In creating engaging learning opportunities appropriate to our courses or service areas, we interpret the mission and values of the institution and interact with the students to help them meet our mission and live up to our values. This "collective commitment requires the establishment of shared responsibilities forged through new relationships among faculty across departments, crossing boundaries to establish connections between faculty and student affairs professionals, and putting in place systems that rely on evidence of student learning to inform institution and program level action" (Kuh et al., 2015, p. 76).

However, for this type of work to be effective and sustainable, we must attempt to fulfill our intellectual curiosity. Faculty and staff must be willing to "question, deliberate, craft well-

reasoned arguments...look at an issue from multiple perspectives, [and have] the determination to seek more information before rushing to judgment” (Driscoll & Wood, 2007, pp. 27-29). Thus, collegial communication and reflective dialogue are important components of developing and sustaining assessment efforts. To inspire further collaboration so that faculty and staff may continue to provide an environment that best facilitates learning, we must share experiences when designing learning opportunities and assessment measures, gathering and analyzing assessment data, and evaluating and using the results. When we engage in assessment this way, our specific assessment standards and methods become the responsibility of everyone. The powerful data we gather will drive our work as educators, and meetings and committees will remain focused on student learning.

Safety and trust are especially important to the assessment process. Ideas and opinions should be shared as openly as possible while we share potential weaknesses within our own pedagogy, curriculum, or services, as well as our awareness and adaptation to shifting student demographics, economic trends and other contextual realities that affect student learning and are beyond our immediate control. As George Kuh and his colleagues argue, “collaboration has the potential to provide a foundation of trust in the assessment process,” and administration’s role in this process is to provide support through sufficient resources and incentives (Kuh et al., 2015, p. 86). This also means that assessment results are not used to evaluate individual employees. Doing so would undermine the motivation of faculty and staff to do assessment for the purposes of improving student learning.

Finally, the key is to incorporate assessment into our day-to-day work by identifying where assessment is already happening across courses, programs, and the institution and making such assessment visible. Instead of assigning a final assessment, which feels, to both students and instructors, as tacked-on to the end of a semester, think about where an embedded assessment already exists. We should be creative, ask questions about our students’ learning, and use the framework illustrated in the following pages to help guide our efforts.

Over the past year, the Faculty Assessment Facilitators have discussed the faculty voice related to the upcoming accreditation visit. Our reply is consistent with the National Institute of Learning Outcomes Assessment, whose members argue that when we frame assessment as “a compliance activity, results are likely to be inert and to remain unengaged by those who might use them” (Kuh et al., 2015, p. 58). Indeed, faculty, staff, and administrators would be doing our students and community a disservice were we to only perform assessment in order to satisfy accreditation requirements. Assessment should not be an exercise in compliance, but a “collective commitment to supporting and better understanding student learning to enhance and improve the educational experience” (Kuh et al., 2015, p. 91). We should focus on the real reasons to conduct assessment: collaboration, innovation, curiosity, and continuous improvement in fulfilling our stated mission.

Our students are a diverse group, but they all have one thing in common: they come to TCC on a quest to better their lives through higher education. Credentials from TCC enable students to

achieve their dreams, and taking classes can be a costly endeavor. Instructors, advisors, tutors, librarians, and other student support staff are the front line to meet students on this quest, making our work extremely powerful. With that power comes great responsibility to make sure that our students are learning what we intend for them to learn.

At Tulsa Community College, student success is the highest priority. We hope that the following assessment framework is clear and helpful, but if you need any further assistance, please do not hesitate to contact any of the members of the TCC Learning Assessment Committee (LAC).

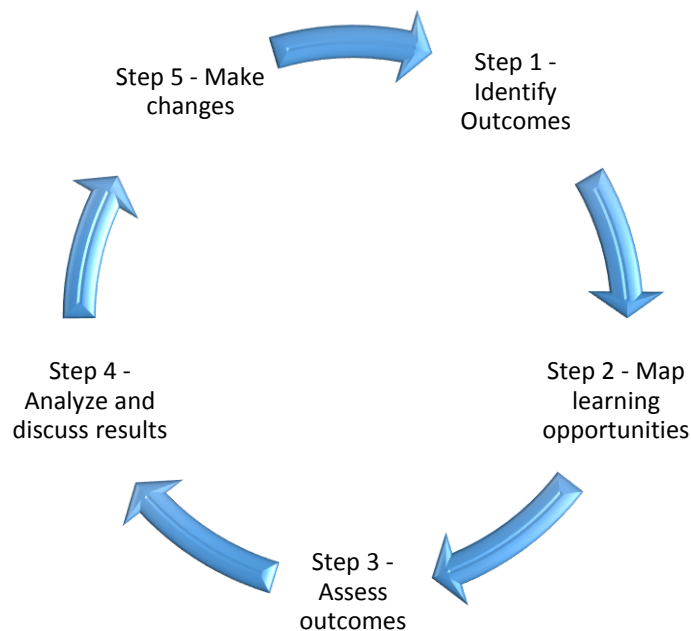
#### 2016-17 LAC Members and Contributors to this Document (in alphabetical order)

- José Dela Cruz, Dean Student Affairs, Student Assessment & Testing Services
- Jennifer Ivie, Director, Institutional Research & Assessment
- Terry JacobsDavis, Coordinator, Institutional Research & Assessment
- David LeCount, Faculty Assessment Facilitator, Assistant Professor
- Alicia MacKay, Faculty Assessment Facilitator, Assistant Professor
- Julie Porterfield, Faculty Assessment Facilitator, Assistant Professor
- Joe Schicke, Faculty Assessment Facilitator, Assistant Professor
- Cheryl Stanley, Assistant Director, Office of Student Assessment

## What is Student Learning Outcomes Assessment?

Student Learning Outcomes Assessment is the systematic collection, analysis, interpretation, and use of information to understand and improve teaching and learning (Palomba & Banta, 1999). Assessment involves examining patterns of student learning and development across courses, programs, and activities and using this information to improve educational practices. Assessment is often confused with similar terms.

### The Assessment Cycle



### Assessment is NOT...

- **Testing.** Testing describes only one step in the assessment *process*, namely gathering and analyzing evidence of achievement of student learning outcomes.
- **Evaluation.** Evaluation uses assessment information to make informed judgment. Evaluation describes steps four and five in the assessment cycle (interpreting evidence and using the results).
- **Grading.** Grading is the process of assigning a value to an individual's performance and/or participation. Grades alone are insufficient evidence of student learning. Grades and assessment criteria may differ and grading standards may be vague or inconsistent.
- **Research.** Well, at least not in the traditional sense. Similar to assessment, research is the process of gathering information to answer a question. However, "a stumbling

block to using assessment results is getting caught up in creating the ‘perfect’ research design as academics are trained to strive for methodological purity and to distrust data collected through a less-than-perfect research design” (Kuh et al., 2015, p. 58). Assessment is not perfect. It does not stand up to the standards that good research should, but it can still be incredibly useful for improving teaching and learning.

TCC is committed to improving our students’ learning opportunities and experiences. Thus, it will help to clarify the nature of TCC’s commitment by specifying some of the purposes of assessment that we will **EXCLUDE** from our approach.

### **We will NOT...**

- ... use assessment results punitively or as a means of determining faculty or staff salaries or rewards. The purpose of assessment is to measure student learning, not to evaluate faculty or staff.
- ... use assessment as an end in itself. Assessment results are a “means to the larger end of improving teaching and learning” (Patton, 2008, as cited in Beld, 2010, p. 8).
- ... use assessment in a way that will impinge upon the academic freedom or professional rights of faculty. Individual faculty members must continue to exercise their best professional judgment in matters of pedagogy, curriculum, and assessment.
- ... assume that assessment can answer all questions about all students.
- ... assume that assessment is solely quantitative. While numerical scales or rubrics can be useful, their accuracy depends on the clear understanding of the concepts behind the numbers.
- ... use assessment merely to be accountable to outside parties. Assessment must involve ongoing observation of what we believe is important for learning.
- ... limit ourselves to using only a single mode of assessment to answer all questions.

Instead, the following guidelines will govern the methodology and approach we will employ at TCC for student learning outcomes assessment.

### **We WILL...**

- ... seek to assess multiple student learning opportunities rather than a single standard.
- ... assess the ongoing progress of students throughout their experience at the college.
- ... embed assessment in the work we are already doing as educators.
- ... respect faculty authority and ownership over curricular assessment.
- ... cultivate the faculty and student support staff voices and respect the validity of their perspectives.
- ... adopt equity-centered practices that are culturally responsive and inclusive.

- ... facilitate professional development opportunities, as well as informal spaces, for employees to engage with, learn about, and implement assessment.
- ... create internal mechanisms to share best practices and success stories.
- ... provide the structural support to encourage everyone to take assessment seriously.
- ... build upon disciplinary expertise and perspectives.
- ... allow for flexibility within our shared framework.
- ... involve adjunct instructors in our assessment work.
- ... encourage collaboration across the boundaries of Academic and Student Affairs.
- ... use the data we have collected to improve the student experience in a holistic manner.

## Key Assessment Terms

**Outcome** – A specific and measurable statement that describes what students should achieve by the end of a course, program, service, or activity.

**Student Learning Outcome (SLO)** – A specific and measurable statement that describes what the students will be able to do as a result of their learning and development within a course, program, service, or activity. SLOs should use active, student-centered language. Action verbs that align with the proper cognitive, psychomotor, or affective level should be used. These can be at the Institutional (ILOs), Program (PLOs), and Course (CLOs) level, as well as any other learning opportunity.

*Curricular Example:* By the end of this course, students will be able to identify which inferential test to use to answer a given research question.

*Co-curricular Example:* Upon the completion of New Student Orientation, students will be able to identify strategies for academic, career, and personal success at Tulsa Community College.

**Non-learning Outcome** – A specific and measurable statement that describes what constitutes student success, participation, or satisfaction in a course, program, service, or activity.

*Curricular Example:* 80% of students graduating from this program will pass the licensure exam.

*Co-curricular Example:* 80% of students who attend New Student Orientation will agree or strongly agree that they were satisfied with the event.

**Student Learning Outcomes Assessment** – The systematic collection, review, and use of information to make informed decisions and/or policy, program, curricular, or co-curricular improvement.



**Curricular vs. Co-curricular** – Curricular refers to opportunities that occur within a course or academic program, while co-curricular refers to opportunities that occur outside the classroom, usually through a student support unit, service, or activity.

**Formative vs. Summative** – Formative assessment monitors student learning before the end of the learning opportunity to provide ongoing feedback that can be used to improve teaching and learning. In contrast, summative assessment evaluates student learning at the end of the learning opportunity.

**Direct vs. Indirect** – Direct assessment involves looking at actual samples of student performance or work (e.g., presentations, projects, tests). Indirect assessment measures the perceived extent or value of learning experiences (e.g., surveys, placement rates, graduation rates).

**Measure** – The tool, instrument, or method by which an outcome will be assessed. This could be as simple as a question or two on a test, a criteria line on a rubric, a minute paper, etc. This could be as complex as a capstone project, a thesis paper, portfolio, etc.

**Success criteria** – The benchmark, norm, baseline, or prior year’s results for an outcome that the course, program, or activity hopes to meet or exceed in the current response period.

**Program** – For purpose of SLO assessment, a combined sequence of courses, activities, or services that result in a shared set of student learning outcomes.

**Alignment** – The process of mapping Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs) to courses to indicate when the outcome will be introduced, reinforced, and assessed throughout the credential-granting program.

**Alignment Grid** – An Excel spreadsheet outlining the introduction, reinforcement, and assessment of learning outcomes at the program and institutional levels. The alignment grid serves as a visual depiction of in which course each program and institutional level learning outcome is represented in course curriculum.

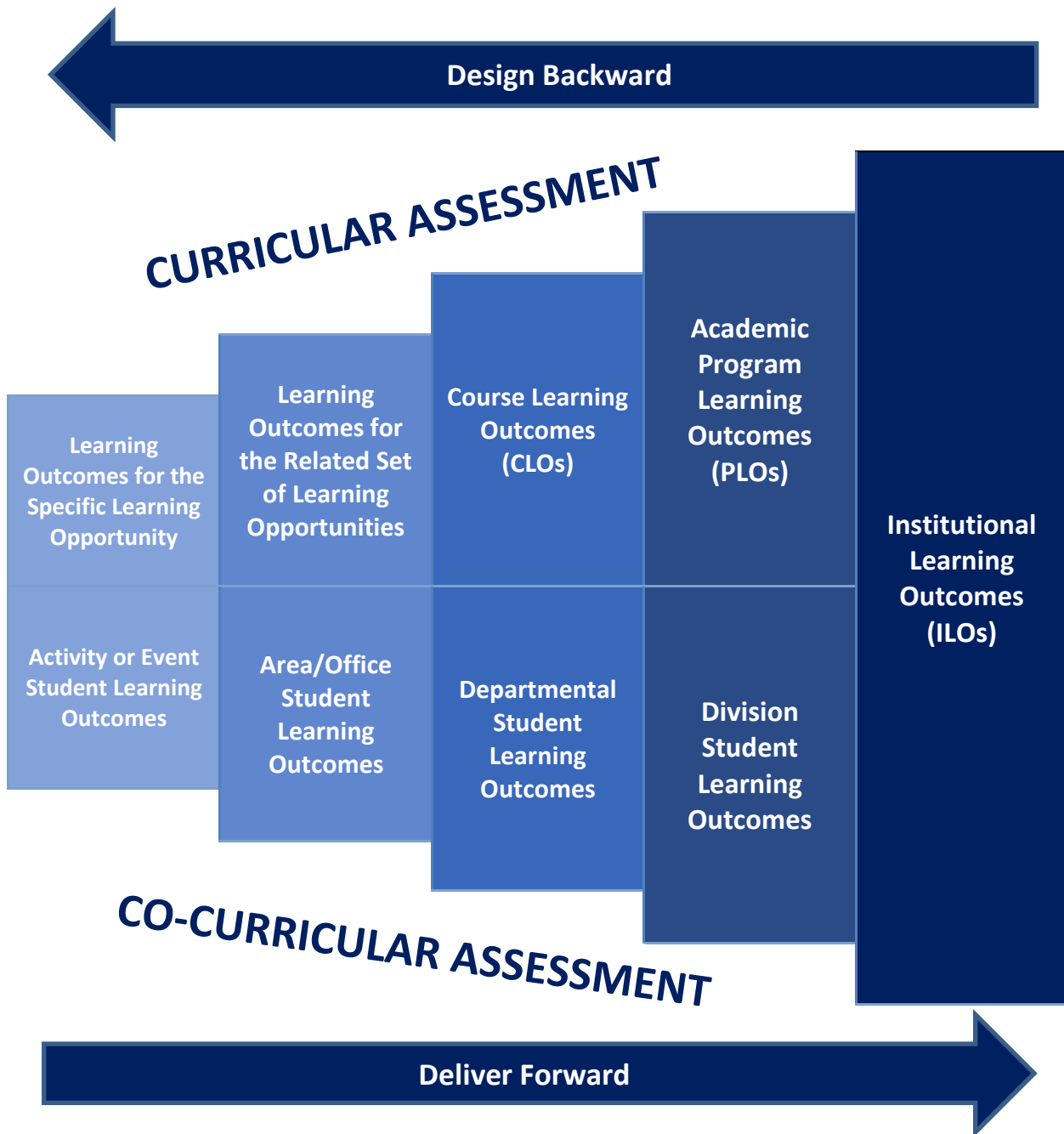
**Program Assessment Plan (PAP)** - An Excel file outlining which, when, and how often each program and institutional learning outcome will be assessed within the program curriculum. The program assessment plan defines the timeline needed to assess each outcome ensuring continuous implementation, evaluation, and improvement of the program curriculum.

**Weave** – The online repository for assessment results and action plans.

**Weave Project** – An entry in Weave (e.g., course assessment entry, program assessment entry, faculty performance review portfolio, program review entry, etc.).

# Areas of Assessment

Assessment at TCC will occur at many levels. The image below shows the levels of learning outcomes (adapted from Huba & Freed, 2000). For curricular assessment, reporting should focus on Course level LOs through ILOs. However, co-curricular assessment should focus on all levels of LOs. Learning Outcomes should be designed backwards from the highest level (ILOs) to the LOs for the learning opportunity, while learning opportunities are delivered forward.



## Institutional Level Assessment

The Institutional Learning Outcomes (ILOs) express a shared, college-wide articulation of expectations for all degree and certificate recipients. The ILOs represent a profile of our students at completion of their credential, and as such, also represent a promise to our students, their families, and our community.

Students acquire knowledge, attitudes, and skills through their coursework and in co-curricular activities. When students graduate with a degree or certificate, transfer to a university, or enter the workforce, they should have met the four Institutional Learning Outcomes presented below. The learning outcomes are intended to be student-centered and flexible enough to be measured using multiple forms of assessment across multiple fields of study and student experiences, both curricular and co-curricular.

In line with TCC's mission and vision for student learning and development, it is the expectations that all credential-granting programs will teach and assess Communication Skills, Critical Thinking, Personal Responsibility, and Social Responsibility in a manner appropriate to their field of study. Each of these Institutional Learning Outcomes can be found below with specific examples of how a discipline might define the ILO.

### Communication Skills

*Institutional Learning Outcome:* Graduates will be able to exchange information or ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.

*Examples of this institutional learning outcome include being able to:*

- Summarize information or ideas presented in oral, written, and/or visual formats.
- Evaluate information or ideas presented in oral, written, and/or visual formats.
- Present information or ideas to an intended audience through oral, written, and/or visual formats.
- Express ideas and messages based on others' perspectives.
- Use modern technology and software to communicate in oral, written, and/or visual formats.

### Critical Thinking

*Institutional Learning Outcome:* Graduates will be able to evaluate existing information in order to form judgments, raise new questions, and/or implement creative and effective solutions.

*Examples of this institutional learning outcome include being able to:*

- Evaluate the credibility and significance of sources and information used as support or

evidence.

- Use the scientific method to test hypotheses in various contexts.
- Solve quantitative problems from various authentic contexts and everyday life situations.
- Integrate learning from inside and outside of the classroom.
- Generate new questions, solutions, and/or conclusions.

## **Personal Responsibility**

*Institutional Learning Outcome:* Graduates will be able to implement the skills necessary for physical, financial, mental, and/or emotional well-being.

*Examples of this institutional learning outcome include being able to:*

- Utilize resources needed to sustain and improve personal well-being.
- Apply ethical reasoning to describe and analyze positions.
- Pursue educational interests and/or experiences beyond the classroom.
- Apply learning in an innovative way to novel situations.
- Engage in self-assessment and/or self-reflection strategies.

## **Social Responsibility**

*Institutional Learning Outcome:* Graduates will be able to evaluate one's ethics and traditions in relation to others in order to respectfully interact with diverse groups.

*Examples of this institutional learning outcome include being able to:*

- Interact respectfully with individuals of diverse backgrounds, perspectives, beliefs, and values.
- Work collaboratively and respectfully as members and leaders of diverse teams and communities.
- Discuss contributions made by individuals from diverse and/or underrepresented groups.
- Evaluate the impact of an individual's actions on the natural and human world.
- Promote the quality of life in a community through political or non-political processes.

## **Timeline for the Institutional Level Assessment Cycle**

During the 2016-17 academic year, academic program faculty will work to identify which courses within each program introduce, reinforce, and assess these institutional learning outcomes (ILOs). As well, Student Affairs staff will work to identify areas and student support services that align with and address TCC ILOs.

Beginning in 2017-18, the Learning Assessment Committee will compile data for Communication Skills (ILO #1) across all programs, academic support services, and student affairs units. The following year, the data will be analyzed and the programs and services will evaluate the results and plan possible changes for continuous improvement. During the third year in the cycle, identified changes will be implemented. Then, the cycle will begin again in year 4.

As shown in the table below, in 2018-19, we will begin the cycle for Critical Thinking (ILO #2), and then in 2019-20, we will begin the cycle for Personal and Social Responsibility (ILOs #3 and 4).

ILO	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	...
Communication Skills	Infrastructure Building Year	DC	A&E	IC	DC	A&E	IC	...
Critical Thinking			DC	A&E	IC	DC	A&E	...
Personal Responsibility				DC	A&E	IC	DC	...
Social Responsibility				DC	A&E	IC	DC	...

DC = Data collection    A&E = Data analysis and evaluation    IC = Implementation of changes

Institutional Learning Outcomes assessment will adhere to the following guidelines:

- All programs will assess Institutional Learning Outcomes (ILOs).
- Each ILO should be introduced, reinforced, and assessed in at least one course within the program. Ideally, each ILO would be introduced in one or more lower level courses, and then reinforced and assessed in one or more higher level courses within the program.
- All ILOs will be stated on the syllabus.
- All programs will have to explain how and where they will assess each ILO in their approved Program Assessment Plan (PAP).
- All core courses within a program will align with at least one PLO and/or ILO. Such alignment will be outlined in the approved PAP.
- All ILOs will be assessed following the timeline outlined above.
- ILOs will be assessed through direct measures of student learning. Any assignment can potentially be used to assess student achievement of the program outcomes, either formatively (in process) or summatively (at the end of the program).

- ILOs will be assessed through an appropriate assessment method. For instance, assessing public speaking ability through the use of a multiple-choice test would be problematic.
- ILOs will be assessed in both curricular and co-curricular settings.
- Each program will have an entry in Weave documenting the ILOs, the results of the assessment work conducted, and any planned curricular or other changes.
- Weave entries will be made on an annual basis and are due by the end of the Spring semester.

## **Academic Program Level Assessment**

Program level assessment is an ongoing process focusing the faculty lens on the strengths and weaknesses in a program's learning outcomes, student progress, required courses, pedagogy, and/or program structure as reflected in student performance and development. Faculty assess programs by collecting empirical evidence to examine student learning, and they rely on this evidence to guide decision making (Allen, 2004).

In Academic Affairs, program level outcomes are informed by the evidence gathered from the organized sequence of courses that make up the program. As stated in the guidelines below, every program will have a Program Assessment Plan (PAP) that communicates the connections between program learning outcomes and program curriculum, which, when, and how often each outcome will be assessed, and who will be involved. PAPs should account for the assessment of each outcome on a schedule that allows for continuous implementation, evaluation, and improvement. Program assessment should be an efficient, systematic process of purposeful data collection. To achieve purposeful data collection, the process should be cumulative and reflect the learning already occurring at the course level. Program level outcomes and course level outcomes can be assessed separately if necessary, but ideally integrated assessment takes place. The integration of course and program level learning outcomes within the PAP and annual Program Review ensures the student learning assessment schedule is harmonious with the program review timelines. PAPs focusing on student learning should connect collected data to potential action plans to ensure student learning outcomes are achieved. PAPs will be reviewed and approved by the Learning Assessment Committee.

For an assessment program to be effective, it must be a collective effort on the part of full-time faculty, adjunct faculty, administration, staff, and academic support services. It is equally clear there should be a point person or a small group directing the program's assessments efforts. Ideally, someone who has a genuine interest and enthusiasm for the work should lead the program assessment efforts. The person or group would be responsible for presenting ideas and generating documents that can serve as starting points for larger discussion.

Academic Program level assessment will adhere to the following guidelines:

- All programs will assess Program Learning Outcomes (PLOs).
- There will be a set of PLOs that have been approved by all full-time discipline faculty members.
- PLOs will be measurable, student-centered, and use action verbs.
- PLOs will be stated at the appropriate cognitive, psychomotor, and/or affective domain levels for the type of program but should focus on higher level skills, behaviors, values, etc.
- Each PLO should be introduced, reinforced, and assessed in at least one course within the program. Ideally, each PLO would be introduced in one or more lower level courses, and then reinforced and assessed in one or more higher level courses within the program.
- At a minimum, PLOs addressed in a particular course will be stated on the syllabus.
- All programs will have an approved Program Assessment Plan (PAP) using the official template.
- All core courses within a program will align with at least one PLO and/or ILO. Such alignment will be outlined in the approved PAP.
- Each PLO must go through the assessment cycle (data collection, data analysis, change implementation) at least every three years, similar to the ILO assessment cycle. And, at least one PLO must be assessed every year.
- All PLOs will be assessed following a timeline outlined in the approved PAP. PLOs will be assessed through direct measures of student learning. Any assignment can potentially be used to assess student achievement of the program outcomes, either formatively (in process) or summatively (at the end of the program).
- PLOs will be assessed through an appropriate assessment method. For instance, assessing public speaking ability through the use of a multiple-choice test would be problematic.
- Faculty will review and discuss program level assessment openly and make appropriate curricular or other changes as a result of those discussions.
- Each program will have an entry in Weave documenting the PLOs, PAPs, results of the assessment work conducted, and any planned curricular or other changes.
- Weave entries will be made on an annual basis and are due by the end of the Spring semester.

## Course Level Assessment

TCC supports course design that engages students as participants in their learning. Course level assessment will adhere to the following guidelines.

- All Course Learning Outcomes (CLOs) will be assessed in every section of a course.
- There will be a set of core CLOs that all sections of the same course will include that

have been approved by the appropriate full-time discipline faculty members.

- CLOs will not be dependent upon mode of delivery for the course (e.g., online, face-to-face, blended).
- Concurrent courses will include the same core CLOs as their non-concurrent counterparts.
- CLOs will be measurable, student-centered, and use action verbs.
- CLOs will be stated at the appropriate cognitive, psychomotor, and/or affective domain levels for the type and level of the course. That is, introductory level courses can include lower Bloom's taxonomy level CLOs, while major courses should focus on higher level skills, behaviors, values, etc.
- All CLOs will be stated on the syllabus.
- All CLOs will be assessed during each semester the course is taught.
- Individual instructors are allowed to add additional CLOs for their section of a course as long as they assess those additional CLOs as well as the core CLOs.
- Faculty will review and discuss course level assessment openly and make appropriate curricular or other changes as a result of those discussions.
- Each course (aggregated across all sections) will have an entry in Weave documenting the core CLOs, the results of the assessment work conducted, and any planned curricular or other changes.
- Weave entries will be made on an annual basis and are due by the end of the Spring semester.

## **Academic Affairs Co-Curricular Assessment**

Academic Affairs co-curricular assessment is performed by an office, department, group, or unit whose mission includes services that assist in student learning and development. These include but are not limited to:

- Library
- Tutoring/Writing Centers
- Honors
- Service-Learning
- Global Learning
- Online Learning

It is expected that each of these areas will develop and assess Student Learning Outcomes.

Academic affairs co-curricular assessment will adhere to the following guidelines:

- All areas will assess Student Learning Outcomes (SLOs).
- SLOs will be measurable, student-centered, use action verbs, and stated at the appropriate cognitive, psychomotor, and/or affective domain levels.
- All core services, events, activities, etc., will align with at least one SLO and/or ILO.
- All services will have an assessment plan by the Learning Assessment Committee.



- SLOs will be assessed through both direct and indirect measures of student learning.
- Service team members will review and discuss assessment results openly and make appropriate changes as a result of those discussions.
- Core SLOs will be created and assessed that apply to all courses that are tied to a specific academic support service (e.g., Honors, Service Learning). These SLOs must be included in the syllabi for any qualifying course.
- Each service will have an entry in Weave documenting the SLOs, assessment plans, results of the assessment work conducted, and any planned changes.
- Weave entries will be made on an annual basis and due by the end of the Spring semester.

## **Student Affairs Co-Curricular Assessment**

Student learning occurs throughout and across the college experience. Student Affairs assessment will help guide and inform decisions within Student Affairs and, much like Academic Program Level Assessments, for an assessment program to be effective, it must be a collective and collaborative effort on the part of Student Affairs administration, senior leadership, and full- and part-time staff. To facilitate this process, there should be a point person identified to direct the assessments efforts within a respective area or department. Ideally, this person will have a genuine interest and enthusiasm to lead and facilitate the assessment work within their respective area or department.

TCC supports learning that encourages the cognitive and psychosocial development of its students. To that end, Student Affairs assessment will adhere to the following guidelines:

- Student Affairs programs and services will assess Student Learning Outcomes (SLOs) that align with TCC's strategic plan and mission statement.
- SLOs will be assessed on an annual basis unless an assessment plan allows for an alternative assessment cycle.
- All units will have an assessment plan that is reviewed annually.
- All programs and/or services will address at least one ILO.
- SLOs will be measurable, student-centered, and use action verbs.
- SLOs will be related and relevant to the particular activity or program.
- SLOs will be assessed through indirect or direct measures of student learning.
- Student Affairs assessment plans will be entered into Weave documenting the SLO, the result of the assessment conducted, and any planned changes to the activity or program.
- Student Affairs leaders will analyze and discuss data and apply outcomes to decision making process or relevant discussions.
- Weave entries will be completed annually in early Summer.

# Institutional Support for Assessment

## Learning Assessment Committee (LAC)

The Learning Assessment Committee is responsible for implementing the College's institutional Student Learning Outcomes Assessment Framework and Guidelines. The LAC will consist of the Director of IR & Assessment, the Dean of Student Affairs for Student Assessment and Testing Services, the Assistant Director of the Office of Student Assessment, Faculty Assessment Facilitators representing each School, appropriate School/Department administrators, and the Student Affairs Assessment Representatives. The LAC may also include other administration, faculty, staff, and students as necessary.

LAC members will:

- Promote curricular practices at TCC that incorporate student learning outcomes assessment.
- Monitor and maintain the Student Learning Outcomes Assessment Framework.
- Develop and recommend timelines for assessment.
- Oversee assessment of institutional learning outcomes.
- Review and approve Program Assessment Plans.
- Communicate with stakeholders about the progress and status of learning outcomes and assessment activities.
- Assist in identifying leaders and liaisons to direct the efforts on SLO assessment at the college.

## Professional Learning Communities (PLC)

An assessment Professional Learning Community is an interdisciplinary group of 6-12 faculty, staff, and administrators who engage in an active, collaborative, yearlong program with a curriculum focused on enhancing student learning and teaching that uses information provided through the process of assessment. They may also include students and community members when appropriate (Cox, 2004).

PLC members will:

- Engage in regular activities that provide learning opportunities, professional growth, and community building that support the scholarship of teaching and learning.
- Execute sustainable methods to enhance assessment in the classroom, within their discipline or department, or unit, and college-wide.

- Collaborate with others to develop innovative and effective strategies for college-wide assessment.
- Support assessment of student learning outcomes within their areas.
- Exhibit a commitment to assessment of student learning.
- Encourage the use of assessment results within their areas.

## **Faculty Assessment Facilitators (FAFs)**

The Faculty Assessment Facilitators are responsible for providing leadership and guidance to faculty for the development, content, assessment, and ongoing sustainability of the student learning outcomes at the course, program, and institutional levels.

Faculty Assessment Facilitators will:

- Promote curricular practices at TCC that incorporate learning outcomes assessment.
- Work with Faculty Department Chairs, Program Coordinators, or Program Directors to provide professional development pertaining to the assessment of student learning outcomes for faculty.
- Assist departments in the development, implementation, and assessment of student learning outcomes at the course, program, and institutional levels.
- Assist departments to ensure student learning outcomes assessments are ongoing, systematic, and used for continuous quality improvement.
- Attend meetings of the Academic Affairs Learning Outcomes Subcommittee and participate in committee planning and decisions.
- Keep abreast of the developments in the field and actively disseminate this knowledge to faculty, staff, and administrators on a regular basis.

## **Student Affairs Assessment Representatives**

Each office within the Division of Student Affairs will identify one staff member to be an Assessment Representative.

Student Affairs Assessment Representatives will:

- Promote the development of a culture of assessment within the Division of Student Affairs.
- Develop, implement, and analyze assessment initiatives that measure student learning and engagement.
- Participate in training sessions and regularly scheduled individual meetings sponsored by the Office of Student Assessment.

- Serve as a liaison between their office and the Office of Student Assessment.

## **Student Affairs Assessment Team**

The Student Affairs Assessment Team is comprised of staff members across the Division of Student Affairs that gather and report data for a particular office or area. Members of this team also serve as a member of the Student Affairs COGNOS Author/Consumer group.

Student Affairs Assessment Team members will:

- Consult with Student Affairs offices and departments regarding assessment plans, activities, and student learning outcomes in the Division of Student Affairs.
- Identify and develop capacity and resources for current and future assessment activities in Division of Student Affairs.
- Increase the assessment network through collaborative endeavors with the Division of Student Affairs departments, academic departments, and Office of Institutional Research & Assessment.

## **Office of Student Assessment**

The Office of Student Assessment will initiate and support the assessment efforts within the Division of Student Affairs. This support includes the development of student learning outcomes, assessment training for all Student Affairs employees, and the creation of assessment plans and reports.

Office of Student Assessment staff will:

- Support individual units within Student Affairs in developing assessment plans that focus on student learning.
- Identify and develop collaborative assessment initiatives that fills the gaps between departments.
- Create and implement training workshops to increase the assessment capacity of Student Affairs staff.
- Support Student Affairs assessment efforts by providing guidance and tools necessary to analyze assessment data to facilitate continuous improvement.
- Populate and update entries into Weave on an annual basis or as needed.

## **Institutional Research & Assessment Office**

The Office of Institutional Research and Assessment gathers and makes available data on institutional effectiveness, provides technical support for Weave, and develops resources and

professional development opportunities related to student learning outcomes assessment.

IR & Assessment team members will:

- Gather and maintain accurate, up-to-date information on student enrollment, retention, transfer rates, graduation rates, and placement rates.
- Gather student, faculty, and staff surveys and focus group data so as to gauge institutional effectiveness.
- Provide guidance and tools needed to analyze assessment data.
- Support faculty SLO assessment efforts.
- Support academic support units' SLO assessment efforts.

## References

- Beld, J. M. (2010). Engaging departments in assessing student learning: Overcoming common obstacles. *Peer Review, 12* (1), 6-9.
- Cox, M. (2004). Introduction to faculty learning communities. *New Directions for Teaching & Learning, 2004* (97), 5-23.
- Driscoll, A., & Wood, S. (2007). *Developing outcomes-based assessment for learner-centered education: A faculty introduction*. Sterling, VA: Stylus.
- Huba, M. E., & Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Upper Saddle River, NJ: Pearson.
- Kuh, G. D., Ikenberry, S. O., Jankowski, N. A., Reese Cain, T., Ewell, P. T., Hutchings, P., & Kinzie, J. (2015). *Using evidence of student learning to improve higher education*. San Francisco, CA: Jossey-Bass.
- Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.
- Patton, M. Q. (2008). *Utilization-focused evaluation (4<sup>th</sup> ed.)*. Thousand Oaks, CA: Sage.
- Wiggins, G., & McTighe, J. (2011). *The understanding by design guide to creating high quality units*. Alexandria, VA: ASCD.