

Allan Hancock College

Institutional Assessment Plan

Reviewed and revised by LOAC-AA/SS, Sept 2022

Approved by Academic Senate, Fall 2022

Reviewed by Student Learning Council,
Student Services Council and College Council.



Allan Hancock College Institutional Assessment Plan (IAP)

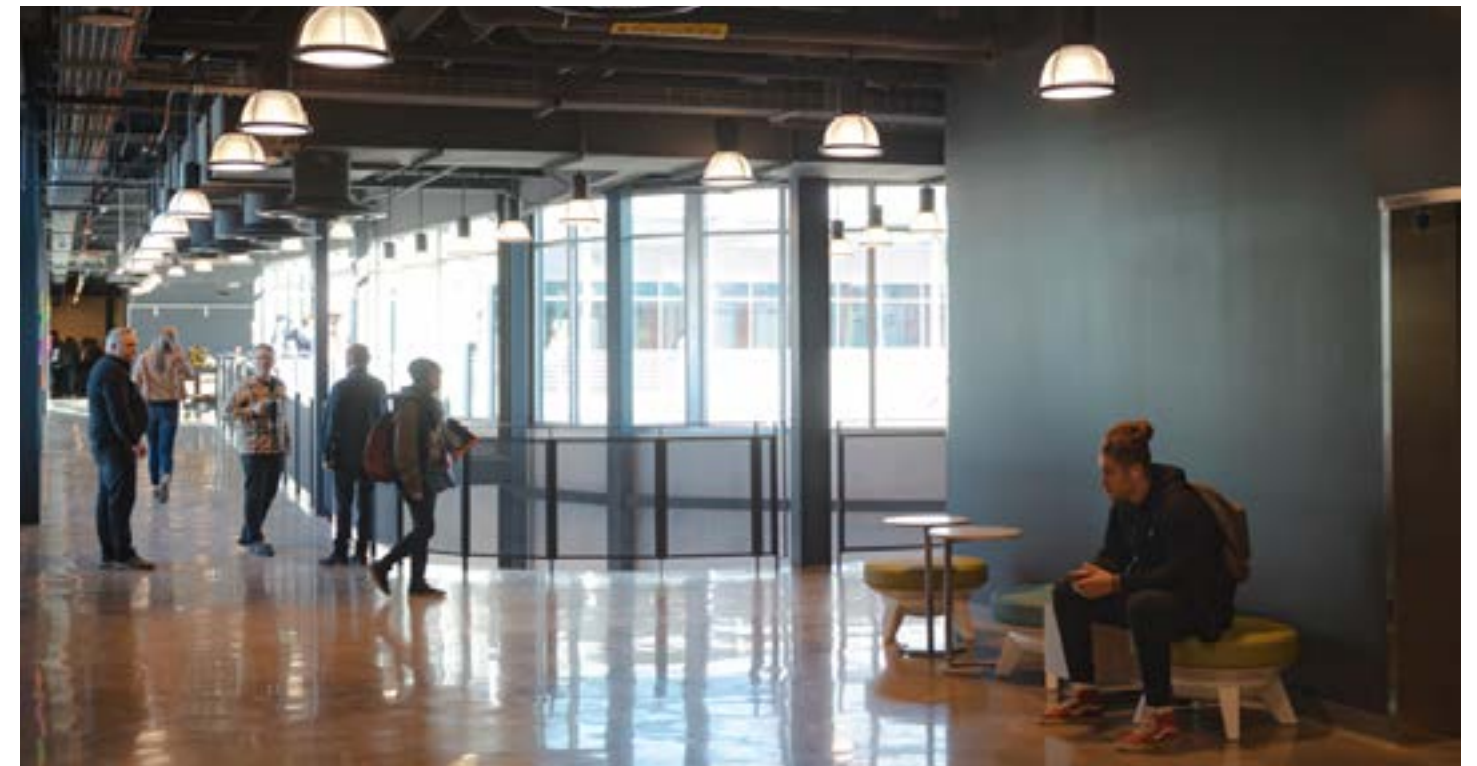
Table of Contents

Institutional Assessment Plan (IAP)	1
I. Purpose	2
II. Guiding Principles	3
III. Roles and Responsibilities:	5
a. Academic Senate	6
b. Academic Senate Program Review Committee:	6
c. Faculty	7
d. Staff	7
e. Students	7
f. Learning Outcomes and Assessment Committees	8
g. Learning Outcomes Coordinators	8
h. Departmental Representatives	9
i. Learning Outcomes Analyst	9
j. Office of Institutional Effectiveness	10
k. Department Chairs, Deans, Program Directors and Coordinators	10
l. President’s Cabinet	10
IV. Levels of Assessment	11
V. Assessment Cycle	13
a. (Initial) Program Planning	13
b. Part 1: Review and Plan	14
c. Part 2: Assess, Score, and Save	14
d. Part: 3 Analyze	14
e. Part: 4 Discuss, Dialog, and Document	15
VI. Documentation & Dissemination of Information	15
VII. Evaluation of Institutional Assessment Processes	16
VIII. Appendices	16
Appendix A.1- AA Initial planning	16
Appendix A.2- SS Initial planning	16
Appendix B.1- AA Review and Plan	20
Appendix B.2- SS Review and Plan	28
Appendix C.1- AA Assess, score, and save	28
Appendix C.2- SS Assess, score, and save	28
Appendix D.1- AA Analyze	28
Appendix D.2- SS Analyze	28
Appendix E.1- AA Discuss, Dialog, and Document	29
Appendix E.2- SS Discuss, Dialog, and Document	30
Glossary of Terms	32
Timeline	34

I. Purpose

The mission of Allan Hancock College is to provide quality educational opportunities that enhance student learning and reflect the creative, intellectual, cultural and economic vitality of our diverse community. Assessment processes are integral to accomplishing this end. The purpose of assessment is to improve teaching and learning at Allan Hancock College. The purpose of this document is to:

- Document the assessment policy for Allan Hancock College;
- Provide a structure and reference for campus wide outcomes and assessment efforts;
- Clearly state roles, responsibilities and timelines for outcomes and assessment activities.





II. Guiding Principles

a. Allan Hancock College seeks to maintain sustainable continuous quality improvement ¹ by providing a campus culture where:

- Student learning outcomes and assessment are ongoing, systematic;
- Dialogue about student learning outcomes is ongoing, pervasive, and robust;
- Evaluation and fine-tuning of organizational structures to support student learning are ongoing;
- The improvement of student learning is a visible priority in all practices and structures across the college;
- Learning outcomes are specifically linked to program review;
- Equity is a priority when developing and executing assessment plans.

b. The college's Learning Outcomes and Assessment Committees (LOAC-Academic Affairs (AA) and LOAC-Student Services (SS) recommend local timelines for the collection of assessment plans and student learning outcomes data for all academic and student services assessment levels to meet accreditation standards.

c. The Academic Senate establishes specific processes for the integration of student learning outcomes in academic program review and works collaboratively with student services and administrative units to adopt, whenever possible, parallel program review processes to facilitate their integration into institution-level planning.

d. Each program is responsible for determining an assessment plan and incorporating assessment of student learning outcomes into program planning that is integrated with resource allocation.

e. Technology tools may be utilized to support data collection, storage, analysis, and reporting of assessment results.

f. Assessment will not be used as part of faculty, staff, or administrative performance evaluations, except as negotiated and contractually agreed upon. The purpose of assessment is to improve educational quality and student learning, and to improve programs and support services. The information should lead to actions intended to improve student success.

g. Students are the focus of outcomes assessment.

h. A student representative should be included in the planning processes for instructional planning.

e. Technology tools may be utilized to support data collection, storage, analysis, and reporting of assessment results.

f. Assessment will not be used as part of faculty, staff, or administrative performance evaluations, except as negotiated and contractually agreed upon. The purpose of assessment is to improve educational quality and student learning, and to improve programs and support services. The information should lead to actions intended to improve student success.

g. Students are the focus of outcomes assessment.

h. A student representative should be included in the planning processes for instructional planning

¹ Adapted from the 2013 Accrediting Commission for Community and Junior Colleges (ACCJC) "Rubric for Institutional Effectiveness, Part III: Student Learning Outcomes"

“The primary purpose of student learning outcomes assessment is to improve student learning”

- Academic Senate for California Community Colleges (ASCCC)

Assessment practices are directly connected to the Educational Master Plan (EMP). As of the latest update of this document, IAP supports the following strategies in the EMP:

Educational Master Plan (EMP) Goals and Strategies (2021-22 to 2026-27)

Goal	Strategy
Connect with Students	Encourage inquiry practices and utilization of equity data that facilitates coordinated support activities with a commitment to underserved populations.
Student Progression through Program of Study	With implementation of Student Success Teams, leverage current technology and staffing capabilities to provide real-time feedback, advising, and student-centered support to all students at all locations and in all relevant modalities in order to keep students on their path.
Student Progression through Program of Study	Emphasize culturally responsive instruction that supports diversity, equity, inclusion, and student success by expanding opportunities for faculty and staff to implement high impact practices.
Student Progression through Program of Study	Ensure existing classroom and campus spaces encourage student engagement and reflects multicultural and multi-ethnic backgrounds.
Student Completion	Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion.
Student Completion	Implement college wide comprehensive curriculum evaluation, design, and redesign to ensure viable degree and certificate programs that are responsive to labor market needs and workforce demand.
Student Completion	Implement college wide capacity to assess and evaluate student achievement and completion in all service programs with an emphasis on mitigating equity gaps.
Transition to Transfer and/or Gainful Employment	Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.

Student learning outcomes (SLOs) are knowledge, skills, abilities, and attitudes that a student is expected to achieve by the end (or as a result) of his or her engagement in a given educational experience. SLOs shall be identified for all levels of the college:

Academic Affairs: Instructional: Levels of Student Learning Outcomes (SLO)

Course learning outcomes (CLO)	The skills, knowledge, and abilities gained after completing an individual course.
Program learning outcome (PLO)	The skills, knowledge, and abilities gained after exiting a program of study. A program is a series of courses that lead to a certificate or degree.
Institutional learning outcome (ILO)	The skills, knowledge, and abilities gained after exiting the institution. The CLOs and PLOs of specific programs should link to the ILOs.

Student Services: Levels of Student Learning Outcomes (SLO)

Context learning outcomes (CLO)	The skills, knowledge, services, and abilities gained after interacting with a student services area.
Program learning outcome (PLO)	The skills, knowledge, services, and abilities gained after interacting with a student services program.
Institutional learning outcome (ILO)	The skills, knowledge, services, and abilities gained after exiting the institution.

Administrative: Levels of Learning Outcomes

Service Area Outcomes (SAO)	Scope of services that are offered and completed by an administrative area.
-----------------------------	---

III. Roles and Responsibilities:

All constituencies have a role in learning outcomes assessment. The reporting structure is defined by the Council and Committee Pathways to Decisions (CCPD).

a. Academic Senate

As Academic Senate is the body that represents faculty in shared governance and academic and professional matters, the District must rely primarily on the advice and judgment of the Senate in areas that fall under 10 plus 1 such as:

- Curriculum
- Degree and certificate requirements
- Grading policies
- Educational program development
- Faculty roles and involvement in accreditation
- Policies for faculty professional development activities

The District and Academic Senate must mutually agree in these areas:

- Standards or policies regarding student preparation and success
- District and college governance structures as related to faculty roles
- Processes for program review
- Processes for institutional planning and budget development (Board Policy and Administrative Procedures 2510, Shared Governance)

Because SLOs and assessment fall under many of these categories (from the design and use of SLOs to modify curriculum and programs to the collection and use of assessment results in planning and resource allocation, including program review), all standards, practices, and policies in such matters must be approved by Academic Senate.

b. Academic Senate Program Review Committee:

Learning outcomes assessment is an essential part of program review. As such, members from the learning outcomes and assessment committees and program review committees often provide cross-committee representation at meetings. The program review committee and learning outcomes committees are highly connected through representation at meetings. This committee represents the faculty voice on matters involving the integration of student learning outcomes assessment, program review, and resource allocation. It is charged with the following:

- Annually review and recommend to the Academic Senate changes to the Program Review Resource Guide (PRG).
- Annually review and recommend to the Academic Senate changes to Program Review Board Policy 3255 and related procedures.
- Review the program review inventory report of annual updates and program reviews, which lists each program/discipline, a link to its most recent program review and update, and the date of its next review. Provide a copy to Academic Senate.
- Annually prepare and deliver a report of accomplishments, challenges, and recommendations for improvement to Academic Senate at its first meeting in May.

This committee oversees the development and maintenance of forms and timelines for the six-year Program Review cycle and works with the office of Institutional Effectiveness to recommend data elements to support faculty in performing these reviews and assessments.

c. Faculty

Effective learning outcomes and assessments are faculty-owned and driven. Faculty participation (including both full and part-time faculty) needs to be active and ongoing in all aspects of the assessment cycle. Faculty members use the results of assessment data to strengthen and improve the curriculum, textbooks, and pedagogy, and thus improve student learning. Faculty members' collective responsibilities as part of accreditation and program improvement include:

- Design assessment plans for the college's courses and programs, with goals, outcomes/objectives, and assessment measures.
- Design assessment measures according to the assessment plans.
- Implement instructional strategies that promote student learning outcomes and conduct assessments that ascertain levels of student learning.
- Gather and archive assessment data according to the program review/assessment plan in the college's approved data storage.
- Collaborate with colleagues to analyze, adjust, and improve all aspects of program design, delivery, and services based on assessment results.
- Provide representation on the Learning Outcomes and Assessment Committees (LOAC-AA and LOAC-SS), which coordinate program assessment efforts at the college.

d. Staff

In many areas, staff are responsible for defining learning outcomes, identifying measures, collecting data, analyzing results, and determining improvement plans. Staff members' collective responsibilities include:

- Design assessment plans for the college's departments and programs, with goals, outcomes/objectives, and assessment measures.
- Design assessment measures according to the assessment plans.
- Implement strategies that promote student learning outcomes and conduct assessments that ascertain levels of student learning.
- Gather and archive assessment data in the college's approved data storage according to the appropriate department and program assessment plan.
- Collaborate with colleagues to analyze, adjust, and improve all aspects of department/program design, delivery, and services based on assessment results.
- Provide representation on the Learning Outcomes and Assessment Committees, which coordinate program assessment efforts at the college.

e. Students

Assessment information that demonstrates student learning starts with the students' full participation in course and/or program activities. Our students participate in direct assessment activities (tests, papers, projects, portfolios, etc.) and indirect assessment activities (surveys, focus groups, etc.). Other roles in assessment that students might assume include:

- Facilitate assessment activities by acting as assessors themselves (critiquing class projects and presentations of other students, group work evaluation, conducting campus surveys, etc.).
- Provide feedback and comments on assessment activities.
- Participate in departmental analyses of assessment data and deliberations about program improvements (e.g., exit interviews).

f. Learning Outcomes and Assessment Committees

The Learning Outcomes and Assessment Committees (LOAC-Academic Affairs (AA) and LOAC-Student Services (SS) support curricular practices at AHC that incorporate the learning outcomes assessment cycle including the creation of student learning outcomes, data collection, improvement plans and implementation through the following functions.

The functions of LOAC-AA include:

- Assist departments to develop strategies to implement assessment cycle at the course, program, and institutional levels.
- Oversee assessment of the institutional learning outcomes (ILOs).
- Work with LOAC-AA to maintain the institutional assessment plan (IAP) to link the assessment cycle to the college's planning processes.
- Provide training for faculty and staff on all parts of the assessment cycle.
- Work with Program Review Committee to align assessment and program review cycles and efforts.
- Develop and recommend assessment cycle timelines.

The functions of LOAC-SS include:

- Assist departments in the development, implementation, and assessment of student learning outcomes at the course and program levels for student services.
- Provide input and feedback in the assessment of institutional learning outcomes (ILOs).
- Work with LOAC-AA to maintain the institutional assessment plan (IAP) to link the assessment cycle to the college's planning processes.
- Work with Program Review Committee to align assessment and program review cycles and efforts.
- Facilitate training for faculty and staff on assessment of learning outcomes.

g. Learning Outcomes Coordinators

The coordinators of learning outcomes, both academic affairs and student services, are responsible for providing leadership and guidance to faculty and staff for the development, assessment, and ongoing sustainability of student learning outcomes at the course, program, and institutional levels. The role of the learning outcomes coordinators includes:

- Chair the LOAC (AA/SS) committees.
- Attend meetings of LOAC-AA, LOAC-SS, Student Learning Council and Student Services Council and participate in council and committee planning and decisions.
- Work collaboratively with the department representatives, learning outcomes analyst and institutional effectiveness office, to ensure learning outcomes and assessment committee goals are achieved.
- Coordinate with appropriate councils and Academic Senate to update and maintain currency of the Institutional Assessment Plan (IAP).
- Work with the department representatives and learning outcomes analyst to provide educational and training activities pertaining to the assessment of student learning outcomes for faculty, staff, and administrators.
- Keep abreast of developments in the learning outcomes and assessments and actively disseminate this knowledge to faculty, staff and administrators on a regular basis.
- Regularly update Academic Senate, AP&P Committee, as well as other college councils and groups as requested.
- Provide leadership in implementation of the IAP for assessment and evaluation of ILOs.

h. Departmental Representatives

Represent an academic or service department on the Learning and Outcomes Assessment Committee (AA or SS) to ensure learning outcomes and assessments are ongoing and sustainable. Provide leadership for ongoing departmental learning outcome and assessment phase. These roles are filled by faculty, classified staff members, or directors based on the department or service area.

Responsibilities include: *

- Attend meetings of LOAC-AA/SS and participate in committee planning and decisions.
- Promote regular departmental dialogue on learning outcomes (assessment, timelines, etc.) and facilitate communication between departments and LOAC.
- Act as a resource for annual review of learning outcomes.
- Provide assistance with the assessment and analysis within in their department.
- Share data with department.
- Participate in on-going learning outcomes and assessment training and staff development.
- Identify departmental needs for additional training and professional development.
- Report on student learning outcomes assessment progress in their departments.
- Provide leadership for ongoing learning outcome assessment.

i. Learning Outcomes Analyst

The learning outcomes analyst supports district-wide learning outcome assessment activities through collecting and maintaining learning outcomes data. Responsibilities include:

- Gather and maintain accurate, up-to-date information on course, program, and institutional learning outcomes and assessment.
- Provide organizational support to the Learning Outcomes and Assessment Committees.
- Work with LOAC committees to coordinate learning outcomes training.
- Support faculty and staff assessment efforts and work closely with SLO Coordinators.

j. Office of Institutional Effectiveness

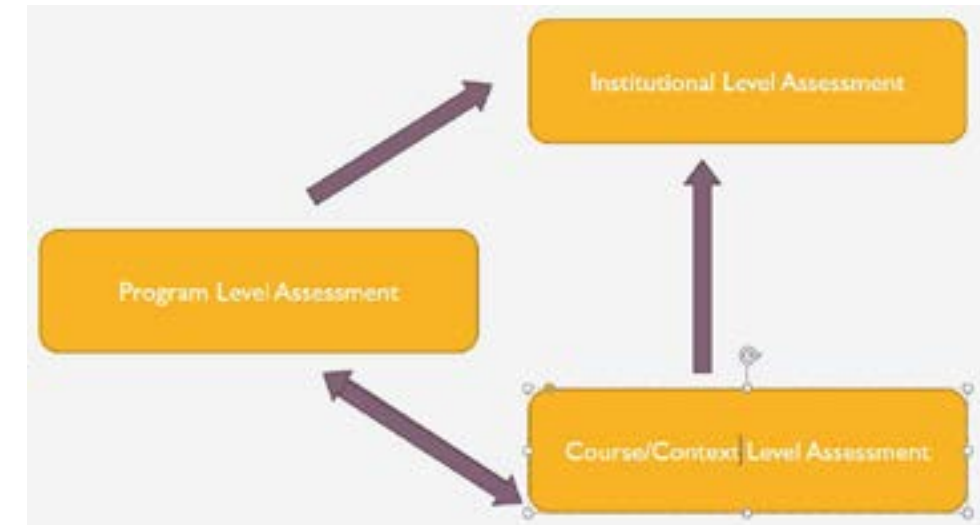
The term institutional effectiveness refers to the systematic, explicit, and documented process of measuring performance against the college's mission in all aspects. A commitment to continuous improvement is at the heart of an ongoing planning and evaluation process. Assessment is a continuous, cyclical process that is participative, flexible, relevant, and responsive.

The Office of Institutional Effectiveness oversees and supports college-wide functions of institutional research, planning, evaluation, assessment, and analysis of trends in higher education and community demographics in support of the strategic planning processes and mission. Responsibilities include:

- Provide accurate, up-to-date data and analysis of student enrollment, retention, transfer rates, graduation, placement rates, and other student outcomes.
- Assess student outcomes and achievement data with regard to equity.
- Develop and analyze student and employee surveys and focus group data to promote institutional effectiveness.
- Support program review and ensure integration of SLOs in the process.



IV. Levels of Assessment



There are three interrelated levels of assessment, which are defined as:

k. Department Chairs, Deans, Program Directors and Coordinators

Academic administrators and other personnel directly responsible for student learning ensure that results of the assessment of learning outcomes improves teaching and learning in their departments. Responsibilities regarding assessment include:

- Support assessment of SLOs within the departments, including adequate time for professional development.
- Facilitate the appropriate participation of faculty and staff in program assessment activities and program review (i.e., gathering and analyzing student learning data).
- Demonstrate commitment to assessment of student learning and encourage use of its results.
- Ensure an assessment timeline exists for all departmental courses and programs.
- Facilitate coordination of assessment driven program planning and resource requests.
- Assist in identifying leaders and liaisons to direct the efforts on outcomes and assessment at the college.

l. President's Cabinet

Cabinet Officers are responsible for ensuring college compliance with accreditation standards and other best practices, and in particular, with ensuring progress towards proficiency and sustainability in the assessment of student learning outcomes. Responsibilities regarding assessment include:

- Support and facilitate assessment at all levels.
- Demonstrate institutional commitment to assessment of student learning and use of its results at all levels across the college.
- Facilitate professional development activities that support student learning and assessment.
- Ensure timely completion of annual accreditation status report on assessment of SLOs.
- Coordinate response to accreditation standards and recommendations as they relate to assessment of student learning outcomes.
- Identify and manage budgets to support assessment.

a. Course/Context Assessment: Course (instructional) and Context (student services) Learning Outcomes (CLOs) assessment provides evidence of student learning outcomes using both direct and indirect measures.

For instructional CLOs, faculty, as discipline experts, are the leaders and holders of responsibility in the development and assessment of course student learning outcomes.

For student services CLOs, faculty, staff, and administrators, as the service area experts, are the leaders and holders of responsibility in the development and assessment of context learning outcomes.

For administrative units, service area outcomes (SAO) are informed by a variety of functions performed which support the institutional mission and institutional effectiveness. Since these outcomes are not student learning outcomes, they are not part of the oversight of LOAC-AA and LOAC-SS.

b. Program Assessment: The three areas involved in the process of learning outcomes assessment in the institution are defined as:

- An academic program which is 'an organized sequence of courses leading to defined objectives, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.' In academic affairs, program level outcomes are informed by the evidence gathered from the organized sequence of courses that make up the program.
- A student support services program, which is 'a teaching and learning center or department that facilitates student success by providing instructional strategies, services and resources for academic success.'
- An administrative unit, which is 'a cluster of services that performs functions and tasks to support the college's educational mission and assure institutional effectiveness.'

Program learning outcome assessment and program improvements reporting occur within program review and is linked with program planning.

In student and academic support services, program level outcomes are informed by the learning outcomes targeted through the variety of services offered including individual and group counseling, orientations, workshops, tutoring, etc. As with academic programs, faculty and other staff select the student learning outcomes to gather and analyze the assessment data to document the extent to which program level outcomes are being reached and identify and implement program improvements to increase effectiveness.

C. Institutional Assessment: Institutional learning outcomes (ILOs) are associated to program learning outcomes. General Education courses that are not part of a defined certificate or degree at AHC have PLOs but can be mapped directly to the ILOs. The institutional learning outcomes are integrated as knowledge, skills, abilities, and attitudes into a variety of courses and student services available at the college.

What does Allan Hancock College contribute to the lives of its students? This question has inspired a dialog among our faculty, staff, and students. As a result, upon receiving an associate degree from Allan Hancock College, students will have achieved proficiency in the following seven (7) institutional learning outcomes (ILOs). The ILOs are integrated as knowledge, skills, abilities, and attitudes into a variety of courses and student services available at the college.

Communication

Communicate effectively using verbal, visual, and written language with clarity and purpose in workplace, community and academic contexts.

Critical Thinking and Problem Solving

Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Global Awareness and Cultural Competence

Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.

Information and Technology Literacy

- a. **Information Literacy:** Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.
- b. **Technology Literacy:** Proficiency in technology and the ability to choose the appropriate tools.

Quantitative Literacy

Use mathematical concepts and models to analyze and solve real life issues or problems.

Scientific Literacy

Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Personal Responsibility and Development

Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

For non-instructional and administrative units of the college, institutional level outcomes can also be inferred using evidence including graduation and transfer rates, student engagement, persistence and retention.

Each fall, LOAC-AA will make recommendations to help direct the upcoming ILO assessment team. ILO Assessment teams will be interdisciplinary and comprised of faculty, staff, administrators, and when appropriate, students. ILO data will be collected and analyzed. The goal is to examine institutional effectiveness in reaching desired institutional level outcome goals and to gather evidence of sustainable continuous quality improvement in student learning outcomes and assessment.

V. Assessment Cycle

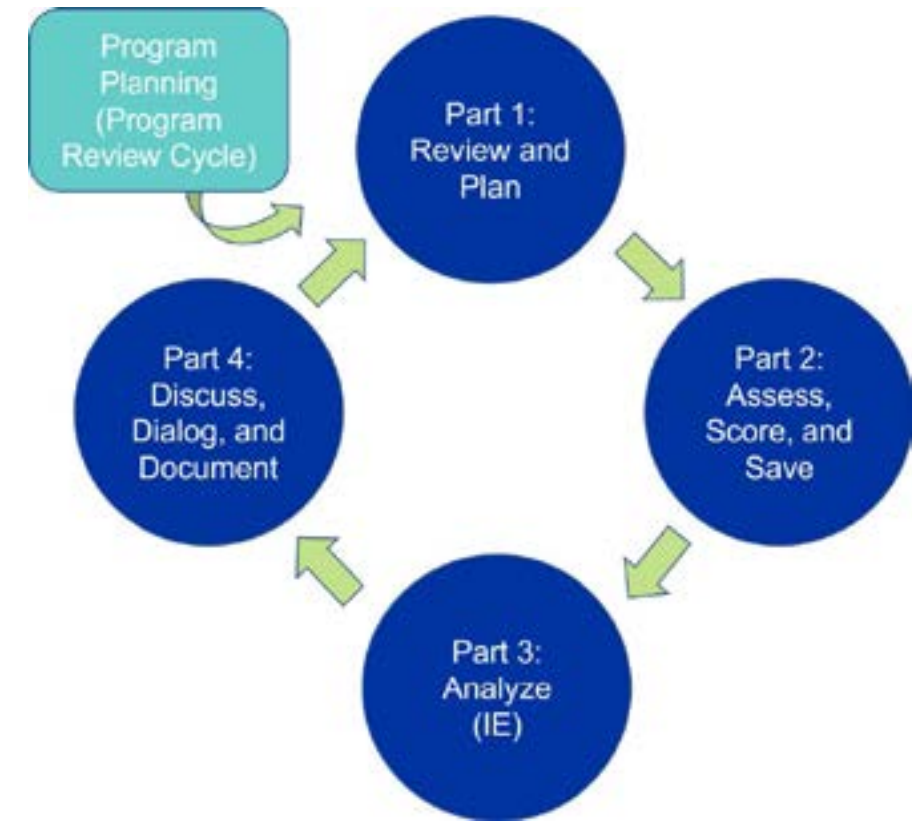


Figure 1. Diagram of the Student Learning Outcomes and Assessment Cycle

The following steps comprise the assessment cycle:

a. (Initial) Program Planning

Description

This is the program review planning stage where programs map out the next 6-years of assessment and program review. Programs can review outcomes, associations (mappings), and timelines.

Purpose:

Pre-planning for the 6-year program review and assessment cycle will provide programs with the foresight of which assessments to execute during the annual assessment cycles. It provides an overview of the assessment program planning so that the subsequent cycle years are easier to execute. It also gives a time for programs to examine outcomes and go through necessary steps of program maintenance. Thoughtful planning will ensure that all outcomes are assessed regularly as per program review requirements.

Recommendations:

Appendix A.1 (Academic Affairs) has samples and recommendations for course associations, PLO reviews, and 6-cycle schedules.

Appendix A.2 (Student Services) has documentation and recommendations for planning a 6-year cycle for context learning outcomes.

b. Part 1: Review and Plan

Description:

The review and planning stage occurs annually and produces annual plans that include outcomes rubrics and measuring tools. The idea of this stage is to plan for the next cycle by revisiting discussion from previous cycles that involved assessment of the current outcomes to be assessed this year.

Purpose:

Planning for an annual cycle is an essential part of program maintenance and review. This step encourages programs to work on rubrics for outcomes, discuss assessment tools, and determine sections from courses to be used as samples.

Recommendations:

It is important that planning should be discussed within disciplines, among all possible stakeholders. It is the department's purview to decide how this discussion will take place; options include holding a meeting, using an online forum, or what works best for each group.

Appendix B.1 (AA) provides sample PLO rubrics and measuring tools.

Appendix B.2 (SS) provides sample planning matrices, a recommended timeline, and rubrics to be used as tools for guiding assessments.

c. Part 2: Assess, Score, and Save

Description

In this step, faculty and staff will execute assessments in their courses/service areas and collect data using the measuring tools and rubrics. The data will then be saved into the college's selected institutional data storage system.

Purpose

The collection of data is important for accreditation, program planning, and effective decision making. Programs will use data collected from assessments to make improvements to their program and provide evidence to request support and resources through program review.

Recommendations:

Data is recommended to be input at the student level, but programs will have the ability to enter data collectively. Entering data at the student level allows for deeper analysis through disaggregation of data by student populations such as gender, ethnicity, and other special populations.

Appendix C.1 (AA) provides some suggestions on how the data can be stored for instructional data.

Appendix C.2 (SS) provides instructions on how data can be stored for student services.

d. Part: 3 Analyze

Description:

Outcome data will show performance for the last six years of a program review cycle. Outcome performance will be broken down into students that either met or did not meet the outcome. Moreover, it will measure this against the institutional benchmark of 70%. The outcome data will then be further organized into simple demographics of race, ethnicity, gender, and first-generation status if data is entered at the individual student level. In addition to demographics, the analysis will include the competency levels identified in the initial planning. Such data will summarize the progression of skills, knowledge, and abilities over a program pathway.

Course data will be provided on the program review dashboard. This is an opportunity to identify courses that require updating to better represent the outcomes associated with them. It is important to note that faculty names, section number and other identifying information will not be attached to any course data in the analysis.

Data uploads to the program review dashboards and detailed analysis are provided by Institutional Effectiveness.

Purpose:

The purpose of this step is to provide visual and numerical representation of student achievement based on data submitted in part 2. This data gives programs insight into making data driven decisions in program review.

Responsible parties:

- Institutional Effectiveness
- Programs stakeholders

Recommendations:

Appendix D.1 (AA) provides sample analysis and guiding questions of assessments from an instructional area.

Appendix D.2 (SS) provides a sample context improvement plan that analyzes assessments from a services area.

e. Part: 4 Discuss, Dialog, and Document

Description

This step is an opportunity for programs to discuss and dialog about their programs using assessment data collected and analysis provided by Institutional Effectiveness. Program stakeholders are encouraged to find a method for collaborating with one another for program maintenance and improvements.

Purpose

The purpose of this step is to collect input from all stakeholders for program review and program improvement. This analysis can lead to program improvements and resource allocation through program review processes.

Responsible parties:

Program and departmental stakeholders.

Recommendations:

Appendix E.1 (AA) provides sample responses to program review questions for instructional programs.

Appendix E.2 (SS) provides sample responses to program review questions for student services.

VI. Documentation & Dissemination of Information

Documenting Student Learning Outcomes: Expected student learning outcomes (program and institutional) are published in the catalog and on the college's website. Course learning outcomes are made available to students via course syllabi and are also documented in the course outline of record. Student Services learning outcomes are included on related college web pages. Program learning outcomes are posted in the catalog. Student learning outcome statements are subject to revisions, deletions, and/or identification of new outcomes depending on the student learning evidence gathered.

Instruments used for assessment should be saved for six years. This allows reference to parties looking at the student learning outcomes information notes during a program review cycle, and may be a source used in discussions to understand best practices, measures, etc. Artifacts (student work) used in assessment should be retained for the same length of time as a grade appeal or three (3) months after the end of the semester.

The college may use institutionally selected data storage which will house course, program and institutional learning outcomes and assessment data. Such tools are intended to increase efficiency in the assessment process by providing faculty and staff a venue to report assessment data and their course improvement plans through a technology system rather than using paper forms. The tools also allow Institutional Effectiveness access to status information for accreditation reports and other requirements.

Online Resources

a. Learning Outcomes Website:

An important tool and resource for the public, faculty and staff to utilize is the learning outcomes website.

b. Learning Outcomes Committee Shared Folders:

These shared folders house meeting minutes, notes, and agendas and are accessible by the institutional stakeholders for review.

c. Dissemination of Information:

All information present in Program Review, including assessment results, will be shared with the relevant department(s). This may occur near the beginning of the academic year and include results from the previous years. Documentation, such as minutes, will summarize dialog and follow-up. Dialog about assessment and program review that occurs in meetings should be documented and saved.

VII. Evaluation of Institutional Assessment Processes

At least once every six years, the college will review the institutional assessment plan to determine if it is still current and complete. Aspects to consider in the evaluation process include:

1. What are the gaps in documented learning outcomes, collected data, or improvement plans at the course, program or institutional levels?
2. What are the college's actions regarding student learning outcomes and assessment to ensure sustainable continuous quality improvement?
3. What challenges regarding student learning outcomes and assessment have not been addressed?
4. How effective are the structures, functions, and membership of the Learning Outcomes and Assessment Committees?

To evaluate the status of implementation, input will be solicited from the various people and groups identified in section III of this plan. Feedback may be obtained through discussions at meetings, surveys, statistics, reports or other forms. Results will be summarized by the analyst and both LOAC committees and communicated through the shared governance structure. If needed, actions will be identified and implemented to improve AHC's assessment activities.

VIII. Appendices

Appendix A.1- Academic Affairs Initial Planning

There are three pieces of planning discussed in the initial planning stage: review/revision of PLOs, PLO to course association, and the planning cycle.

The PLOs should encompass what skills, knowledge, or abilities that a student attains upon completion of a program pathway. In the initial planning phase, the PLOs are reviewed by program faculty. Changes or updates to PLOs need to go through AP&P. While there may be many singular skills that stem from a program, best practice encourages combining ideas and paring down to between 3 and 7 PLOs per program.

Sample PLOS

PLO1: Reading. Students will demonstrate an ability to read a variety of texts.

PLO2: Writing Process. Students will practice a deliberate writing process with emphasis on inquiry, audience, research, and revision.

PLO3: Genre and Rhetorical Situation. Students will evaluate genres of writing and write in appropriate genres and modes for a variety of purposes and audiences

PLO4: Technology. Students will demonstrate awareness and proficiency with technology used to conduct research.

Sample Course Associations





After the PLOs are created, the courses are associated to the PLOs based on three levels of competency: Introduced (I), when a concept for a PLO is first introduced into the program; Developed (D), when a concept for a PLO has already been introduced, but will be present in a later course; and Mastered (M), when a concept for a PLO is completed for the program and the outcome has been fully realized by the student. It is important to note that not all programs will fit perfectly into these competencies and that there may be many variations of how associations for a program may look.

	PLO 1- Reading	PLO 2-Writing	PLO 3- Rhetoric	PLO 4- Tech
ENRH 214	I		I	I
ENRH 227		I		I
ENRH 233	D		D	D
ENRH 234		D		D
ENRH 300		M		M
ENRH 311	M		M	M

Sample 6-Year Cycle

The program review cycle illustrates the next three years of PLOs being assessed and the courses being sampled from the program. The courses sampled should draw from each of the competency levels (I, D, and M) so that a spread of knowledge, skills, and abilities is assessed. The table below is another example from the fictional program, English Rhetoric. All PLOs need to be assessed once within a program review cycle which is 6 Years.

	PLO(s) to Assess (1 row per PLO)	Courses to Sample
Year 1 20____ - 20____	1	214, 233, 311
	2	227, 234, 300
Year 2 20____ - 20____	3	214, 233, 311
		214 or 227
Year 3 20____ - 20____	4	233 or 234
		300 or 311
		214, 233, 311
Year 4 20____ - 20____	1	214, 233, 311
	2	227, 234, 300
Year 5 20____ - 20____	3	214, 233, 311
		214 or 227
Year 6 20____ - 20____	4	233 or 234
		300 or 311

It is important to note that programs are all different and their approach to completing this planning will vary greatly. For example, a program may follow the calendar year for their assessment rather than the academic calendar. Also, the cycle plan can be for up to 6 years to match the program cycle.

Appendix A.2- Student Services - Initial planning



Appendix B.1- Academic Affairs - Review and Plan

Sample from sections

Part 1 will take place in either fall or spring based on when each discipline decides works best for their area and needs. Some areas will begin in the fall of the academic year; for example, in the fall of 2022, the faculty would look at the recommendation made when the PLO was last assessed in the Fall of 2019, three years prior. Other areas may begin in the spring of the academic year. Again, it is up to programs to determine what works best for them.

After reviewing the previous cycle's recommendations, work on the PLO rubrics, assessment tools, and select sections from courses identified in the initial planning

Develop PLO rubrics

In addition to planning the sections to sample, rubrics need to be created for the PLO(s) being assessed. To do this, programs can create new rubrics or reuse previous rubrics. Rubrics will either be on a four-point or a two-point scale. Appendix C contains example rubrics and guidelines for creating the three recommended types: holistic, analytical, and checklist. Please see the appendix B for more details. Below, in table 5 and 6, are example rubrics from the fictional ENRH Rhetoric program.

Rubric Examples

The following rubrics are examples of how a PLO rubric may look. There is not one way to construct a rubric and how a rubric is developed depends on the program needs. However, the rubrics need to be on either a 2- or 4-point scale for data analysis.



Table 5 - Example holistic rubric

PLOs	4- Exceeds standards	3- Meets standards	2- Below standards	1- Well below standards
PLO 1: Reading. Students will demonstrate an ability to read a variety of texts.	The student demonstrates an ability to read a variety of texts at the highest level.	The student demonstrates an ability to read a variety of texts.	The student can only read and comprehend a limited amount of text types.	The student has difficulty reading a single type of text.



Table 6- Example analytical rubric

PLO 2: Writing Process. Students will practice a deliberate writing process with emphasis on inquiry, audience, research, and revision.

	4- Exceeds standards	3- Meets standards	2- Below standards	1- Well below standards
				2-
Inquiry	The student writing explores the topic thoroughly, and leads the reader innovative content with exceptional understanding of the content.	The student writing explores the topic thoroughly. There is a clear understanding of content.	The student writing explores the topic, but falls short of proper understanding of the content and it is clear that there are details left unexplored.	The student does not explore the topic at all.
Audience	The student has a clear audience in mind for the topic, and utilizes writings techniques to engage the specific audience.	The student has a clear audience in mind for the topic.	The student has not clearly identified an audience.	The student does not address an audience.
Research	The student has explored innovative avenues of research and uses nearly perfect citation.	The student has used appropriate research resources and citations.	The student has not used appropriate research throughout the assignment.	There student did not research the topic.
Revision	The student addressed appropriate revisions and made additional appropriate revisions.	The student addressed appropriate suggested revisions.	The student made only a few revisions and clearly did not revise in entirety.	The student did not revise.
TOTAL				

___/16 à ___/4

Establish measuring tools for outcomes

Lastly, the faculty decide what measuring tools (assignments, exams, surveys, and other in-course measures) they will use in the courses to measure the PLO. There are several ways to do this and methodology can and will vary from program to program. Two ways of achieving this could be either establishing the measuring tool in the rubric or by using the chart from table 7 in the example from the fictional program: ENRH Rhetoric.

Example Measuring Tools

The table below is an example of how a program may align measuring tool/ assignments with the PLO assessments. This is just one way to do this and programs may develop different tools depending on program needs.

PLO	Course	Tool Description
PLO 1: Reading. Students will demonstrate an ability to read a variety of texts.	214	Reflection Portfolio- The amount of poetry reflections a student completes over the term. By reading the various types of poems and earning satisfactory marks on the reflections.
	233	Final essay – to complete this essay, a student must have read and understood multiple sources of ENRH Sources from Early ENRH and to contemporary American literature.
	311	Final Exam- The final exam is a comparison of multiple novels and how they have affected American culture.
	227	Writing Portfolio- Students will collect and reflect on the different pieces of writing they produced throughout the term.
PLO 2: Writing Process. Students will practice a deliberate writing process with emphasis on inquiry, audience, research, and revision.	234	Final Digital Project- Students must submit a summary and script for whatever they produce on contemporary environmental literature.
	300	Final Exam- The last question of the final exam is an essay where students must answer a choice of prompts that require them to express understanding and knowledge of concepts studied in the course.



Sampling Sections from Courses

There are few guidelines for this sampling. First, a minimum of thirty students are needed to assess a single PLO. If a course does not have enough students, then more sections can be sampled from other courses associated with the PLO, or a course can be assessed across two terms instead of one. The tables below are an example of a sample section chart from the fictional program, English Rhetoric.

PLO 1

Course (Attainment Level)	# Sections Offered	# Of students per section	# Of Sections Sampled	Total Students Sampled
214 (I)	2	16	2 - West, Smith	32
233 (D)	2	10	2- Butler, Ortega	20
311 (M)	1	10	1- Butler	10

PLO 2

Course (Attainment Level)	# Sections Offered	# Of students per section	# Of Sections Sampled	Total Students Sampled
227 (I)	3	30	1- Yang	30
234 (D)	1	40	1- Brazo	40
300 (M)	9	36	1- West	36

Appendix B.2- Student Services - Review and Plan

Sample Rubric

	Meets outcome	Does not meet outcome	Assessment Method
SLO 1: Students will be able to identify specific services and program requirements	Students can identify at least 3 specific services and program requirements and why they need them on their needs assessment form.	Students are not able to identify 3 specific services and program why they need them requirements on their needs assessment form.	Program orientation survey and assessment needs form.
SLO 2: Students will complete educational goal within 4 years of acceptance into the CAN/TRIO program. (Cohort Analysis)	A student completed an academic goal within 4 years of acceptance into the program	A student did not complete an academic goal within 4 years of acceptance into the program	Cohort Analysis Number of students that met the goal / number of students that did not, including withdraws from the program.
SLO 3: Students will identify a major and develop a Student Education Plan (SEP).	Student has a comprehensive SEP with a CAN counselor.	Student does not have a comprehensive SEP with a CAN counselor.	Argos report to identify students with SEP and those without. Students meet with an academic counselor at the intake of the program to identify a major and pathway.
SLO 4: Students will learn strategies to finance their education and apply for financial aid.	Student has completed a FASFA.	Student has not completed a FASFA.	Provided through workshops and informationals. Financial Aid is tracked via Argos report.
SLO 5: Students will be able to identify possible career goals through assessments.	A student has attended a career workshop this semester and identified a career goal.	A student has attended a career workshop and has not identified a career goal.	Career Center will provide career exploration workshops. A survey at the end of the workshops will assess whether students could identify possible career goals.
SLO 6: Students will be able to persist academic year to academic year. (Spring to Fall)	A student who has not completed an educational goal persists from Spring to Fall	A student who has not completed an educational goal does not persist from spring to fall.	Data provided by CAN/ TRIO Argos report. "How many students in the Spring term return in the Fall term?" Example: How many students in Spring 2021 that did not complete their goal enrolled in Fall 2021? Persistence rate = Fall 2021 Enrollment divided by Spring 2021 Enrollment

Sample Matrix

CANTRIO Assessment Schedule Matrix

Fall 2020-Spring 2029									
	2021	2022	2023	2024	2025	2026	2027	2028	2029
SLO 1						X			
SLO 2					X				
SLO 3	X						X		
SLO 4				X					
SLO 5			X						X
SLO 6		X						X	



Appendix C.1- Academic Affairs - Assess, score, and save

When programs are ready to input data, they can work with their LOAC representative and The Office of Institutional Effectiveness to have data entry sessions and/or workshops. Some programs may choose to just enter the data.

Appendix C.2- Student Services - Assess, score, and save

When service areas are ready to input data they collected, they can work with the LOAC representative and The Office of Institutional Effectiveness to have data entry sessions and/or workshops. Some areas may choose to just enter the data.

Appendix D.1- Academic Affairs - Analyze

Some helpful guiding questions when looking at data are:

Evaluate Assessment Results

After data is collected, it should be analyzed to determine and document results, including:

1. How are students performing?
2. To the extent students are not performing well on a specific learning outcome, is this typically a difficult concept for which proficiency is constantly a challenge.
3. If the outcomes were assessed with multiple measures, how do the results compare.
4. If outcomes were assessed in the past, are trends occurring?

Decide if assessment results met established goals

After the data collection for one or more outcomes has taken place, discussions should review how well students performed. Questions to consider include:

1. Did their performance meet expectations?
2. Do the data accurately measure the outcome being assessed?
3. Do adjustments need to be made?

What resources are needed to maintain this level?

Appendix D.2- Student Services - Analyze

Some helpful guiding questions when looking at data are:

Evaluate Assessment Results

After data is collected, it should be analyzed to determine and document results, including:

1. How are students performing?
2. Were services provided helpful?
3. Has there been changes in outcome performance over the years?
4. If the data was measured in a pre and post method, are the results significantly improved before and after intervention?

Decide if assessment results met established goals

After the data collection for one or more outcomes has taken place, discussions should review how well students performed.

Questions to consider include:

1. Did results meet expectations?
2. Do the data accurately measure the outcome being assessed?
3. Do adjustments need to be made?

Appendix E.1- Academic Affairs - Discuss, Dialog, and Document

Discuss areas of instruction or processes that can be changed to improve outcomes

At the end of each assessment cycle, before the beginning of the next cycle, the stakeholders will meet to discuss the results and the process, and to:

- Identify the gaps between desired and actual results.
- Document the results; and
- Outline desired changes in curriculum, instructional materials, and resources and / or teaching and assessment strategies

Report for program review

Programs will need to report finding for annual assessment in program review.

The prompts and example responses are below:

- i. Please summarize key results from this year's assessment.
 - Met benchmark of 70% by 75%. Went over the benchmark by 5%
 - More students met rather than exceeded by 25%
 - For PLO 2, Hispanic students were under the benchmark at only 25%, and Droid at 50%. White
 - Students are over the benchmark by 15%.
 - Both Genders exceeded the benchmark for PLO 2.
 - ENRH 214 and ENRH 227 are not meeting the standard.
 - Hispanic students do not meet standards in all but 2 courses.
 - White students meet standards in more courses than all other ethnicities.
 - Males perform better in more courses than females.
 - ENRH 214 and 227 are below standards in all demographics.
 - Introduced levels are all below standards across demographics.

ii. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

According to faculty input, the curriculum for ENRH 214 and 227 is not at the correct level for new students. There has been an increase in students that write in English as a second language. Also, the material that is used to teach the writing is outdated and not easy to access for students, especially our Spanish speaking students. However, while the courses are difficult, students in the upper-level courses and course associations do meet the benchmark. This is because many of the students in the introduced in the beginning courses fail and do not continue to the later courses.

iii. Please summarize recommendations and/or accolades that were made within the program/department.

1. Research updated materials for students that speak English as a secondary language. This should be an online resource that can translate difficult passages.
2. Support through tutoring will be offered to students that exhibit signs of failing through the new at-risk student notification system.
3. Curriculum of 214 and 227 will be examined and improved to better fit students that may need more support from bilingual instructors.

iv. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

Sample Planning Documents Can be found here:

<https://www.hancockcollege.edu/ie/learningoutcomes.php>

Implement changes

During the program review responses, programs will have the opportunity to create "Planning initiatives" where assessment data should be vital as both metrics measuring effectiveness and encouraging program improvements. Then the improvements can be monitored through program review processes.

Appendix E.2- Student Services - Discuss, Dialog, and Document

Programs will need to report finding for annual assessment in program review. The prompts and example responses are below:

- i. Please summarize key results from this year's assessment.

There have been no changes to SLOs 1-4 since our last assessment

- ii. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and _____ data.

In the Fall 2021 semester a student survey was administered to assess student satisfaction, SLO 4 and 1, and student opinions for program improvement. A total of 90 students completed the survey:

The identified themes in the student responses to the open-ended questions include

- extend the hours of the LAP lab
- the staff are knowledgeable, kind, friendly, passionate, and helpful
- request for LAP to offer tutoring
- Additional comments of interest include:
 - o More staff or counselors to help when others are unavailable
 - o Many students are unaware of LAP services and may benefit from them if they learned about tWem – outreach more.
 - o Consistent communication with Instructors regarding LAP services, to circumvent confusion about testing process etc

v. Please summarize recommendations and/or accolades that were made within the program/department.

1. Continue to provide outreach options to all modalities of classes
2. Continue to provide high school outreach options via all modalities (including Zoom) for transitioning
3. Proposal was submitted to Vice President of Student Services in Fall 2019, to identify dedicated location(s) from Bldg 1 to Bldg 2 at the LVC to deliver LAP services
4. (counseling, instructional strategies, test proctoring, assistive technology training and use, LD assessments, etc.)
5. Ensure primary contacts are accurately recorded in the AIM data during the 2021-22 academic year, which is then used to generate the MIS report.
6. Continue to update the faculty resource information on the LAP website
7. Provide continued support/trainings for implementation and use of the Accessible Information Management (AIM) system
8. Evaluate best practices of remote services for continuation
- vi. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

Sample Planning Documents Can be found here:

<https://www.hancockcollege.edu/ie/learningoutcomes.php>

Implement changes

During the program review responses, programs will have the opportunity to create "Planning initiatives" where assessment data should be vital as both metrics measuring effectiveness and encouraging program improvements.

Then the improvements can be monitored through program review processes.

Glossary of Terms

Term	Definition
Academic Affairs (AA)	The area of assessment that has instructional programs and courses that provide students with skills, knowledge, and abilities.
academic program	This is an organized sequence of courses leading to defined objectives, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.
administrative unit	This is a cluster of services that performs functions and tasks to support the college's educational mission and assure institutional effectiveness.
annual assessment cycle	This is a yearlong planning and execution of assessment. The year can be a calendar year or an academic year.
artifact	This is a piece of evidence for assessment that represents the learning of a student such as an assignment or exam.
assessment cycle	This is the time period that assessment happens from beginning to completion. These occur usually within an annual or program review cycle.
associate (mapping)	These are connection created between outcomes, courses, contexts, programs, and the institution. They represent alignment within areas.
attainment levels	These are the levels that a program learning outcome relate to courses. There are three attainment levels: introduced, developed, and mastery.
context improvement plan	This is the annual report completed by student service areas.
context learning outcome (CLO)	The skills, knowledge, services, and abilities gained after interacting with a student services area. These are the outcomes for student service areas that are on a similar level to course learning outcomes. They associate up with program learning outcomes.
course learning outcome (CLO)	The skills, knowledge, and abilities gained after completing an individual course.
Educational Master Plan (EMP)	The strategic planning document that outlines the mission, goals, and strategies for the college.
institutional data storage system	The software currently used by the college to collect and store assessment data.
institutional effectiveness	This is how well a college works towards or meets the mission and goals of the college.

Institutional Effectiveness Office (IE)	This is the office that works towards institutional effectiveness.
institutional learning outcome (ILO)	The skills, knowledge, services, and abilities gained after exiting the institution.
Learning Outcome Assessment Committee (LOAC)	The Learning Outcomes and Assessment Committees (LOAC-Academic Affairs (AA) and LOAC-Student Services (SS)) support curricular practices at AHC that incorporate the learning outcomes assessment cycle including the creation of student learning outcomes, data collection, improvement plans and implementation through the following functions.
measuring tool / instrument	This is the tool that is used to gauge successful attainment of a learning outcome such as a class assignment, exam, or survey.
program learning outcome (PLO)	The skills, knowledge, and abilities gained after exiting a program of study. A program is a series of courses that lead to a certificate or degree. Or the skills, knowledge, services, and abilities gained after interacting with a student services program.
program review	This is the reflective process that a program goes through to assure relativity and effectiveness of services and academic offered.
program review cycle	This is the year length that a program will go through program review before starting a new cycle.
rubric	A tool used to measure the whether a outcome has been met or not met according to the measuring tool used.
sampling	The number of students that are used as a representative group for meeting or not meeting an outcome standard. It is suggested that a minimum of 30 students or 30% of students are assessed. Or you can use a sample calculator to get a good number to assess. A sample calculator like this one: https://www.calculator.net/sample-size-calculator.html?type=1&cl=90&ci=5&pp=50&ps=500&x=103&y=19
service area outcome (SAO)	Scope of services that are offered and completed by an administrative area.
student learning outcome (SLO)	These are the knowledge, skills, abilities, and attitudes that a student is expected to achieve by the end (or as a result) of his or her engagement in a given educational experience.
Student Services (SS)	The area of assessment that is non-instructional and provides services for students to be successful in the college.
student support services program	This is a teaching and learning center or department that facilitates student success by providing instructional strategies, services and resources for academic success.

TIMELINE



Steps to cycle through Every Academic Year

1. Review/Update 6-Year Assessment Schedule.
2. Each program/department reviews/shares assessments, criteria, results, and analysis.
3. Each program/department analyzes results and brainstorms ways to maintain or improve student success at the service, program, department, division, and institutional levels.
4. Each program/department gathers information and ideas from the discussion as evidence and basis for service, program, and budget decisions.
5. Each program/department chooses SLOs to assess based on their six-year assessment schedule.
6. Each program/department chooses a service (e.g., new student orientation) or population (e.g., probation students) with which to assess the chosen SLO(s).
7. Each program/department creates/uses a rubric or other tool to assess the results of the assignment.
8. Each program/department assesses student success on the chosen service and/or population and analyzes results.
9. Each program/department reports results.

Spring Semester

1. Complete Program Review Annual Update by established timelines

Every Six Years

1. Update assessment schedule
2. Complete six-year Program Review