

Outcomes, Assessment and Accreditation

History, Status and *Challenges*
as of August 2010

Grants /Compliance

Accreditation & Compliance

State of Oregon

Standards

U.S. Dept of Education /Compliance/Financial Aid

U. S. Congression Laws /Compliance

Compliance & Key Performance Measures

Standards

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Outcomes and Assessment Timeline

1994

- **Adoption of Outcomes as basis of curriculum**
- Professional Development for faculty (Ruth Stiehl)
- Development of PCC Core Outcomes

2004

- **Outcomes approach to curriculum revived**
- Curriculum Committees and faculty re-do outcomes
- Utility and credibility of effort questioned by faculty

2005

- **Accreditation Visit (10 yr) Recommendations:**
- Publish outcomes for each Degree and certificate
- Demonstrate that students who complete their program have achieved the learning outcomes, and how results lead to improvement



2006

- Committees emphasize outcomes in curriculum approval
- Quality standards for PCC outcomes developed
- Common understanding of outcomes fostered
- Outcomes assessment emphasized in Program Review

2007

- **Focused Interim Visit** -- No recommendations
- Commendation for *“thoughtful and purposeful faculty-driven program assessment process that have resulted in meaningful curricular changes and the improvement of student learning”*.
- Suggested our organic, faculty driven model works

2008

- Curriculum office strengthened (staff)
- Continued review of outcomes in curriculum approval
- **Learning Assessment Council Established**

Learning Assessment Council Assessment Plan

08-09

- **Year of Inquiry**
- Investigate current and best practices, develop a plan
- Focus on Core Outcomes, and faculty-driven process
- <http://www.pcc.edu/resources/academic/learning-assessment>

09-10

- **Initial Implementation**
- All SACs asked to assess Critical Thinking/Problem Solving
- 61% of SACs participated*; **CCOR** review was instituted
- **2010 Regular Interim Accreditation Visit reinstated
Recommendations 1 & 2 from 2005**

* Response to the Critical Thinking project was mixed:
Of the 38 **LDC+DE** SACs, 30 (**79%**) submitted something
Of the 49 **CTE** SACs, only 23 (**46%**) submitted something

2010 Regular Interim Accreditation Visit

Recommendation 1: Outcomes

Portland Community College **has succeeded in identifying and publishing learning outcomes for the majority of its Career and Technical Education (CTE) degrees and certificates.** However, the evaluators recommend that the College **move forward to complete this initiative**, first by addressing any remaining shortcomings in CTE degree and certificate outcomes and, further, by developing parallel outcomes statements for its transfer and general-studies degrees (Standard 2.B.2)

2010 Regular Interim Accreditation Visit

Recommendation 1: Outcomes

- Of our 159 Career/Technical Degrees and Certificates,
 - 32 AAS/certificates (~~13~~ 8 SACs) still need work to meet established PCC Outcomes standards
- Outcomes for the Transfer and General Studies Degrees need to be completed
 - Will be addressed by Degrees and Certificates Committee of the EAC this fall term

2010 Regular Interim Visit

Recommendation 2: Assessment

“While Portland Community College has sustained the widespread institutionalization of course-level learning outcomes, the evaluators recommend that the College hasten its progress in demonstrating, through regular and systematic assessment, that students who complete their programs have achieved the intended learning outcomes of degrees and certificates. Further, the College must begin to demonstrate, in a regular and systematic fashion, how the assessment of student learning leads to the improvement of teaching and learning (Standards 2.B.2 and 2.B.3). Educational assessment process must be clearly defined, conducted on a regular basis, and integrated into the Colleges overall planning activities (Standard 2.B.1).”

2010 Regular Interim Visit

Recommendation 2: Assessment

- **Hasten** progress
- Ensure that Degree and Certificate Outcomes **are assessed**
- Show evidence that assessment **leads to teaching/learning improvement**
- **Integrate assessment results** into College's academic planning

LAC and Assessment Plan

08-09

- **Year of Inquiry**
- Investigate current and best practices, develop a plan
- Focus on Core Outcomes, and faculty-driven process

09-10

- **Initial Implementation**
- All SACs asked to assess Critical Thinking
- 61% of SACs participated – **ASSESSMENT PIONEERS!!!!**
- 2010 Interim Visit calls for **“HASTENING THE PROCESS”**

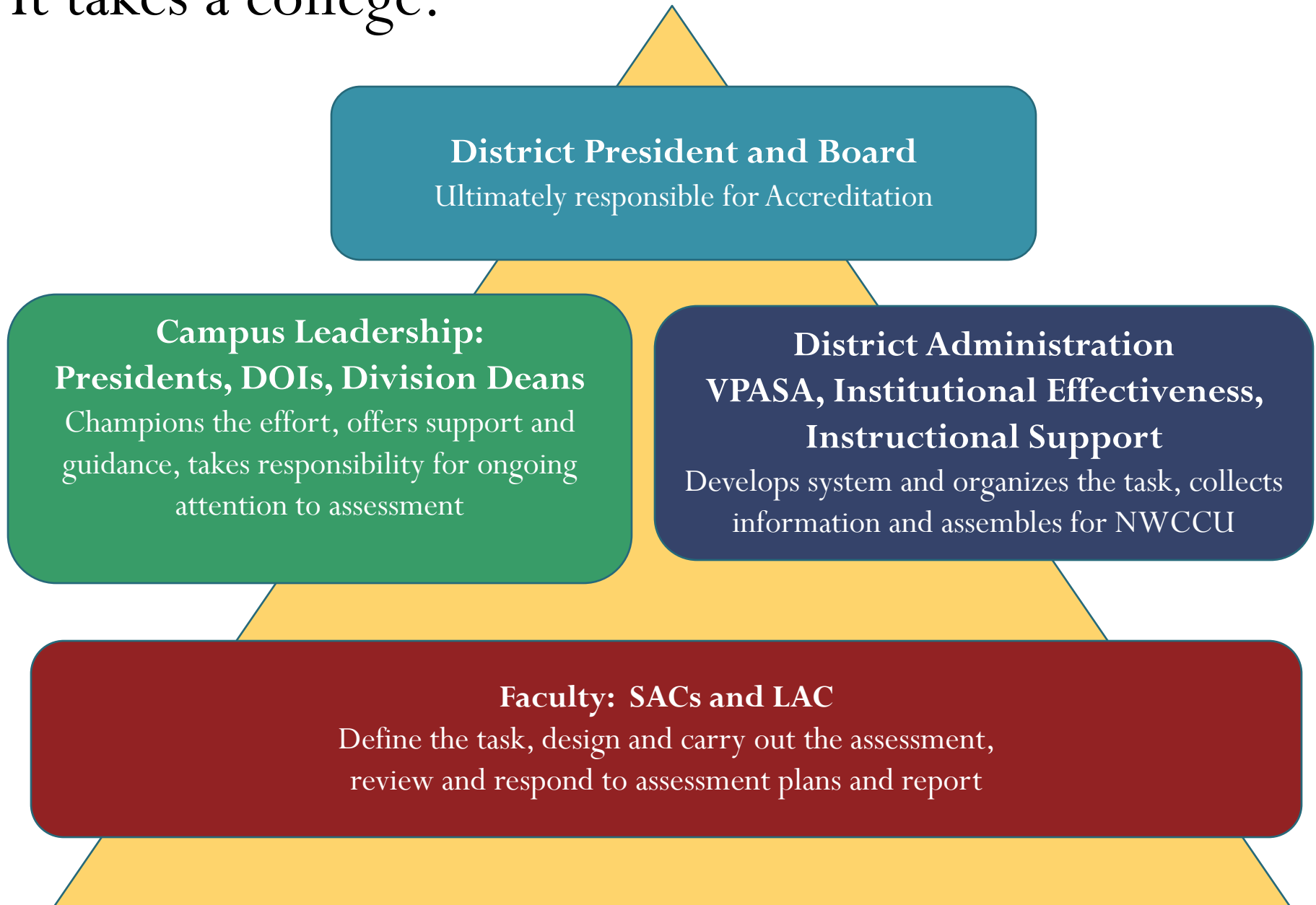
10-11

- **Full Implementation.....**

THIS HAS BEEN FACULTY DRIVEN

- And, we expect it to continue that way
- We have to be mindful of the two-year limit
- Not going away – **SPELLINGS COMMISSION**
- The accountability movement
- We are all in this together.....

It takes a college:



Kendra Cawley, Laura Massey, Steve Smith, Sally Earl, New AP for Assessment to be hired

What will ASA do:

Clarify and explain the task for SACs and Division Deans

Provide support through the Curriculum Office

Learning Assessment Council support and Website

Provide support to the EAC/D&C Committee

Organize a system to collect the plans for and results of assessment,
and the changes implemented as a result of assessment

Prepare report for NWCCU – “catch and release” 2011

What campus leaders will do:

- Division Deans work with SACs to ensure that
 - Meaningful assessments are completed
 - Assessment-driven changes are documented
 - Activity is ongoing, just like Program Review
- Deans of Instruction support the Division Deans & integrate yearly assessment into academic planning

Academic Plan must be updated
- Campus Presidents provide active leadership