

June 2009

Recommendations

- PCC's Core Outcomes should be well- publicized. All instructors and students should be aware of them.
- Each year the Learning Assessment Council should designate or recommend one or two College Core Outcomes for the whole school to assess
 - Exceptions can be made for SACs who want to take another approach
- Each SAC should be involved in some form of core outcome learning assessment each year, ideally on the designated outcome, but whatever it finds meaningful as long as it is doing something. Indirect assessment projects are important, but there should be direct assessment as well. These activities can feed into the program/discipline review process. In some cases it is already being done very well – these results simply need to be recorded and documented.
- Professional Development should be offered to staff:
 - 2-credit hour class for interested faculty to learn best practices
 - Workshops on assessment, including good classroom assessment practices and how that can be used in program/discipline assessment
 - Over-the-shoulder training, especially for part-time faculty
 - Staff-development category to support core outcome assessment development
 - Inservice day winter term dedicated for SACs to work on assessment projects
 - Events that can celebrate and share what various SACs are doing
 - Eventually a resource center for assessment
 - Coordinate with part-time faculty inservices and the New Faculty Institute
- There should be a designated resource person to chair the Learning Assessment Council and be the primary spokesperson to the Vice President of Student and Academic Affairs and an advocate and resource for faculty.
- We need a very simple on-line form that each SAC will fill out each year to be placed on the public assessment website. The form would include the following information:
 - Assessment plan and activities
 - What was learned (strengths, weaknesses)
 - Changes proposed or effected
- We should utilize all forms of indirect assessment available to us and should also post these on the website, including but not limited to:
 - CCSSE results
 - Noel-Levitz results
 - Survey of students applying for graduation
 - Work with Alumni Office to survey students at prescribed intervals after leaving the college
 - Ask assessment questions in conjunction with other surveys whenever appropriate
- Ask SACs to periodically double-check the levels of core outcome mappings and periodically check student transcripts against the maps
- We should include students in their own assessment
 - Students should be educated about our need to assess
 - There should be a systematic way to get student permission to use coursework for assessment purposes
 - We should experiment with portfolios of student work for assessment
 - We should work at assessing midway as well as at the end of a student's experience
- Any other creative processes can be added in to the system, e.g.:

- Student portfolios (College Success Courses, Roots, voluntary student participation)
- Standardized exams in conjunction with certain courses
- CLEP exam compared with Compass exam
- Capstone courses, such as in the Honors program
- Collecting student oral narratives through interviews (midway and/or exit).
- We should set apart one or two days at the end of the year for a group to look at all the reports and information to find patterns and to make further recommendations for improvement at the institutional level. This group should be open to include some members of the Learning Assessment Council, other interested faculty, and administrators.
- It is our intention as we develop that we ask outside faculty or assessment experts to cast their eyes on our efforts.
- The summary findings should be reported to the Vice President of Student and Academic Affairs, Deans of Instruction, SAC chairs, Institutional Effectiveness, and to PCC at large. The findings should be posted on the website.
- The Vice President of Academic and Student Affairs or other designated person should consider appropriate supportive actions and resource allocations based on the findings.