



CAP #1.4.1: Implement institutional assessment of Student Learning



Team Members

Thanks for the contributions from.....

- Patti Trepkowski
- Paula Sullivan
- William Faber
- Mark Champion
- Julie Parks

This year the focus of the CAP is on co-curricular assessment. Given that focus, the following faculty and administrators have agreed to participate for this year.

- Brian Beecher
- Jodie Boelens
- Katie Daniels
- Lori DeBie
- Sheila Jones
- Pamela Miller
- Raynard Ross



Purpose

- Develop and implement a system wide plan to assess student learning, which meets the expectations of HLC;
- to integrate existing GRCC assessment practices (assessment of Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes for curricular and co-curricular experiences) into a comprehensive system;
- develop the capacity of faculty and administrators to engage in assessment;
- and to ensure the sustainability of the GRCC assessment practices.



Progress to Date

- Review of current assessment practices and association/alignment with HLC expectations.
- Conversations around GRCC expectations for assessment of student learning and capacity to engage in this work
- Provided opportunities for faculty and administrators to develop capacity in assessment of student learning
 - IUPUI Assessment Institute – funded 1 administrator, 1 faculty member, and Curriculum Specialist to attend
 - AACU General Education & Assessment Conference – funded 1 administrator, 2 faculty, and the Curriculum Specialist to attend



Progress to Date

- Created resources for faculty/administrators to support faculty assessment for the Faculty Performance Evaluation System
- Confirmation of where formal Assessment of Student Learning will occur for:
 - ✓ **Institutional Learning Outcomes (ILOs)/ILO Competencies**
 - ✓ **General Education Outcomes**
 - ✓ **Program Learning Outcomes (Career Programs)**
 - ✓ **Co-Curricular Program Outcomes**



Next Steps

- HLC Assessment Academy
- Create an Institutional oversight committee oversight for Assessment of Student Learning that will replace CAP
- Identify expectations for “closing the loop”: use of assessment data, reporting (including timeframe, etc.), maintaining findings over time



Curriculum

Institutional Learning Outcomes Assessment

Progress to Date

- Developed [ILO Competencies](#)
- Developed and implemented expectations for embedding ILO Competencies in courses (2 ILO Competencies in each course)
- Documentation is stored in the [Course Document](#) in the GRCC Curriculum Database.
- Developed expectation for all Career programs to result in the attainment of the ILOs. Currently documenting this through the Program Review process.

Next Steps

- Identify relationship and expectation between ILO competencies/co-curricular programs
- Identify processes for assessing ILO Competencies in General Education courses



General Education Outcomes Assessment

Progress To Date

- [General Education Outcomes](#) (GEOs) were created for the Natural Science, Humanities, and Social Science distribution areas (General Education Team)
- Created process for embedding GEOs in the new course and course revision processes
- General Education Outcomes have been embedded into each General Education Course. Documentation is stored in the [Course Document](#) in the GRCC Curriculum Database.

Next Steps

- Identify the expectations for assessment of the other course requirements (EN 101, COM 131, COM 135, Math courses)
- Create a framework/system for measuring student achievement of the GEOs and General Education courses which includes the following elements: oversight for the process; how/when GEOs will be assessed; expectations for how data will be used; strategies/process for maintaining findings over time



Program Learning Outcomes Assessment

Progress To Date

- Program Learning Outcomes (PLOs) were developed for all **Career** programs
- Embedded Review/Revision of PLOs & 5 year assessment planning into the Program Review process
- Created [Curriculum Mapping Template](#) that: identifies where ILO competencies are found throughout the program curriculum; identifies the relationship between the courses and the PLOs; identifies where/how the PLOs and ILOs will be assessed
- Created a [5-Year Planning Template](#) for PLOs/ILOs within Career Programs
- Created/updated resources for faculty for the creation/evaluation of Program Learning Outcomes



Program Learning Outcomes Assessment

Next Steps

- Continue to review PLOs and plan for assessment through the Program Review process
- Identify expectations for annual reporting
- Identify strategies/process for maintaining findings over time



Co-Curricular Learning Outcomes

Progress to Date

- Created draft of criterion to define co-curricular programs
 - There is a common expectation for learning (therefore it is possible and appropriate to create and assess Program Learning Outcomes)
 - There are common activities that lead learning
 - There is a common beginning/end to the student experience.
- Working with Academic Support & Tutoring Services to create Program Student Learning Outcomes and pilot elements of a revised Program Review process

Next Steps

- Review proposed criterion for co-curricular programs with Student Affairs offices/finalize criterion
- Identify relationship and/or expectations for co-curricular programs and ILOs
- Create a list of co-curricular programs
- Identify processes for co-curricular assessment, including annual reporting, finalize expectations for Program Review, etc.



Curriculum

Questions?