

## **302-01 ASSESSMENT OF STUDENT LEARNING PROCEDURE**

### **1. PURPOSE**

To create an organized and systematic method of assessment at CCC, the College assesses its programs, services, and student academic achievement for the purpose of continuous improvement and to guide strategic planning and decision making. We strive to implement this procedure with broad-based participation to assure that assessment at CCC is an integral part of all college activities.

### **2. PROCEDURE**

This procedure contains three components: the assessment of student learning, the maintenance of an assessment handbook, and the creation of assessment plans and reports.

#### **1. Assessment of Student Learning**

Student learning outcomes represent the measurable knowledge and skills that serve as the foundation for success in society and one's discipline, vocation, and life. Student learning outcomes are designed at the course-level and program-level and posted on the College website. The course-level outcomes are included in course syllabi. Classroom and co-curricular data are collected and analyzed across the college to determine whether or not students are meeting the expectations described by these outcomes.

- a. Validation of Student Learning Outcomes in Academic Affairs: Student learning outcomes on course outlines are reviewed and updated by designated faculty as needed and is ensured during the Program Review process. Changes to student learning outcomes at the course- and program-level must follow Curriculum Development Procedure 301-01.
- b. Assessment of Credit Education: All credit programs are required to assess their student learning outcomes. Assessment of student learning outcomes is conducted by the program/department faculty and then documented during the program review process. The entire assessment process can be found in the College's Student Learning Assessment Handbook.
- c. Assessment of Non-Credit Education: Non-credit courses/workshops may be offered for continuing education units, professional development, or personal enrichment. Assessment of these courses/workshops is dictated by the funding source and will be followed by the program coordinator, staff, and faculty.
- d. Assessment of Co-Curricular Activities: Co-Curricular activities are defined as learning activities that occur outside the regular learning environment. Co-curricular assessment is developed in coordination with Student Development and faculty with student learning outcomes in mind.

#### **2. Student Learning Assessment Handbook**

- a. This handbook provides a comprehensive outline of the college assessment of student learning processes and procedures. This handbook reflects the collaborative work of faculty and staff across all divisions. Changes to the handbook will be completed by the Assessment Committee in consultation with college faculty, staff, and leadership. The Assessment, Program, and Training Coordinator will maintain an updated version of the handbook on the Assessment website.

### 3. Assessment Plans and Reports

College assessment plans and reports of student learning processes are explained in detail in the College's Student Learning Assessment Handbook. Assessment reports include

- a. **Course Assessment Reporting:** The course assessment reporting is a record of the assessment of student learning at the course-level. Faculty and/or disciplines are required to report course assessment each semester. The reported data is aggregated and sent to relevant stakeholders.
- b. **Program Review:** Programs are required to conduct program review to examine the history of the program, to determine how the program is performing, and to evaluate whether changes are necessary due to market or educational trends. Program reviews are conducted on a five-year cycle, as detailed in the Student Learning Assessment Handbook. Program reviews are created by the appropriate program. The Assessment, Program, and Training Coordinator assists the program in gathering and compiling program assessment data. Program reviews are evaluated according to the reporting structure within the program, the Assessment Committee, and the Provost/division Vice President. Recommendations are then reviewed by the appropriate councils and the decisions/recommendations are communicated back to the programs for implementation.

As part of the program review process, programs are required to conduct a bi-annual assessment & goal review to review program assessment gathered to that point and update or create new program goals/recommendations. Bi-annual reviews will be shared with the supervisor of the program. The Assessment, Program, and Training Coordinator assists the program in gathering and compiling their program assessment data.

### **3. BACKGROUND**

1. References: Policy 300-00 Academic Processes, Policy 302-00 Assessment of Student Learning, and Assessment Manual
2. Revision history: 04/07/2018 (new)
3. Legal review: none
4. Sponsor: Academic Affairs

Adopted by College Council: 04/07/2018

**COCONINO COMMUNITY COLLEGE**