Tacoma Community College

Instructional Assessment Overview Revision Recommendations

December 2016 (revised January 2017)

# Process and timeline

In Fall 2016, the Instructional Assessment Steering Committee (IASC) undertook the responsibility of reviewing the current instructional assessment processes in order to make recommendations for update and improvement. IASC members reviewed the Course, Program, and Degree Learning Outcome assessment reports from the past year, held a joint meeting with the Student Learning Improvement Council (SLIC) to discuss past practice, and sent out a survey to all faculty asking about current practice and inquiring into the desired future approach.

The IASC analyzed 112 survey responses. Members specifically looked for themes and general understandings in the written comments. Detailed survey responses are found [**here**](https://docs.google.com/spreadsheets/d/1g38cEo3iC9S9Vv5I8hUF2e-lpiUc398QVgnaxhE2T1E/edit?usp=sharing). The recommendations below are the result of review and discussion at IASC meetings on 11/10/2016 and 11/28/2016. Expedient endorsement of these recommendations will allow the IASC to then create exact processes and procedures (forms, training, timelines) during Winter 2017 and implement them in Spring 2017.

## IASC members:

Jared Abwawo, Mathematics

Jonathan Armel, Mathematics

Bruno Arzola-Padilla, World Languages

Analea Brauburger (Co-chair), Curriculum & Assessment Coordinator

Pam Costa, Psychology

Heather Gillanders (Interim Co-chair), Library

Katie Gulliford, Chemistry

Corinne Jarvis, HIT

Ruth Lopes, Nursing

Anne Lyman, Music

Matthew Mburu, Business

James Mendoza, Counseling

Monica Monk, EAP

Deb Padden, eLearning

Kelley Sadler, Institutional Research

Mecca Salahuddin, Organizational Learning and Effectiveness

Kristina Young, Written/Oral Communication and Humanities

# Recommendations

TCC instructional assessment includes three levels of outcomes: Course Learning Outcomes (CLO), Program Learning Outcomes (PLO) and Degree Learning Outcomes (DLO). We recommend practices around the three levels as follows.

## Course Learning Outcomes (CLO)

**Recommendation**

* CLO assessment will be determined by the individual disciplines (and their respective programs). Course level assessment is the responsibility of each individual instructor at the college. The program chair and his/her designated assessment person (if not the chair) along with their faculty will determine the process for collecting CLO data. Faculty will collect information on student achievement of all CLOs.
* IASC, SLIC and the Office of Organizational Learning and Effectiveness (OLE) will provide professional development/guidance around CLO data collection strategies.

**Rationale**

The current CLO process does not provide reliable data for meaningful longitudinal comparison because of low response rates and opportunistic sampling. Creating strategies for collecting data on course outcomes, processes for aggregating the information in meaningful ways, and opportunities for instructors to reflect on the information in order to make improvements to their courses is essential. Collecting data surrounding student achievement of course level outcomes allows for the meaningful, data driven approach to course proposal updates and discipline level strategies for improving student learning.

In order to respect the diversity of disciplines at TCC, CLO data collection strategies and implementation will be determined by the discipline and program chairs. Instructional leaders at the college (IASC/SLIC/OLE) will develop a toolkit for chairs that includes possible collection strategies such as the current survey; instructions/training on using the Learning Mastery tab in Gradebook in Canvas to gather embedded, authentic assessment data; and guidance on developing common assignments/rubrics.

## Program Learning Outcomes (PLO)

**Recommendation**

* Composition of programs must be meaningful from both faculty and student perspectives. Individual discipline faculty, along with current program chairs and deans should analyze current programs to determine which disciplines belong to which programs. As program composition is determined, the current PLOs should be re-evaluated for meaning and updated, if necessary.
* PLO assessment will be done at the program level. Program chairs, their designated assessment person and their faculty will determine their process for collecting and reporting on PLO achievement. Programs may elect to continue using the annual PLO form (updated) if that works well or they may choose a different process that works better for their needs. This process is intimately tied to the collection of CLO data. PLO assessment should include the aggregate of CLO data as well as any other meaningful research projects. PLO assessment will be reported in the Program Review. More explicit guidelines for PLO assessment inclusion in the Program Review process is needed.
* Because longitudinal comparisons are important to mark progress and achievement, programs should choose assessment strategies that will remain stable.

**Rationale**

Individual programs should have the leeway to determine their own assessments within the proscribed PLO guidelines (to be created in Winter 2017). Most PLO assessment should revolve around aggregating course level assessment meaningfully and connecting it to the program level outcomes. The idea of PLOs centers on meaningfully grouping courses together into a program, identifying unifying outcomes for the program, determining how students are progressing in achieving those outcomes for the program, and making programmatic or curricular improvements based on collected information, as well as on community and other stakeholder needs.

PLO assessment need not be completely separate from CLO assessment. After all, the programs are comprised of individual courses, and those course outcomes should be directly tied to program outcomes, allowing for data aggregation.

## Degree Learning Outcomes (DLO)

**Recommendation**

* DLO assessment will be done on a yearly basis with a rotating schedule. Rubrics will be created by IASC and/or SLIC to assess achievement levels of the individual DLO. The process for applying the DLO rubrics will be created and applied uniformly to each DLO (with room for minor adjustment given the nature of each DLO). Each DLO will be assessed at least once in a five-year cycle.

**Rationale**

The verbiage of the DLOs is currently under review by SLIC. Once the DLO review is complete and the recommendations are endorsed, the annual DLO cycle will begin. DLOs are the college-wide promise to students. TCC commits to educating students by providing them the skills outlined by the DLO. We must collect student DLO achievement data to determine individual DLO relevance and to guide interventions for greater student DLO achievement.