PROGRAM OUTCOMES ASSESSMENT PLAN

North Idaho College

organic
faculty-driven
meaningful
collaborative

Overview:

Through the planning and execution of program learning outcome assessments, as part of the regular program review process, faculty from each NIC degree program make the improvement of student learning a continuous effort.

For each program at North Idaho College, faculty are required to:

1. **Articulate and discuss** expected program learning outcomes (and revise/update these as needed)
2. **Create a curriculum map**: identify where and how in the curriculum or co-curriculum that learning experiences help students achieve the program learning outcomes
3. **Gather evidence** of student learning with regard to program learning outcomes using either quantitative, qualitative, or both approaches.
4. **Draw conclusions** from the evidence and **plan ways** to improve student learning.
5. **Record/report results** of the conversations and changes that have resulted from your program's outcomes assessment process.

Frequency: As part of North Idaho College's efforts towards continuous improvement of student learning in programs and in preparation for program review, program faculty should plan to engage in the program outcomes assessment processes listed above in **years 3-4** *of their program review cycle* in order to have data and actions ready for inclusion in the **year 5** *program review report*.

Guidelines and Examples of Best Practices:

1. **Articulate and discuss expected program learning outcomes (and revise/update these as needed)**

- The program learning outcomes should openly and clearly state what knowledge, skills, values, and attitudes students should be able to obtain upon completion of the program.
- These outcomes should be consistent with the standards of higher education in the relevant discipline.

- Program-level outcomes should be clearly made available to current and prospective students, and to the public, through website or brochure and on syllabi for required classes in the program.

2. **Create a curriculum map**: identify where and how in the curriculum or co-curriculum the learning experiences help students achieve the program learning outcomes
    - Curriculum review (creating a map or matrix) is a valuable exercise to identify where and how program learning outcomes are addressed in your program's curriculum and (or) co-curriculum. This activity also helps illuminate how your program's multiple courses are related to each other in contributing to your program's learning outcomes.
    - Course syllabi should include statements of the expected course-level learning outcomes, as well as the course's contribution to developing program-level learning outcomes.
    - Creating a curriculum map is a great way to get program faculty together to collaborate and share ideas about the strengths and weaknesses of the program, its curriculum, and the arrangement of classes.

3. **Gather evidence** of student learning with regard to program learning outcomes using either quantitative, qualitative, or both approaches.
    - The evidence you gather should be clearly linked to your program's learning outcomes.
    - Evidence may include both quantitative and qualitative approaches to gathering information about student learning in your program, including *direct measures* such as:
        a) Faculty-designed comprehensive or capstone exams or assignments
        b) Performance on external or licensure exams
        c) Captured, authentic student performances or demonstrations
        d) Portfolios of student work
        e) Samples of student work
        f) Practical and clinical performance
        g) Program completion
        h) Job placement

        Indirect measures such as **surveys, interviews, focus groups, and student reflections** are also good supplements to direct measures, and having these

conversations with students is another valuable and collaborative exercise for program faculty.

- Review of the validity and meaningfulness of the collected evidence should be a regular part of faculty program assessment.

4. **Draw conclusions** from the evidence and **plan ways** to improve student learning.
    - Based on the evidence you collected and analyzed about your program, report and share your program's conclusions about the extent to which students have achieved the program learning outcomes
    - Identify program strengths and weaknesses
    - Take evidence-informed actions or make changes in pedagogy, curriculum, program outcomes, and/or instructional activities to improve student learning

5. **Record and report results** of the conversations and changes that have resulted from your program's outcomes assessment process.
    - For recording, a summary of the work you took for each step is a good place to start. Process summaries will be shared with the NIC Student Learning Outcomes Assessment committee and potentially become part of the SLOA archives/website.
    - Reporting on program learning outcomes should be accessible and appropriate for the relevant audiences (your program faculty—all full time, part time, and dual credit faculty--your program review external evaluators, the NIC SLOA committee, etc.).

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[i] Recommendations in this document are based on best practices on program outcomes assessment published by Washington State University, Salem Community College, Austin Community College, the New York Institute of Technology, and Columbia Gorge Community College.