

Program Outcome Assessment – Activities and Checklist – AY 2014-15



The purpose of Program Assessment is for continuous improvement Clearly defined tasks and timelines of assessment activities are outlined in the NWIC 2012-2017 Assessment Plan. The continuous improvement structure guides data gathering, analyses, interpretation of results, and decision-making

Program Assessment Matrices: The numbered columns of the program assessment matrices below relate to the same numbers in the program assessment narrative report and to the steps of the continuous improvement model.

1 Program Outcomes	Course Outcomes	2 Assessment Strategy (Faculty name, which course, assessment strategy, when in quarter?)	3 Measurement Goal (Threshold for success - expected results)	4 Findings (Actual results)	5 Analysis of Data (What students learned & what they didn't learn)	6 Action or Recommendation
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Date	Assessment Plan Action Step	Checklist Item
Annual review	1-Articulate outcomes	<input type="checkbox"/> Align program outcomes with Institutional Outcomes <input type="checkbox"/> Update the phase II curriculum map <input type="checkbox"/> Submit to aaa@nwic.edu
	13 - Use data to inform curricula 14 - Track Results of changes through reports and on-going assessment 2 - Develop outcomes rubrics	<input type="checkbox"/> Apply recommendations from 2014-15 program assessment <input type="checkbox"/> Review program outcomes rubrics
Qtrly Week 2	3 - Identify direct and indirect assessment opportunities at entry, midway, and exit	<input type="checkbox"/> Identify assessment opportunities for the quarter - course, assignment/activity, and level of proficiency (refer to phase II curriculum map)
Qtrly Week 3	5 – Determine or create the instructional activities or assignments that will be used to teach 6 - Determine or create the activities, assignments, or tool that will be used to assess 7 - Develop assessment strategy rubric 8 - Identify the measurement goal	<input type="checkbox"/> Fill in assessment-ready program assessment matrix with columns 1-4 complete <input type="checkbox"/> Develop assessment strategy rubric for each outcome <input type="checkbox"/> Email both items to aaa@nwic.edu
Qtrly	9 - Assess students for outcome attainment 10 - Analyze the assessment data	<input type="checkbox"/> Students assessed <input type="checkbox"/> Complete program assessment matrix with columns 1-7 filled in
Qtrly course Annual Program	12 - Report analysis results and recommendations	<input type="checkbox"/> Report quarterly program assessment results by submitting complete program assessment matrix at the end of each quarter - Email to aaa@nwic.edu <input type="checkbox"/> Submit Annual Program Assessment Narrative Report at the end of Spring quarter - Email to aaa@nwic.edu

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Becoming Assessment-Ready for Winter Quarter 2016 Program Assessment

By January 29, 2016:

FOR THE PROGRAM AS A WHOLE:

- Review and Update Curriculum Map, as necessary
 - Phase II – all core courses labeled B, D, or A
 - May update format of curriculum map to show progression more clearly B → D → A
 - All program outcomes aligned with institutional outcomes, as appropriate. Bachelor programs achieve accomplished level for all eight institutional outcomes. Associate level programs may achieve developing or accomplished proficiencies for all eight institutional outcomes, as appropriate.
- Review and apply recommendations from AY2015 annual narrative report and Fall 2015 assessment recommendations,. Determine how to incorporate assessment of implementing recommendations into this quarter's assessment process.
- Review and Update program outcomes rubrics, as necessary (see Assessment folder on G drive for current rubrics if they exist)

FOR EAH FACULTY MEMEBR ASSESSING PROGRAM OUTCOMES IN A COURSE WINTER QUARTER

- Columns 1 and 2 - Identify all program outcomes that are to be assess in the course. May be same as in AY2015 or may be other outcomes. List appropriate course outcomes that correlate with the program outcomes.
- Column 3 - Identify (1) name of faculty who will be doing the assessment, (2) course number, (3) the assessment strategies that will be used (e.g., exam, final presentation, culminating paper, etc.), (4) when the assessment will be performed during the quarter.
- Column 4 – identify an appropriate measurement goal – this is the minimum threshold proficiency level (BmD, or A) for the entire class (not for individual students).
- Articulate the criteria for the B, D, A profiecianecy levels for the assessment strategy that is being usd so that findings can be determined when the students are assessed. This may be done using the assessment strategy rubric or similar tool.