

DELAWARE TECHNICAL COMMUNITY COLLEGE

STUDENT LEARNING OUTCOMES ASSESSMENT (Approved April 3, 2017)

Overview

Student Learning Outcomes Assessment (SLOA) is a process for the assessment of student learning for the purpose of accountability and improvement. Delaware Technical Community College has a firm foundation for assessment of student learning outcomes. Program Graduate Competencies (PGC) and Core Curriculum Competencies (CCC) are the College student learning goals for credit programs. Program Completer Competencies (PCC) are the College student learning goals for non-credit programs.

The College Mission Statement sets the direction for student learning in these areas: career education, general education, developmental education, transfer education, lifelong learning, and workforce education and training.

The Vice President for Academic Affairs, The Vice Presidents and Campus Directors, the Vice President for Institutional Effectiveness and Development, the Campus Deans of Instruction, and the Director of Planning and Institutional Effectiveness are responsible for oversight of the SLOA component of the Institutional Effectiveness Structure. Departmental leadership and faculty are responsible for development and coordination of SLOA, with support from the Collegewide Assessment Committee (CWAC), SLOA Committee, and CCC Assessment Committee (CAC) See Table 1. The Vice President of Academic Affairs gives final approval on all assessment plans, reports, and improvement actions.

Guidelines:

1. Delaware Technical Community College assesses student learning at the Program level. Each program has a mission statement that is linked to the College Mission Statement.
2. Each associate degree and certificate program has Program Graduate Competencies designed to demonstrate student readiness for employment in the relevant career field and/or readiness for transfer to a senior institution. These PGCs are measured in a 3 year rotation ensuring that each one is assessed using two distinct measures, unless the certificate program is part of an associate degree program.
3. Each associate degree program assesses the six CCCs in a Collegewide three-year rotation in accordance with the Delaware Technical Community College CCC rubrics.
4. Delaware Technical Community Colleges assesses general education at the formative level by assessing student learning at the successful completion of

designated 100 level general education courses. Each of the six CCCs is assessed in a Collegewide three-year rotation in accordance with the Delaware Technical Community College CCC rubrics.

5. Assessment results are used to improve student learning, in which case, changes may be made to improve CCCs, PGCs, course content, course delivery methods and program and course assessment strategies.

Table 1: SLOA Collegewide Committee Structure and Responsibilities

Committee	Key Responsibilities
<p style="text-align: center;">Student Learning Outcome Assessment Committee (SLOA)</p>	<ol style="list-style-type: none"> 1) Review and provide feedback on student learning plans and reports 2) Review and provide feedback on improvement actions 3) Ensure consistency in program assessment for PGCs and CCCs
<p style="text-align: center;">CCC Assessment Committee (CAC)</p>	<ol style="list-style-type: none"> 1) Provide Core Competency intended outcomes 2) Provide CCC rubrics based on VALUE Rubrics 3) Ensure consistent and timely evaluation of all CCC assessment-related artifacts in conjunction with a CCC grading team 4) Provide an annual review of CCC assessment process and results to offer institutional improvement actions to CCC assessment or institutional practices

2017 SLOA Process Restructure Overview:

The Student Learning Outcomes Assessment (SLOA) process was significantly improved in

2018. The changes were a result of a comprehensive review of current practices and align with Blueprint for the Future goals and Middle States Commission on Higher Education Self-Study recommendations. President's Council approved the recommendations below:

- **Implement the use of a calendar year assessment structure.** More closely aligns the timing of assessment, planning, and budgeting.

For SLOA units, 2017 was used to implement a series of assessment process changes approved by the deans of instruction and vice president for academic affairs. These changes included transitioning to a three-year rotation for assessment of Program Graduate Competencies and implementation of VALUE rubrics for Core Curriculum Competency assessment.

- **Implement a Collegewide assessment process.** Using one central review and approval process ensures consistent collegewide assessment practices and produces comparable results with less duplication of effort. It also ensures that results are not reviewed in isolation and improvement actions are implemented CW when appropriate.
 - **Create Collegewide Assessment Committees.** CW SLOA committees have been formed. The new committees work in conjunction with the CW Assessment Committee (CWAC) to review and approve assessment plans and improvement actions for all of the SLOA instructional units.
 - **Create CCC Assessment Committee.** A CW CCC Assessment Committee has been formed. This committee is responsible for creating intended outcomes and implementing the associated VALUE rubrics for each of the College's Core Curriculum Competencies.

Table 2: Three Year PGC, CCC, and Formative Assessment Rotation Schedule (Effective January 1, 2018)

Year 1 2018, 2021, etc.	Year 2 2019, 2022, etc.	Year 3 2020, 2023, etc.
<p><u>PGC Assessment</u> Programs assess a minimum of one (1) Intended Outcome CW</p> <p>It is recommended that programs assess groups of PGCs in a regular rotation under central intended outcomes</p> <p>Where possible, use one comprehensive assessment to measure all PGCs</p>	<p><u>PGC Assessment</u> Programs assess a minimum of one (1) Intended Outcome CW</p> <p>It is recommended that programs assess groups of PGCs in a regular rotation under central intended outcomes</p> <p>Where possible, use one comprehensive assessment to measure all PGCs</p>	<p><u>PGC Assessment</u> Programs assess a minimum of one (1) Intended Outcome CW</p> <p>It is recommended that programs assess groups of PGCs in a regular rotation under central intended outcomes</p> <p>Where possible, use one comprehensive assessment to measure all PGCs</p>
<p>CCC Assessment in Capstone Coursework # 1 # 5</p> <p>As appropriate, programs can use the same assignment to measure both CCCs</p>	<p>CCC Assessment in Capstone Coursework # 3 # 4</p> <p>As appropriate, programs can use the same assignment to measure both CCCs</p>	<p>CCC Assessment in Capstone Coursework # 2 # 6</p> <p>As appropriate, programs can use the same assignment to measure both CCCs</p>
<p>General Education Formative CCC Assessment</p> <p>ENG 101 - #1, #5 ENG 102 - #1, #5</p>	<p>General Education Formative CCC Assessment</p> <p>SOC 111 - #4 PSY 121 - #3</p>	<p>General Education Formative CCC Assessment</p> <p>BIO 120 - #2, #6 MAT 120 - #2, #6 MAT 153- #2, #6</p>