



Accreditation Report – Seven Year Summary

From Year Seven Report “While recognizing that Blue Mountain Community College has made significant progress in addressing Recommendation 2 from its fall 2010 report, the evaluation committee recommends that the College redouble its efforts to fully implement and document assessment of course, program, and degree learning outcomes, paying specific attention to assessment of college-wide core competencies, greater part -faculty engagement, and using the results of assessment efforts to inform academic and learning supported planning and practices (Standards 2.c.1, 2.C.10. 2.C.11, 4.A.4, and 4.B.2).”



Accreditation Report – Seven Year Recommendations

The Committee recommends the College fully implement and document assessable course, program, and degree learning outcomes and use the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements.

The current evaluators found that BMCC had made significant progress in addressing this recommendation, specifically in the area of developing course- and program-level outcomes for all courses and programs and in aligning course-level outcomes with overarching programmatic learning outcomes.



Accreditation Report – Seven Year Recommendations

Despite signs of progress, the college-wide adoption of assessment practices and their use in institutional planning appear to be intermittent, with some gaps including:

- The assessment of general education outcomes — locally called *core competencies* — had evidently been placed on hold while departmental assessment was implemented. The current evaluators did not find evidence that the core competencies were universally assessed, nor did there appear to be a plan in place to implement such assessment.
- As noted in the 2014 *Comprehensive Self-Study Report* and confirmed by faculty and administrators onsite, the use of assessment results in improving instructional planning and practice, while occurring, remains unevenly implemented across the college.
- While full-time faculty have embraced a culture of assessment and are all participating in that work, the evaluators noted a lack of similar engagement among part-time faculty.



Mt. Hood Community College

NWCCU Recommendation

NWCCU Recommendation

- ▶ The Evaluation Committee recognizes that there are many faculty who are using assessments of student learning to inform their teaching. However, the Evaluation Committee recommends that faculty and administration collaboratively develop a college-wide systematic approach to assessing student learning within general education and programs. Such an approach should:
 - ▶ a) provide faculty with guidance in assessing student learning outcomes at the general education, program, and college levels, and
 - ▶ b) develop reporting systems so that the results of the assessment of student learning at each level can be systematically used to improve instruction.
(2.C.2 & 4.B.2)

MHCC Response to Recommendation

▶ Standard 2.C.2: Education Resources

- ▶ *The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered are provided in written form to enrolled students.*
- ▶ Last Fall at our college-wide In-Service, our faculty met by discipline area to engage in mapping course learning outcomes to general education learning outcomes. Most of our transfer disciplines/Career Technical Education programs have one to three courses mapped. All faculty have at least one mapped course in each discipline. Now that the Institutional Effectiveness Council (IEC) has been created, the Educational Assessment Oversight Action Team has been resurrected and will begin meeting in the Fall term. Having a full-time Assessment Coordinator and finalizing our efforts to purchase catalog software that faculty can use to enter course, program and degree learning outcomes directly into a database will help us to improve instruction at each level.

▶ Standard 4.B.2: Core Theme Improvement

- ▶ *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*
- ▶ One of the primary responsibilities of the Educational Assessment Oversight Action Team, which includes faculty and instructional administrators as collaborating members, will be to make recommendations to the Institutional Effectiveness Council about student learning assessment. This process must be faculty driven in collaboration with College administrators. During the first half of 2017-18 academic year, we will provide faculty-driven training to complete course level outcomes and create a schedule to ensure that the College is consistently and systematically assessing achievement of student learning outcomes. In the second half of the 2017-18 academic year, software will be created to store those course-level outcomes. This software will simplify the process for our faculty and make student learning assessment available for all stakeholders, including our students.




Fall 2011:Standard 2.C.2

The Committee recommends the college publish expected program learning outcomes.

One-Year Peer Evaluation Fall 2012:

Since Fall 2011, RCC has published Program Learning Outcomes (PLOs) to address this recommendation. The Evaluation Committee notes that several PLOs appeared on the RCC Intranet but were not yet published in the catalog. These omissions will need to be included in the next edition of the College's catalog.



Clatsop Community College

Student Learning Outcomes and Assessment

Year Three *Resource and Capacity* Evaluation, Spring, 2014. Recommendation #2:

The evaluation committee recommends that the College take actions to ensure that part-time faculty members are evaluated in a regular, systematic, and collegial manner every five years (Standard 2.A.19, 2.B.6, Eligibility Requirement 10).