

Prince George's Community College
Student Learning Outcome Assessment Plan: The 30,000 Foot Level

What Assessment of student learning outcomes must address:

1. Must be measured

- a. Core Learning Outcomes
- b. Program Outcomes
- c. Course Outcomes
- d. Improvement

2. Cycle of Assessment

Assess	Re-Assess
Analyze	Re-Analyze i. Must demonstrate that intervention was effective
Intervention Plan	Re-plan – if intervention was ineffective
Intervene	Re-intervene

3. Timeline / Rate

- a. Data collection and intervention annually
- b. Data on *all* CLOs and program outcomes at the program level **every 3-5 years**

4. How many students?

Goal

- To meet the assessment requirements explained above
- To embed assessment into existing course routines rather than it being an additional task
- To provide multiple levels of analysis from measuring once
- To be able to measure student progress across courses
- To make assessment a regular part of “what we do” at PGCC.

How it happens

- Assess students in courses using common assessments / grading
- Have faculty insert the student performance on the “common assessment” into a software package
- AA Assessment Coordinator analyzes course level data and aggregates to provide student learning performance at the course, program, and institution level. (every June)
- Faculty, Chairs, and Deans collaborate to “tweak” programs (every Fall)
- Programmatic changes are employed (every Spring)
- Cycle continues

Oversight

- Departmental Assessment Teams (DATs) are formed at the department level composed of faculty members. The teams charge is to oversee the assessment process (e.g., changes to programs, act as a resource to faculty concerning assessment, and help to ensure fidelity of implementation at the program level).
- DAT chairs serve on the Academic Affairs Assessment Committee and report on departmental assessment processes
- The AA Assessment Committee (AAAC) oversees the SLO Assessment system and adjusts it based on feedback and requirements.
- AAAC reports to Academic Council on substantive changes to the process.