Scalability

A scalable plan:
The Student Learning Outcomes Assessment Plan identifies a process for PGCC to follow for all student learning outcomes assessments. The *process* is designed to be scalable to whatever level of assessment is necessary. Thus, this plan is being established as a constant process that can be utilized regardless of scale (e.g., from assessing one section on campus a year, to assessing every section on campus per year).

Process vs. Scale:
The current plan, as proposed, does not delineate the scale (i.e., how many students, sections, and courses need to be assessed). The scale will depend on multiple factors including the outcomes and values of the assessments gathered to the faculty, departments, and institution as a whole. In addition scale will change based on what is required by MHEC, MSCHE, and other stakeholders considered in combination with what is feasible for our campus. Accreditation requirements around assessment of student learning came strongly into existence in 2002, and the requirements have continuously increased in terms of how much assessment is required. The current track record of assessment clearly suggests that the requirements for student learning outcomes assessment will continue to grow. This plan is designed to grow as those requirements do, such that the process can remain consistent and effective, while the scale will likely fluctuate.

What scale must we have?
Currently the focus is on high enrollment courses. The suggestion from accreditors is to assess high enrollment courses often (at least every year). All CLOs and program outcomes must be assessed within a 3-5 year cycle. The current suggestion is to gather robust samples such that we can demonstrate consistent delivery of our courses (full-time/adjunct, night/day/weekend, race, gender, etc.).Finally, **the suggested model is that all "assessed" courses agree on a common assessment which is an embedded part of the course, and remains embedded in the course whether it is an "assessed section" or not.**

Potential Roll-out overview:
Pilot
For the Fall 2011 a few programs will pilot the process with each of these programs assessing several sections of a single high enrollment course. There are two primary objectives of the pilot. First, to streamline this process by ensuring that it works effectively, that identified challenges are overcome, and that additional documentation is added to the process so that future use is made easier and avoids identified challenges. Secondly, the pilot will focus on scale. Discussions and recommendations from those engaged in the pilot will provide direction concerning the appropriate scale based on a balance between current accreditation requirements and workload of the process.

Spring 2012
For the Spring 2012 more programs will engage in the process. Although this will no longer be a pilot, this will very likely result in further modifications and adjustments to the process and evaluation of the scale which is feasible for the campus.

Fall 2012

All programs will be engaged in the process at some level.