

SUBJECT: Academic Affairs

PROCEDURE: 216.1.1 Student Learning Outcomes Assessment

EFFECTIVE:

REVISED:

REVIEWED:

Introduction and Purpose

Student learning at Great Falls College is assessed at the course, program, and institutional levels. The purpose of this procedure is to outline the student learning assessment reporting process followed by the Great Falls College academic divisions.

Alignment

Intentional curricular alignment, or mapping, between course, program, and institutional learning outcomes is critical to fostering effective, authentic assessment of student learning and is a key part of departmental and programmatic assessment plans. The over-arching goal of curricular alignment is to visualize how and where learning is taking place within programs, demonstrating a shared understanding of intentional learning design.

Course-level Outcomes

At the course level, faculty are expected to use the learning outcomes as established by the Montana University System's common course numbering (CCN) initiative. CCN (also known as FLOC) outcomes should be used as written. When necessary, additional course-level outcomes may be added, but should not exceed 20% of the total number of outcomes for the course.

If CCN outcomes are not available for a course, faculty should work closely with their program director or department chair to determine the most suitable learning outcomes.

Program-level Outcomes Alignment

Courses should be carefully aligned to relevant program outcomes, reflecting intentional assessment of those program outcomes through course-level activities. The goal is not to map courses to program outcomes for the sake of coverage. Alignment between courses and program outcomes should be purposeful in order to provide an accurate picture of the program's curricular depth and breadth.

General education courses should align to the General Education Core or Associate of Arts/Associate of Science program learning outcomes as established by the campus. These can be found in the campus catalog.

Externally accredited programs are responsible for establishing program learning outcomes that adhere to the expectations and requirements of their accreditors, aligning these program outcomes appropriately to courses.

Institutional Outcomes Alignment

Not every course will assess a College Learning Outcome (CLO). There is also no expectation that courses assess all three CLOs. The goal of aligning to CLOs within programs is to ensure adequate learning opportunities for students to be able to demonstrate evidence of meeting the outcomes for each CLO upon completion of the program.

Faculty should assess the CLOs in a manner consistent with their department or program assessment plan. Some areas will have common assessments for CLOs while others will leave CLO assessment to the discretion of individual faculty. It is important that any courses aligned with a CLO actually include an assessment in line with the [outcome statements for each CLO](#). Discussion or coverage of a CLO is not the same thing as assessment.

High-Impact Practices Alignment

The institutional goal regarding High-Impact Practices (HIPs) is that every program will include at least two HIPs. Not all courses will include a HIP. When a course is listed in a department/program plan as integrating a HIP, that should be done with intention and planning. The goals of the HIP experience and the results should be clearly documented by faculty.

Assessment Plans

Programs and departments articulate their curricular alignment and assessment rotation through assessment plans. These plans demonstrate alignment between courses and program outcomes, course alignment with institutional learning outcomes, and integration of High-Impact Practices. Additionally, multi-year assessment plans and schedules are outlined, indicating when course-level assessment data will be reported.

Review and Revision

Program assessment plans will be reviewed annually by faculty in collaboration with their departments/programs during fall non-instructional days. Revisions to the assessment plans will be sent to the director of teaching and learning innovation.

Reporting

Following their area's assessment schedule as articulated in the departmental/programmatic assessment plans, faculty will submit course reflections to the director of teaching and learning innovation.

Course reflections are due no later than three days after grades are due at the end of the fall and spring semesters. If summer reflections are required by assessment plans, those should be submitted by the day after grades are due for the respective summer term.

Course reflection documents will be deidentified and compiled into draft annual program reports by the director of teaching and learning innovation. Draft reports will be sent to departments/programs for completion and revision during fall non-instructional days.

Final program reports will be submitted by department chairs/program directors to the director of teaching and learning innovation by September 15.

The Student Learning Assessment Committee will review assessment reports during fall semester, sharing feedback with department chairs/program directors prior to the end of the fall term.

The director of teaching and learning innovation will compile an annual institutional report, based on faculty course reflections and program reports to be shared at the January CPBAC meeting. This report will include:

- Completion rates of course reflections, based on assessment plans (deidentified)
- High-Impact Practice integration and planned change
- CLO assessment (average rating, methods used, identified strengths and opportunities for improvement, planned change)
- Response to assessments based on program reports
- Strategic plan alignment and progress
- Recommendations for continuous improvement