

**DIN: 3115-2-02**

**Name of Process: Assessing Academic Achievement**

**Purpose**

This process guides faculty in how to assess the level of achievement of learners in the academic programs—both technical program learning outcomes and general learning outcomes. This process supports [Policy 3115-1-01 Academic Program Assessment](#).

**Scope**

This process applies to faculty in all academic programs and general education courses.

**Definitions**

The following is a list of key definitions:

| <b>Term/Phrase</b>   | <b>Definition</b>   |
|--|---|
| <a href="#">Comprehensive Assessment Program</a>             | This is a booklet describing the philosophy of program assessment underpinning the college’s assessment program, plus descriptions of the processes and forms used.   |
| <a href="#">Academic Program Improvement Plan and Report</a> | This is the program assessment plan, as well as the report of results, that is completed and updated annually.  |
| <a href="#">Program Vitality and Effectiveness Process</a>   | This is the official name of the comprehensive program review process that each program undergoes every three years. The assessment information from the three years is summarized in an <a href="#">Academic Program Improvement Report</a> for inclusion in the program’s documentation for the program review process.   |
| AASC   | Academic Affairs and Standards Committee, which annually receives and reviews a <a href="#">Summary Report</a> of the year’s assessment results for each program, as presented by the Division Chair.   |
| Assessment Coordinator                                       | Individual who works with the assessment process, keeping the repository of the master documents. The Assessment Coordinator provides assistance to faculty and division chairs as well as professional development support, as requested. The Assessment Coordinator maintains the Assessment Center in D2L, which includes each year’s assessment plan/report for each program, as well as a repository of assessment resources. Individuals wanting more information about the college’s comprehensive assessment program should see the Assessment Coordinator. |
| Assessment Center  | Electronic site on D2L that houses the programs’ Academic Program Improvement Plan and Report documents, as well as assessment resources. Maintained by Assessment Coordinator.   |
| eFolio   | Electronic portfolios created by learners to document their learning/mastery of the program and general learning outcomes. The eFolios are created in eFolio Minnesota software.  |

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| Office of Institutional Effectiveness | Maintains the official list of approved program and general learning outcomes. Administers the Academic Survey the final month of spring semester to graduating learners (plus the end of fall semester for programs which regularly graduate learners at the end of fall semester), scores the results, and provides the reports for each program to the Division Chairs for dissemination to the program faculty. The Director also provides the official graduate numbers and placement follow-up numbers for each program to the Division Chair. |
| “Participated effectively”            | This means that program faculty have not only completed all the documentation for the assessment plan and report and administered appropriate assessments to assess learning, the faculty have also evaluated the results and identified appropriate actions to take based on the findings,  |
| Nested programs                       | Programs built in a career ladder structure, with certificate(s) and/or diploma(s) that are subsets of a larger diploma or degree.   |

**Process**

The table below describes responsibilities for this process:

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| Stage   | Who                    | Description  |
|---|------------------------|--|
| <b>INITIAL CREATION OF ACADEMIC PROGRAM IMPROVEMENT PLAN (Done once, initially by each program or group of nested programs, then reviewed and updated annually)</b> |                        |  |
| 1   | Faculty                | <p>Complete the <a href="#">Academic Program Improvement Plan</a> (in electronic document) in accordance with the philosophy and practices described in the <a href="#">NTC Comprehensive Program Assessment</a> document:</p> <ol style="list-style-type: none"> <li>1. Complete the matrix of approved program and general learning outcomes that identifies where each outcome is assessed. Program outcomes must have been validated through the <a href="#">Validating Program Outcomes process (3115-2-01)</a>.               <ol style="list-style-type: none"> <li>1.a. Identify specific assessments for each outcome (technical and general) and the course(s) in which the assessments are administered,</li> <li>1.b. Identify for each assessment a concrete artifact that a learner can post in his/her efolio.</li> <li>1.c. List on each course outline the specific assessments with resulting artifacts and the outcome(s) they document (these are identified on the matrix).</li> </ol> </li> <li>2. In the <a href="#">Academic Program Improvement Plan, Part I: Program Effectiveness Plan</a>, identify direct and indirect assessment tools to be used annually,               <ol style="list-style-type: none"> <li>2.a. Direct assessments (that directly demonstrate what the learner has learned). This includes the completion of an eFolio that documents learning of the technical and general outcomes (direct assessment) plus any additional direct assessments the program chooses to administer (e.g., post test, credentialing exams, etc).</li> <li>2.b. Indirect assessments (that tell about what the learners have learned) : This includes the Academic Survey (indirect assessment) of all graduating learners, which is administered by the Office of Institutional Effectiveness.</li> </ol> </li> <li>3. All programs will include graduation numbers and placement rates in their assessment plan.</li> <li>4. Set initial targets for each category in the assessment plan (ie direct and indirect assessments, graduation numbers and placement rates).</li> </ol> <p>Submit completed plan electronically to Assessment Coordinator.</p> |
| 2   | Assessment Coordinator | <p>Review assessment plan with faculty in each program to assure completeness and assure that faculty understand the assessment purpose and process. Provide support to faculty to ensure they understand the process and the expectations and standards for assessment at NTC.</p> <p>Post completed plans electronically to the D2L Assessment Center. List the programs with “in progress” plans. Maintain Assessment Center.</p>   |
| <b>ANNUAL PROCESS</b>   |                        |  |
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| Ongoing | Faculty                                 | During the year, administer assessments that are part of the assessment plan. This includes working with learners to develop their eFolios ( <b>need a process</b> ) and post appropriate artifacts. (Artifacts should be identified in the course outline and on the program assessment matrix.—see stage 1, step 1 under Initial Process).   |
| 1       | Assessment Coordinator                  | By September 30, send electronic copy of <a href="#">Academic Program Improvement Plan</a> to the faculty, highlighting the sections to be completed :<br><ol style="list-style-type: none"> <li>1. For previous academic year, faculty will complete <a href="#">Part II, Program Effectiveness Report (see stage 3 below)</a> documenting the findings and actions.</li> <li>2. For current academic year, faculty will complete a new <a href="#">Part I, Program Effectiveness Plan</a> in which they establish targets for the coming year for direct and indirect assessments, graduation, and placement.</li> </ol> Remind faculty to review the matrix and update as needed:<br><ol style="list-style-type: none"> <li>1. Any program outcome changes made as a result of the annual review and validation process (3115-2-01)</li> <li>2. Any changes to course numbers/name/credits</li> <li>3. Any assessment s/artifacts to add, modify or delete for each program and general outcome.</li> </ol> |
| 2       | Director of Institutional Effectiveness | By September 30, send division chairs the following for each program in their division:<br>Academic Survey reports<br>Graduation numbers for the previous academic year<br>The most recent Placement Rate Report (two years prior)   |
| 3       | Division Chair                          | Send reports from Director of Institutional Effectiveness to program faculty.  |
| 4       | Faculty                                 | By October 30, complete <a href="#">PART II: Program Effectiveness Report</a> :<br><ol style="list-style-type: none"> <li>1. Record the findings/results of the direct and indirect assessments that were administered during the previous academic year and the Academic Survey, graduation and placement results received from the Division Chair.</li> <li>2. Review the assessment findings, and determine any actions to be taken to improve the instructional program results. Record these proposed actions on <a href="#">Part II: Program Effectiveness Report</a>. Also record any actions taken during the year to effect change/ improvement, if any. This completes the documentation for the previous academic year.</li> </ol>  |
| 5       | Faculty                                 | Once the previous year's report has been completed (by Oct. 30), set targets for the current academic year on <a href="#">Part I: Program Effectiveness Plan</a> . This is a new form for the new year. At this point, Part II columns will remain blank. By October 30, send the completed document (Part II for the previous year and Part I for the current year) electronically to the Assessment Coordinator for posting in the Assessment Center.  |

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| 6 | Assessment Coordinator               | By end of Fall Semester, review submitted documents and post them in the Assessment Center. Completed plans will be posted in the Division's folder in the Assessment Center. Incomplete plans will be returned to the faculty and identified in the Assessment Center as In Progress.   |  |
| 7 | Division chairs and division faculty | By end of Fall Semester, meet to review the individual program results. Complete the Summary Form that tells whether targets were met, summarizes the findings and tells what actions will be/were taken to improve the results and assesses the effectiveness of their process. These summary reports will be brought to the January meeting of the Academic Affairs and Standards Council by the division chair.       |  |
| 8 | AASC                                 | Reviews the summary reports presented by the Division Chair.   |  |
|   |                                      | IF the program has participated effectively in the assessment process  | THEN the reports will be approved and submitted to the Director of Institutional Effectiveness for compilation into a college report that will be posted in the Assessment Center. |
|   |                                      | IF the program has not participated effectively,   | THEN program faculty will meet with the Dean to develop a plan and timeline for completion.  |
| 9 | Faculty                              | Every third year, when the program completes the comprehensive Program Vitality and Effectiveness Process for program review, complete the Academic Program Improvement Evaluation form which reflects and reports on the assessment results and actions taken during the previous three years. Faculty will summarize and evaluate how well the assessment process worked in terms of showing improvements to learning, |  |

**Supporting references**

Listed below are college documents that support this process:

- [3115-1-01 Academic Program Assessment](#) policy
- [3115-2-01 Validating Program Learning Outcomes](#) process
- [3115-4-01 Program Outcome Validation](#) form
- [3115-4-02 Academic Program Improvement Plan and Report](#) form
- [3115-4-03 Academic Program Improvement Plan Summary Report](#) form
- [3115-4-04 Academic Program Improvement Plan Report](#) (3-year program review form)

[NTC Comprehensive Assessment Program](#)

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