

DIN: 3115-2-02

Name of Process: Assessing Academic Achievement

Purpose

The primary purpose in assessing academic achievement is to ensure student success through continuous improvement in teaching and student learning strategies. These assessments review student achievement to aid in identifying areas which encourage improvement.

This process identifies the steps of assessing student achievement and guides faculty in assessing the level of achievement in the academic programs—both technical programs learning outcomes and general learning outcomes.

Scope

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

Definitions

The following is a list of key definitions:

Term/Phrase	Definition
Program Student Learning Outcomes Improvement Plan and Report	This is the program assessment plan, as well as the report of results, that is completed and updated annually. (3115-4-02)
Academic Program Review	This is the official name of the comprehensive program review process that each program undergoes every three years (3075-1-01). The assessment information from the three years is summarized in the Program Student Learning Outcomes Improvement Report (3115-4-02) for inclusion in the program’s documentation for the program review process.
NESS Law	NESS law (MN Statute 136F.32) provides that you cannot have a technical course in a diploma or certificate program which is not also in a degree program (AS or AAS).
Performance Targets	Performance goals that can be tracked, measured, and analyzed to understand and assess success of students in achieving learning necessary to successfully accomplish program learning outcomes over time.
“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, but the faculty have also evaluated the results and identified appropriate actions to take based on the findings.
Stacked programs	Programs built with increasing subjects of study and credit hours leading to higher degree awards; with certificate(s) and/ or diploma(s) that are optional subsets of a larger diploma or a degree award.

Process

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The table below describes responsibilities for this process:

Stage	Who	Description
INITIAL CREATION OF PROGRAM STUDENT LEARNING OUTCOMES IMPROVEMENT PLAN (Done once, initially by each program or group of stacked programs, then reviewed and updated annually)		
1	Faculty	Complete the Academic Program Improvement Plan 3115-4-02 (in electronic document): <ol style="list-style-type: none"> 1. Complete the curriculum map of approved program and core abilities outcomes that identifies where each outcome is assessed. Program outcomes must have been validated through the Validating Program Outcomes process (3115-2-01). <ol style="list-style-type: none"> 1.a. Identify specific assessments for each core ability outcome and the courses(s) in which the assessments are administered. 1.b Identify specific direct assessments for each program outcome and the courses(s) in which the assessments are administered. 1.c. List on each course outline the specific assessments and the outcome(s) they measure (these are identified on the curriculum map). 2. Set initial performance targets for each category in the assessment plan (i.e.direct assessments,). 3. Submit completed plan electronically to Division Chair
2	Division Chair, Institutional Effectiveness and Assessment Coordinator, Dean	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.
3	Division Chair	Submit assessment plan to Dean for additional review and approval
4	Dean	Additional Review and submission to AASC
5	AASC	Review and approval of assessment plan
6	Vice President of Academic Affairs	Review and approval of assessment plan,
ANNUAL PROCESS		
Ongoing	Faculty	During the year, administer assessments identified in the curriculum map which assess Program Student Learning Outcomes at the highest level of knowledge for each award in the program.

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1	Dean	<p>By September 30, send electronic copy of Academic Program Improvement Plan & Report (3115-4-02) to the faculty, highlighting the need to complete the plan.</p> <p>Remind faculty to review the curriculum map and update as needed:</p> <ol style="list-style-type: none"> 1. Any program outcome changes made as a result of the annual review and validation process (3115-2-01) 2. Any changes to course numbers/name/credits 3. Any assessments to add, modify or delete for each program outcome.
2	Faculty	Host meeting of the Program's Advisory Committee to review Program Learning Outcomes per the Validating Program Student Outcomes Process (3115-2-01). Submit completed form
3	Faculty	<p>By October 30, complete Program Learning Outcomes Improvement Plan & Report (3115-4-02):</p> <ol style="list-style-type: none"> 1. Record the assessment findings. 2. Examine assessment results and identify action to be taken or plans for improvement.
4	Dean and faculty	By end of Fall Semester, meet to review the Program Learning Outcomes Improvement Plan & Report (3115-4-02) 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.
5	Dean	Send completed Program Outcomes Improvement Plan & Report (3115-4-02) to the Institutional Effectiveness & Assessment Coordinator for filing.

Supporting references

Listed below are college documents that support this process:

- 3115-1-01 Student Outcome Assessment
- 3115-2-01 Validating Program Student Outcomes (Annual)
- 3115-4-01 Program Outcome Validation
- 3115-4-02 Program Student Learning Outcomes Improvement Plan & Report
- [NESS law](#) (MN Statute 136F.32)

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