**DIN: 3115-2-02**

Name of Process: Assessing Program Level Student Learning Outcomes (P-SLO)

(Annual Process)

# 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 that encourage improvement.

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

# Scope

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

# Definitions

The following is a list of key definitions:

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| **Term/Phrase** | **Definition** |
| P-SLO  Improvement Plan | This is the program assessment plan, as well as the report of results, that is completed and updated annually. (3115-4-02) |
| 3 year 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 P-SLO Improvement Plan (*3115-4-02*) for inclusion in the program’s documentation for the program review process. |
| NESS Law | **[NESS law](https://www.revisor.mn.gov/statutes/cite/136F.32)** (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 targets are tracked, measured, and analyzed to understand and assess the success of students in achieving learning necessary to successfully accomplish program learning outcomes over time. |
| 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. |
| Curriculum Map | Curriculum mapping is a systematic process to document and visualize student learning at a higher level, identifying gaps and redundancies, and affording an opportunity to align a program’s learning outcomes with that of an institution. |

# Annual Process

The table below describes responsibilities for this process:

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| **Stage** | **Who** | **Description** |
| **INITIAL CREATION OF P-SLO IMPROVEMENT PLAN**  **(Done once, initially by each program or group of stacked programs, then reviewed and updated annually)** | | |
| 1 | Dean | By the last Monday of September, send a reminder to faculty to complete P-SLO Improvement Plan (*3115-4-02*) |
| 2 | Faculty | Host a meeting for the Program’s Advisory Committee to review P-SLOs per the Validating Program Learning Outcomes Process (*3115-2-01*).   1. Submit the completed form to the Assessment Repository for the program. 2. If there are changes to the P-SLO complete a revised curriculum map with the revision date in the footer. 3. Submit program modification form and updated curriculum map to your Division Chair to be presented to the AASC committee. |
| Complete the P-SLO Improvement Plan (3115-4-02)   1. List P-SLO and Core Abilities identifying which course the outcome or core ability is assessed in. 2. Give a short explanation of the assessment the students will complete. 3. Set performance targets for each program outcome. Example: Students will complete the assessment with 90% accuracy. 4. Identify what semester the P-SLO is assessed. 5. Record the assessment findings. 6. Examine assessment results and identify action to be taken or additional improvement plans.   By the first Monday of November, submit the completed plan to the Assessment Repository for the program. |
|  |  | If your program is governed by an accrediting board then check with your department on the correct forms to submit in place of the P-SLO Improvement Plan (3115-04-02)   * Example: Nursing Department will fill out and submit SLO Table & Program Maps.   Accrediting programs will also submit their completed forms by the first Monday of November to the Assessment Repository for the program. |
| 3 | Faculty/Faculty Group | * Review the P-SLO Improvement Plan with faculty in each program to assure completeness. * Provide support to faculty to ensure they understand the process and the expectations and standards for assessment at NTC. |
| 4 | Dean | By the end of the Fall semester verify programs have completed the process. If there is missing information follow up with program faculty. |

# Supporting references

Listed below are college documents that support this process:

3115-1-01 Assessing Program Level Student Learning Outcome Policy (Annual)

3115-2-01 Validating Program Level Student Learning Outcome Process(Annual)

3115 04-01 Program Level Student Learning Outcome Validation Form

3115-4-02 Program Level Student Learning Outcome Improvement Plan Form

[**NESS law**](https://www.revisor.mn.gov/statutes/cite/136F.32)(MN Statute 136F.32)