Committee Philosophy

The Student Learning Outcomes Assessment Committee is committed to fostering a positive culture of assessment. The Committee firmly believes that faculty-driven assessments are the most effective means to create a positive assessment culture. To this end, the committee members assist faculty across campus in creating ‘home-grown’ assessment instruments that relate directly to what the faculty are already doing in their classrooms. Rather than building out entirely separate “layered” assessment processes that do not integrate with curriculum, the committee works hard to identify the simplest and most logistically-feasible ways to weave assessment into programs and departments—and into the classroom. This process, while it often moves at a slower pace than other more ‘top down’ methods may, allows faculty to participate and engage in the creation of the assessment instruments, and to best decide what instruments will work to measure their course and program outcomes.

Purpose of the Plan

The purpose of the North Idaho College Outcomes Assessment Plan is twofold: first, to provide information that will assist the college in determining its overall institutional effectiveness; and second, to assess the degree to which the educational outcomes of the college’s instructional programs are being met.

Scope of the Plan

NIC’s Student Learning Outcomes Assessment Plan (SLOA Plan) is a statement of the measurable learning outcomes expected of students attending North Idaho College (NIC). The Student Learning Outcomes Assessment plan includes:

1. General education outcomes assessment in transfer degrees
2. Student learning outcomes assessment in programs

Assessment of Student Learning

The North Idaho College assessment plan supports the following components as identified by the Northwest Commission on Colleges and Universities:

- The plan is responsive to the college’s mission and its needs
- The plan is integrated into overall institutional evaluation
- The plan is based upon regular and continuous assessment of the disciplines and fields or occupations for which programs prepare students
- Faculty has a central role in planning and evaluating
- Expected learning outcomes are clearly identified and published for degree and certificate programs and courses
- Regular assessment occurs that demonstrates student achievement of these outcomes
- The institution provides evidence of assessment activities that lead to the improvement of teaching and learning
NIC Mission

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

Vision

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

Values (Strategic Themes and Objectives)

North Idaho College is dedicated to these core values which guide its decisions and actions.

Theme 1 – Student Success: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.
   Objective 1: Provide innovative, progressive, and student-centered programs and services.
   Objective 2: Engage and empower students to take personal responsibility and to actively participate in their educational experience.
   Objective 3: Promote programs and services to enhance access and successful student transitions.

Theme 2 - Educational Excellence: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.
   Objective 1: Evaluate, create and adapt programs that respond to the educational and training needs of the region.
   Objective 2: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.
   Objective 3: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.
   Objective 4: Recognize and expand faculty and staff scholarship through professional development.

Theme 3 - Community Engagement: Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.
   Objective 1: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.
   Objective 2: Demonstrate commitment to the economic/business development of the region.
   Objective 3: Promote North Idaho College in the communities we serve.
   Objective 4: Enhance community access to college facilities.

Theme 4 – Diversity: A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.
   Objective 1: Foster a culture of inclusion.
   Objective 2: Promote a safe and respectful environment.
   Objective 3: Develop culturally competent faculty, staff and students.
Theme 5 – Stewardship: Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Objective 1: Exhibit trustworthy stewardship of resources.
Objective 2: Demonstrate commitment to an inclusive and integrated planning environment.
Objective 3: Explore, adopt, and promote initiatives that help sustain the environment.

North Idaho College Accreditation Themes and Objectives

Theme 1 - Student Success
Objective 1: To help individuals become North Idaho College students.
Objective 2: To help students reach their educational goals.

Theme 2 - Educational Excellence
Objective 1: To offer educational programs that meet diverse needs.
Objective 2: To promote innovation, excellence, and diversity.

Theme 3: Community Engagement
Objective 1: To establish and maintain collaborative community partnerships.

Student Learning Outcomes Assessment Committee Charge (SLOA Committee)

The Student Learning Outcomes Assessment Committee is responsible for promoting a college-wide awareness of assessment of student academic achievement in general education, program and course level assessment initiatives. The committee determines to what extent the assessment of educational outcomes offers an opportunity for improving student learning and achievement, strengthening the College, and enhancing its accountability. Specifically, the committee is charged with developing and implementing an instructional assessment plan in consultation with the Vice President for Instruction, Deans, Director of Institutional Effectiveness, Division Chairs, and Faculty. This plan will be consistent with the college mission, recommending a time-line for its implementation, and identifying and recommending assessment activities, general education and instructional outcomes, and reporting needs. Recognizing the need for ongoing assessment, it is the faculty's responsibility and duty to develop, to perform, and to manage ongoing assessment procedures used to assure and to increase the quality of all academic activities and to improve the learning environment.

The Student Learning Outcomes Assessment Committee shall consist of a Faculty Coordinator appointed by the Vice President for Instruction, and at least one faculty member from each instructional division selected by the Division Chair and approved by the division faculty, Deans, and Vice President for Instruction. The faculty representatives shall serve three-year terms. The Vice President for Instruction; Dean of General Studies; Dean of Professional, Technical, and Workforce Education; and Director of Institutional Effectiveness will serve as ex-officio members of the committee.

Committee Members
- Faculty Coordinator/Chair
- English & Modern Languages
- Trades & Industry
- Health Professions & Nursing
- College Skills
- Library
- P.E. & Resort-Recreation Management
- Math, Computer Science & Engineering
- Natural Sciences
Ex-officio Members:
- Vice President for Instruction
- Dean of General Studies
- Dean of Professional Programs & Workforce Education
- Dean of Health Professions and Nursing
- Executive Assistant

**Student Learning Outcomes Assessment Committee Goals**

Assist within divisions to further define course and program assessment.
Create a uniform reporting process for course and program assessment; compile, interpret, and publish results.

1. Continue to define assessments/instruments to measure General Education outcomes.
   - Define outcomes for each ability
   - Determine the assessment methods to employ
   - Determine the data to collect
   - Publish reports

2. Assist with selecting/designing faculty learning events based on General Education outcomes.
3. Contribute to institutional long-term planning through the accreditation process.

**General Education Abilities**

General Education is defined at North Idaho College as a series of learning experiences that provide the knowledge, skills, and attitudes necessary for individuals to function well in society. These learning experiences are designed for all students, but for degree-seeking students in particular.

In pursuing a degree at NIC, the expected general education learning outcomes of the degree programs are expressed through a framework of nine "abilities." NIC believes these abilities will contribute to the development of individuals who are active, productive, and personally-fulfilled members of a highly diverse, ever-changing society. The assessment of general education has occurred in some areas at North Idaho College for many years. Currently, major efforts are underway to pilot faculty designed instruments for all of the abilities. *(See attached Appendix A – Three Year Goals (2012-2015).)*

NIC’s nine abilities are:

*Critical, Creative Thinking and Problem Solving:* Students at North Idaho College will learn to analyze and evaluate information, generate and organize ideas, synthesize, and select and apply appropriate problem solving strategies. Students will be able to:

*Communication:* Whether demonstrated through speaking, reading, or writing, literacy plays an important role in students’ ability to communicate. Students at North Idaho College will achieve literacy in the following three areas:

*Mathematical, Scientific and Symbolic Reasoning:* Students at North Idaho College will demonstrate the ability to apply mathematical reasoning to investigate and solve problems. Students will be able to:
Information Literacy:
Students at North Idaho College will develop the ability to access information for a given need, develop an integrated set of skills (research strategy and evaluation), and show knowledge of information retrieval tools and resources. Students will be able to:

Historical, Cultural, Environmental and Global Awareness: The student will demonstrate the ability to think globally and inclusively with a basic understanding of key ideas, achievements, issues, diverse cultural views, and events as they pertain locally, nationally, and globally.

Aesthetic Response: The student will demonstrate the ability to recognize the elements of design, the unifying element, context, purpose, and effect of craftsmanship and artistic creations.

Social Responsibility/Citizenship: The student will demonstrate awareness of the relationships that exist between an individual and social groups, private/public institutions, and/or the environment, the nature of these relationships, the rights and responsibilities of these relationships, and the consequences that result from changes in these relationships.

Valuing/Ethical Reasoning: The student will demonstrate the ability to apply what one knows, believes, and understands toward developing an empathetic and analytical understanding of others’ value perspectives. The student will incorporate valuing in decision-making in multiple contexts.

Wellness: The student will demonstrate an understanding of the factors that contribute to physical, emotional, psychological, occupational, social, and spiritual well-being, life-long learning, and success.

Instructional Departments for Program Review

Program review occurs within departments or disciplines under NIC’s instructional divisions. The “programs” have been identified by deans, division chairs and faculty using criteria that result in groupings that best lend themselves to answering questions about program goals, program effectiveness, and program design relating to “areas of emphasis” in the general studies divisions, and relating to occupations in the Professional-Technical divisions.

Methods and Criteria for Assessing Outcomes

Institutional-level Assessment: At the institutional level, assessment of student outcomes are conducted college-wide on rotating cycles using a variety of instruments and surveys:

- Job Placement Survey every year (professional programs)
- Employer Survey every year (professional programs)
- Instructional Program Reviews every spring on a five-year rotation
- Student Course/Instructor evaluations every semester for non-tenured faculty; every three years for tenured faculty members
- Student progression from developmental to college level measures
- Completion and transfer measures
- Student Satisfaction Survey every three years
- Assessment of the General Education outcomes

Program/Department Assessment: Student Learning Outcomes Assessment at the program/department level has been recently implemented as part of the Program Review Process. The newly adopted template for program review includes Section 7.0 – Assessment. Section 7.0 asks each program/department to:
• Define its outcomes
• Discuss assessment methods
• Interpret the data
• Use the data to create actions for improvement as necessary

The completed program review reports are uploaded to the Accreditation SharePoint team site. Use of a new template began in 2008/2009 and was piloted by nine programs. The template has been adopted and is being used for all programs. The template will be fully adopted by 2012/2013. In 2012/2013, yearly updates to the program review templates will be implemented. These yearly updates will be fully implemented by 2017.

At the program/department level, faculty, deans and division chairs, in collaboration with the Student Learning Outcomes Assessment Committee, identify criteria and methods to assess student outcomes currently as follows:

1. General Education Abilities assessed campus-wide using locally developed rubrics and surveys include:
   - Communication – Writing and Speech Communication Assessment
   - Mathematical Reasoning Assessment
   - Information Literacy Assessment
   - Critical Thinking Assessment (piloted)
   - Wellness policy
   - Aesthetic Response (pending)

2. General Education Abilities assessed campus wide using a nationally-normed survey
   - Scientific Reasoning (piloted and undergoing review)

3. General Education Abilities in review (see proposed three-year timeline)
   - Historical, Cultural, Environmental and Global Awareness
   - Social Responsibility/Citizenship
   - Valuing/Ethical Reasoning

4. Program outcomes – through five year program review rotation with annual updates
   - Common outcomes (as appropriate)
   - Common syllabus template
   - Specialized or programmatic knowledge and skills (licensure, certifications, technical skills assessments)
   - Performance assessments
   - Student interviews/focus groups
   - Assessment action plans through program review

*Course-Level Assessment:* A realistic and efficacious approach is to use course-level assessment diagnostically if deficiencies are identified at the department/program level.

1. Course outcomes -
   - Common course outcomes
   - Common syllabus template
   - Performance assessments
   - Common course assessments (in some disciplines)
   - Common rubrics (in some disciplines)
Assessment Cohorts

- Developmental programs annually assess students completing course sequences and/or passing developmental exams key to progressing to college level courses.

- Professional-Technical programs assess students completing degrees and certificates annually through Technical Skills Assessments (TSAs), certifications, surveys, interviews, and program outcomes through capstone projects, performance assessments, and exams. Placement data is collected and employer satisfaction surveys are performed.

- General Studies disciplines supporting General Education abilities currently assess each semester (work in progress on pilot instruments). Ultimately, assessments will be scheduled based upon results, curriculum improvements, and perceived need but will occur at least every three years.

- Transfer programs assess students through faculty designed exams, performance assessments, licensure exams, focus groups, surveys, service learning, and capstone projects. Collection of data occurs through the program review process on a five year rotation schedule with annual updates to assessment action plans. See the attached Three Year Goal (2013-2015).

Use of Data for Improvement

General Education assessment is evolving and efforts are underway to pilot instruments. Results are used to review course and program-level outcomes, course descriptions, and course content, and make improvements.

Academic departments at North Idaho College began formally reporting the results of their assessment activities during the 2008/2009 using a new program review and evaluation process. The outcomes assessment component of the Program Review process asks all departments to update plans annually for assessing student learning, when appropriate, and to analyze assessment data to determine strengths, challenges and indentify areas for improvement. The results of Program Review are incorporated into individual department planning processes, which are tied to the College's Mission and the planning and budgeting processes.

Institutional results are analyzed through the accreditation core theme objectives and expectations and the strategic plan themes and objectives. The results are analyzed by administrators, managers, deans, chairs, faculty, and staff.

Communication of Results

Assessment plans, methods/instruments, results and reports are posted to the SLOA SharePoint site, and the NIC Office of Institutional Effectiveness website under Assessment. The faculty Coordinator for SLOA, in collaboration with the Vice President for Instruction, Deans, and Division Chairs prepares summary SLOA reports and compiles and publishes General Education Assessment reports. The Director of Institutional Effectiveness prepares annual reports for the Office of Instruction, Board of Trustees and State Board of Education.
### FY 2012/2013 Student Learning Outcomes Assessment Goals

<table>
<thead>
<tr>
<th>Event</th>
<th>Timeline</th>
<th>Strategic or Accreditation Measure</th>
</tr>
</thead>
</table>
| 1. Implement annual reporting for program review  
   a) Review function and follow-through of action plans including delegation of responsibility (VPI, Deans, Chairs)  
   b) Build reports in Accreditation SharePoint sub-site | Implement in all programs reviewed during 2012/2013 year  
   Complete by Spring 2013 | Accreditation |
| 2. Continue work on program review assessment report:  
   a) Revisit/monitor 2011/2012 yearly report  
   b) Meet with all Division Chairs to discuss furthering program-level assessment results  
   c) Begin work to incorporate Assessment section actions into annual action plans and review | Fall 2012  
   Fall 2013  
   Fall 2013 | Accreditation |
| 3. Publish assessment results  
   a) Create Accreditation Team site  
      i. Move SLOA/Gen Ed site under Accreditation Team site  
   b) Work w/IT to publish in portal  
   c) Work w/Communications and IT to publish externally | Fall 2012  
   Fall 2012  
   Spring 2013 | Accreditation |
| 4. Monitor/Maintain assessment projects results:  
   a) Written Communication | Ongoing | Accreditation and Strategic Plan |
|   b) Oral Communication | Ongoing | |
|   c) Quantitative Reasoning  
      i. Develop a rotation schedule | Ongoing | |
|   d) Information literacy  
      i. Administer Assessment in English 102  
      ii. Continue to develop online learning module (librarian developed)  
      iii. Develop a plan to pilot in other disciplines  
      iv. Develop a rotation schedule (102) | Fall 2012  
   Spring 2013  
   Spring 2013  
   Spring 2013 | |
| e) Wellness | Ongoing | |
5. Continue with pilot:
   a) Critical Thinking
      i. Continue Sociology pilot
      ii. Meet w/Philosophy department to begin instrument development
          Fall 2012/Spring 2013
          Fall 2012/Spring 2013
   b) Aesthetic Response
      i. Continue work on instrument development
      ii. Administer assessment
          Fall 2012
          1st pilot, Spring 2013
   c) Scientific Reasoning
      i. Seek funding for ACT Science Test
      ii. Pilot
          Fall 2012
          Spring 2013

6. Identify or develop instruments and run pilots:
   a) Convene committee to begin work on Historical, Cultural, Environmental, and Global Awareness
       Spring 2013

7. Begin research for instrument development/identify divisions
   a) Valuing/Ethical Reasoning
   b) Social Responsibility and Citizenship
      i. Research service learning and other community activities
      Spring 2013

8. Continue with General Education learning event for new and established faculty
   a) Revise curriculum
      Spring 2012

9. Assess annual SLOA goals and revise for next year
   Spring

Accreditation and Strategic Plan
<table>
<thead>
<tr>
<th>Event</th>
<th>Timeline</th>
<th>Strategic or Accreditation Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement annual reporting for program review</td>
<td>Implement in all programs reviewed during 2013/2014 year</td>
<td>Accreditation</td>
</tr>
<tr>
<td>a) Review function and follow-through of action plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Build reports in Accreditation SharePoint sub-site for Program Review</td>
<td>Ongoing maintenance</td>
<td></td>
</tr>
<tr>
<td>2. Continue work on program review assessment report</td>
<td>Fall 2013</td>
<td>Accreditation</td>
</tr>
<tr>
<td>a) Revisit/monitor 2012/2013 yearly report</td>
<td>Fall 2013/Spring 2014</td>
<td></td>
</tr>
<tr>
<td>b) Work in Divisions to continue to identify program assessment</td>
<td>Fall 2013/Spring 2014</td>
<td></td>
</tr>
<tr>
<td>c) Continue to incorporate Assessment actions into annual action plans and review</td>
<td>Fall 2013/Spring 2014</td>
<td></td>
</tr>
<tr>
<td>3. Publish assessment results</td>
<td>Ongoing maintenance</td>
<td>Accreditation</td>
</tr>
<tr>
<td>a) Monitor Accreditation Team site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Maintain portal and external publication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Monitor/Maintain assessment projects results:</td>
<td>Ongoing</td>
<td>Accreditation and Strategic Plan</td>
</tr>
<tr>
<td>a) Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Oral Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Information literacy</td>
<td>1st and 2nd pilot; Fall 2013/Spring 2014</td>
<td></td>
</tr>
<tr>
<td>e) Wellness</td>
<td>Ongoing maintenance</td>
<td></td>
</tr>
<tr>
<td>5. Continue with pilot:</td>
<td>3rd Pilot; Fall 2013, begin rotation Spring 2014</td>
<td>Accreditation and Strategic Plan</td>
</tr>
<tr>
<td>a) Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Philosophy department pilot</td>
<td>1st Pilot Fall 2013, 2nd pilot Spring 2014</td>
<td></td>
</tr>
<tr>
<td>b) Aesthetic Response</td>
<td>2nd and 3rd Pilot; Fall 2013/Spring 2014</td>
<td></td>
</tr>
<tr>
<td>c) Scientific Reasoning</td>
<td>Spring 2014</td>
<td></td>
</tr>
<tr>
<td>6. Identify or develop instruments and run pilots:</td>
<td>1st Pilot; Spring 2014</td>
<td>Accreditation and Strategic Plan</td>
</tr>
<tr>
<td>a) Pilot Historical, Cultural, Environmental, and Global Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop and pilot instrument development</td>
<td>Fall 2013/Spring 2014</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>7.</td>
<td>a) Valuing/Ethical Reasoning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Social Responsibility and Citizenship</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Continue with General Education learning event for new and established faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Offer event for professional development</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Assess annual SLOA goals and revise for next year</td>
<td>Spring</td>
</tr>
</tbody>
</table>
### FY 2014/2015 Student Learning Outcomes Assessment Goals

<table>
<thead>
<tr>
<th>Event</th>
<th>Timeline</th>
<th>Strategic or Accreditation Measure</th>
</tr>
</thead>
</table>
| **1.** Implement annual reporting for program review  
   a) Review function and follow-through of action plans including delegation of responsibility  
   b) Build reports in Accreditation SharePoint sub-site for Program Review | Implement in all programs reviewed during 2013/2014 year  
   Ongoing maintenance | Accreditation |
| **2.** Continue work on program review assessment report:  
   a) Revisit/monitor 2013/2014 yearly report  
   b) Work in Divisions to continue to identify program assessment  
   c) Continue to incorporate Assessment actions into annual action plans and review | Fall 2014  
   Fall 2014/Spring 2015  
   Fall 2014/Spring 2015 | Accreditation |
| **3.** Publish assessment results  
   a) Monitor Accreditation Team site  
   b) Maintain portal and external publication | Ongoing maintenance | Accreditation |
| **4.** Monitor/Maintain assessment projects results:  
   a) Written Communication  
   b) Oral Communication  
   c) Quantitative Reasoning  
   • Develop a rotation schedule  
   d) Information literacy  
   • Pilot in a third discipline?  
   • Rotation schedule  
   e) Wellness | Ongoing  
   Ongoing  
   Implement rotation schedule  
   1\(^\text{st}\) and 2\(^\text{nd}\) Pilot; Fall 2014/Spring 2015  
   Implement rotation between 3 disciplines  
   Ongoing maintenance | Accreditation and Strategic Plan |
| **5.** Critical Thinking  
   a) Sociology CT assessment  
   b) Philosophy department pilot  
   c) Discuss a 3\(^\text{rd}\) discipline in SBS  
   d) Aesthetic Response  
   e) Scientific Reasoning  
   • 3rd Pilot of ACT? | Implement rotation schedule  
   3\(^\text{rd}\) pilot; Fall 2014  
   Spring 2015  
   Fall 2014, Implement rotation schedule Spring 2015  
   Spring 2015 | Accreditation and Strategic Plan |
| **6.** Identify or develop instruments and run pilots:  
   a) Pilot Historical, Cultural, Environmental, and Global Awareness | 2\(^\text{nd}\) and 3\(^\text{rd}\) pilot; Fall 2014/Spring 2015 | Accreditation and Strategic Plan |
<table>
<thead>
<tr>
<th></th>
<th>Continue instrument development</th>
<th></th>
<th>Accreditation and Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>a) Valuing/Ethical Reasoning</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; and 2&lt;sup&gt;nd&lt;/sup&gt; pilot, Fall 2014/Spring 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Social Responsibility and Citizenship</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; pilot; Spring 2015</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Continue with General Education learning event for new and established faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Offer event for professional development</td>
<td>Fall 2014</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Assess annual SLOA goals and revise for next year</td>
<td>Spring</td>
<td>Accreditation</td>
</tr>
</tbody>
</table>