NCTC PROGRAM ASSESSMENT PLAN

NORTHLAND COMMUNITY & TECHNICAL COLLEGE
Purposes and Procedures for Assessing Student Academic Achievement

Introduction
NCTC’s Program Assessment Plan involves collecting data that measures the achievement of course and program outcomes. Examples of the types of data collection are outlined in this document. Generally, data collection will be an ongoing process for faculty. Quantifying the data and using it to complete the Program Assessment Plan will help faculty determine how well their graduates are achieving the programs’ stated outcomes. Programs will develop/review/update their Program Assessment Plan and report/document annually (or at least bi-annually). When completed, they are submitted to the Academic Deans of each campus for review.

purposes
The purposes of NCTC’s Program Assessment Plan which measures student academic achievement of learning outcomes are as follows:

- To demonstrate achievement of student learning outcomes within an integrated curriculum including both technical and general education.
- To continuously improve program curriculum through review of student assessment results, validation of outcomes with business and industry and transfer institutions, and integration of general learning outcomes that contribute to graduates’ bases of knowledge and our Institutional Learner Outcomes (formerly referred to as “Core Competencies”).
- To demonstrate accountability and value of a NCTC education to the College’s various stakeholders.
- To continuously review the validity of our assessment process by providing meaningful information and reliable data.

Philosophy
NCTC recognizes that assessment methods must be grounded in our mission and effective in achieving our stated purposes. The basis for our assessment efforts lies in the curriculum, and the value of the results will be evident in the connection of teaching and learning as a cause-and-effect process. What we do as educators in terms of delivery methods and techniques, the various methods by which students learn, and appropriate level and content of our curriculum are all factors in successful student learning.

As educators, we are responsible not only for teaching students in ways that can maximize their access to learning, but also for ensuring that we are teaching them what they need to know and be able to do. Through our curriculum development and review
processes, we validate that we are, indeed, teaching students what they need to know and be able to do, as validated by transfer institutions and by business and industry employers. Through our assessment processes, NCTC will validate that students have gained the competencies expected of entry-level employees and transfer students as outlined by the learning outcomes of their programs.

It is the goal of NCTC to meet or exceed students’ and employers’ expectations. Our process for assessing student achievement of learning outcomes and for using the results to improve our programs, our delivery, and our services is dedicated to that goal.
Classroom assessment implemented by each faculty member is vital to program assessment. These documents will also be used for continuous improvement of programs, and they will provide information for the Comprehensive (Five-Year) Program Review.

NCTC's plan for assessing student academic achievement requires that each program, including Liberal Arts, provides the following information:

**Step 1:**
Submit to the Academic Deans and Assessment & Program Review Committee validated Program Student Learner Outcomes for approval.

These Program Student Learner Outcomes should be reviewed annually and updated as needed. These outcomes must:
- Be agreed upon by the program faculty.
- Clearly outline the knowledge, skills, and attitudes required of a program’s graduate.
- Be measurable outcomes of student performance.
- Have been validated by program accreditation bodies, national skills standards, and/or endorsed by regional/local advisory committees, and/or by other means.

**Step 2:**
Complete Part I of the *Program Assessment Plan*. Use *Elements of the College’s Assessment of Student Academic Achievement* to guide you in your assessment decisions.

The *Program Assessment Plan* should include the following:

A. Identify direct and indirect assessments.

- Identify at least one direct assessment of student learning for programs conducted at the end of the program:

  For example:
  1.) Pre- and/or Post tests (commercial or locally developed)
  2.) Capstone project (juried by people in industry)
  3.) Capstone course (includes all program outcomes)
  4.) Capstone internship (including assessment by supervisor of most program outcomes)
  5.) Certification/licensure exam
• Identify indirect means for assessing achievement of outcomes
  For example:
  1.) Academic survey administered to graduating students
  2.) Academic survey administered to alumni
  3.) Academic survey administered to employers
  4.) Information from external reviewers (e.g., accrediting agencies)

B. Graduation/Transfer Rates

C. Placement Rates

Step 3:
Administer assessment according to plan.

Implement & Analyze results
• Conduct assessments and gather results
• Assess and document findings

Step 4:
Complete Part II of the Program Assessment Plan. Use Elements of the College’s Assessment of Student Academic Achievement to guide you in your assessment decisions.

• Use results to plan for appropriate action to improve the program.
• Ensure all appropriate faculty have the results and the analyses and are involved in the development of plans for improvement.
• Submit completed program assessment plan to the Assessment & Program Review Committee, Academic Deans, and Division Chairs.

Step 5: Repeat Cycle the following year

Note: The Program Assessment Plan provides partial documentation for the Comprehensive (five-year) Program Review.