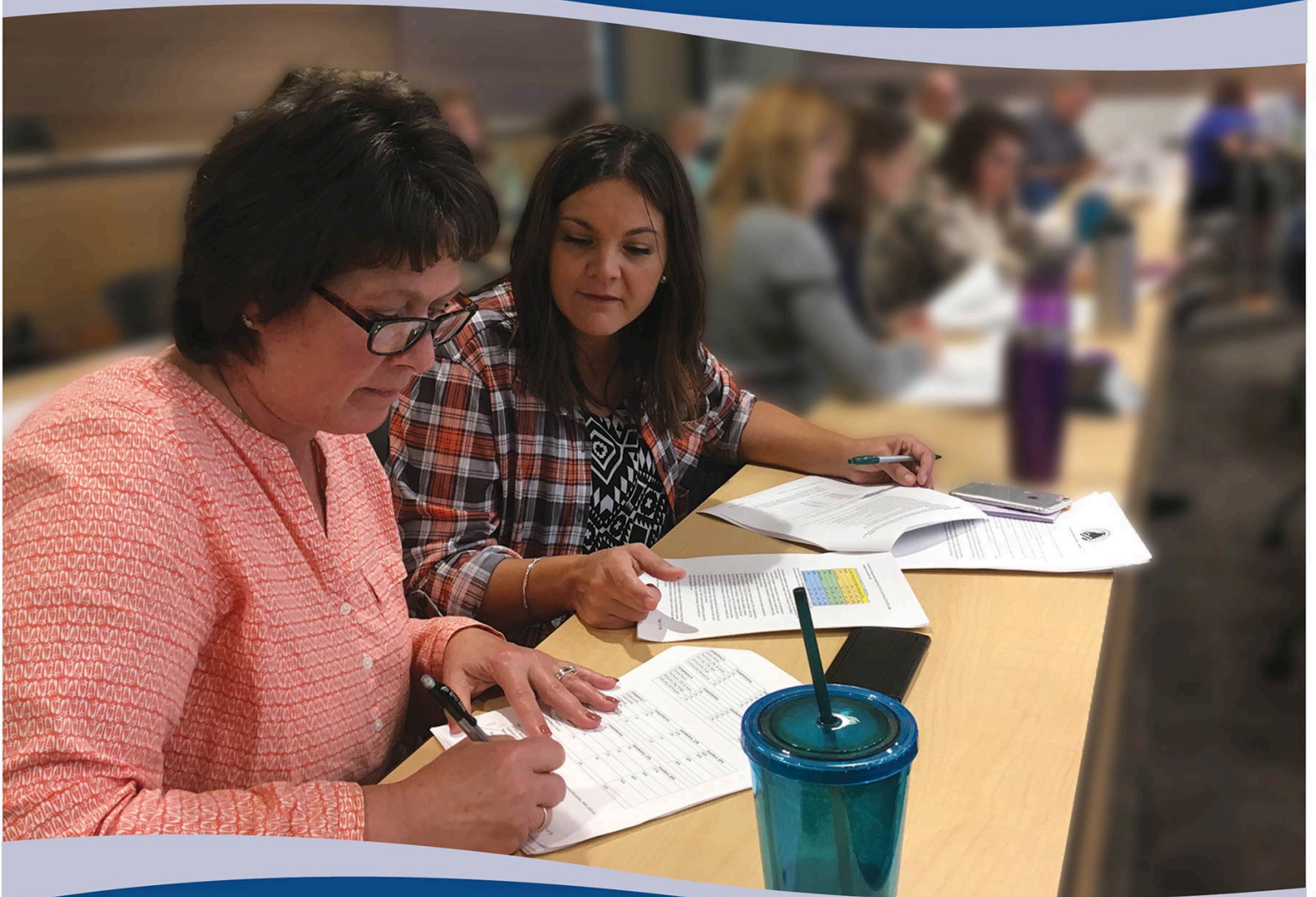




LOWER COLUMBIA COLLEGE

*The Smart Choice!*

# FACULTY ASSESSMENT HANDBOOK



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# About this Handbook

**This handbook was designed for faculty, who have unique responsibilities in regard to the assessment of student learning outcomes.**

The handbook includes:

- Basic information about the three pillars of assessment at LCC, including: Curriculum and Program Review; Global Skills Assessment; and Key Performance Indicator Monitoring.
- Definition of assessment (and related) terms, as they are used at LCC.
- General information about institutional accreditation for institutions of higher education in the Northwest region of the United States..
- Basic information about student learning outcomes, including: how to develop outcomes; how to measure outcomes; and how to use a single rubric to both grade and assess student learning outcomes.

**The most efficient way to use this handbook is to view it online at [lowercolumbia.edu/publications/faculty-assessment-handbook](http://lowercolumbia.edu/publications/faculty-assessment-handbook), but it can also be printed as a PDF for quick and easy reference.**

To print as a PDF, simply select either "View PDF" or "Download PDF" from the "Print Friendly" tab on the right hand side of your screen.

## Useful Links:

- **Learning Outcomes Assessment** page on faculty-staff website ([internal.lowercolumbia.edu/faculty-tools/assessment](http://internal.lowercolumbia.edu/faculty-tools/assessment))
- **Instructional Assessment Committee (IAC)** page -- IAC provides oversight for assessment of student learning outcomes at LCC ([internal.lowercolumbia.edu/organization/committees/instructional-assessment](http://internal.lowercolumbia.edu/organization/committees/instructional-assessment))

# About Instructional Assessment

## Faculty at Lower Columbia College have primary responsibility for the assessment of student learning outcomes.

This is important for compliance reasons (see more about compliance under "**institutional accreditation**" in this handbook), and because teaching and learning is what we do.

We have a collective responsibility to ensure that students are receiving a quality education--including the attainment of learning outcomes as defined by faculty.

### There are three avenues of assessment at LCC:

#### Curriculum & Program Review

Curriculum and Program Review is all about assessment of student learning outcomes, and making improvements to courses and programs as a result of the assessment. Faculty have primary responsibility for Curriculum and Program Review at LCC.

#### Global Skills Assessment

Assessment of Global Skills, carried out through an annual Summer Assessment Institute for academic transfer programs and through program-specific assessment for professional/technical programs, looks at college-wide assessment of communication, critical thinking, quantitative literacy and teamwork. Faculty have primary responsibility for Assessment of Global Skills at LCC.

#### KPI Monitoring

KPI stands for "Key Performance Indicator." LCC has a number of KPIs that are defined by the LCC Board of Trustees. The work of monitoring our progress with our KPIs is done in part by our Monitoring Report Review Teams. There are five Monitoring Report Review Teams made up of faculty and staff that assist with annual data analysis and planning. Although many faculty are involved on these teams, administration has the primary responsibility for monitoring our KPIs.

#### Useful Links:

- **Global Skills** page on faculty-staff website ([internal.lowercolumbia.edu/faculty-tools/assessment/global-skills](http://internal.lowercolumbia.edu/faculty-tools/assessment/global-skills))
- **Strategic Plan** page on LCC website contains more information on Key Performance Indicators and Monitoring Reports ([lowercolumbia.edu/strategic-plan](http://lowercolumbia.edu/strategic-plan))
- **Learning Outcomes Assessment** page on faculty-staff website ([internal.lowercolumbia.edu/faculty-tools/assessment](http://internal.lowercolumbia.edu/faculty-tools/assessment))

# Curriculum & Program Review Basics

## Who is responsible for Curriculum & Program Review?

All full-time faculty participate; oversight for the process comes from the faculty-led Instructional Assessment Committee with administrative support from the Office of Instruction and Effectiveness & College Relations. The process applies to all degree/certificate programs and academic disciplines.

## What is Curriculum & Program Review?

A template developed by faculty is used by all that includes sections on mission and outcomes, curriculum, environment, planning, etc. Taken as a whole, the questions that make up the template provide a framework for faculty to regularly review and make improvements to their program and/or discipline.

The most important aspects of the process are:

1. Ensuring that faculty have defined meaningful and measurable student learning outcomes for their program and/or discipline.
2. Ensuring that faculty have a meaningful and sustainable method in place to collect data on student outcomes attainment that is distinct and separate from student grading.
3. Ensuring that faculty are engaged in meaningful and productive analysis of their data in order to make ongoing improvements to the curriculum.

## When is the work supposed to take place?

Faculty are expected to work on curriculum and program review during designated instructional assessment days (indicated on the **Instructional Calendar**). It takes two years to work through a complete cycle. The **Master Instructional Assessment Timeline** indicates which section of the report needs to be completed in each academic term.

## Where are the reports stored?

The templates for each program and/or discipline are stored in a shared Google folder called "Curriculum & Program Review." All full-time faculty have access to the folder. Contact the Office of Instruction or Effectiveness & College Relations if you don't have access or need assistance (all faculty and instructional administrators should have access to the folder). Many faculty have opted to store their information elsewhere, such as in a Google drive. You are responsible for posting a link in the shared folder to your report and/or data, if

it's not stored in the folder. Also keep in mind that if you keep your materials outside the folder, you accept responsibility for updating the template in the event that any modifications are made.

## How does the work happen?

All faculty work on the same set of questions, but the similarities end there. Faculty are responsible for determining their own learning outcomes and methods for assessing them. It is very important that faculty address the outcomes listed on the Degree Requirements pages in the LCC Academic Catalog as part of the Curriculum and Program Review process. If the outcomes listed in the Degree Requirements aren't being addressed or aren't reflective of what's going on with the program or discipline, then the outcomes probably need to be updated.

## Useful links:

- **Master Instructional Assessment Timeline**-- find out what's happening each quarter in regard to instructional assessment by referencing this timeline ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/InstructionalAssessmentTimeline.pdf](http://services4.lowercolumbia.edu/info/webresources/Institutional-Research/InstructionalAssessmentTimeline.pdf))
- **Instructional Calendar** -- find out when designated assessment days are scheduled ([internal.lowercolumbia.edu/calendars](http://internal.lowercolumbia.edu/calendars))
- **LCC Degree Requirements** -- defined student learning outcomes for each program are listed on the degree requirements pages in the LCC Academic Catalog ([lowercolumbia.edu/programs](http://lowercolumbia.edu/programs))



# Curriculum & Program Review Template Defined

**All full-time faculty at LCC are required to participate in the Curriculum and Program Review process using the approved template.**

The template is a guide, or framework, for your work in this arena. There may be sections or specific questions that seem less relevant to your program or discipline. Alternatively, there may be information you would like to provide that is not requested in the template. Please tailor your responses to the questions in the way that makes the most sense for your program and/or discipline, and add information as needed. It is perfectly acceptable to link to other sources where you have documented your work; please just leave a breadcrumb in the template itself so that others can locate your documentation (hyperlinks are the easiest way to leave a breadcrumb).

## Section A - Data & Equity

In this section, you are asked to review data dashboards to identify potential equity gaps in your courses and programs. You will look at course success and program enrollment, and develop potential action plans to address any gaps you've identified.

## Section B - Outcomes

The outcomes section is absolutely critical, and should take the largest amount of time to complete. Because it is so important, two quarters out of every two year cycle are dedicated to this. Also, faculty are encouraged to work on their outcomes every quarter, whether or not there are other sections assigned. Section B requires you to define your outcomes, and describe how the information is communicated to students. This is also the section in which you are required to provide data. Your data does not necessarily need to be entered into the template, as long as it exists elsewhere. If you have other documents or reports that you use to store your information, just reference those in the template and make sure they are accessible. For example, you might have your information in an Excel spreadsheet, a Google document, etc., and that's totally acceptable as long as there is a link to it. Not providing any data, however, is unacceptable. Accreditation requires us to provide evidence that our students are learning the things we have identified for them to learn, and this is where we do that.

If you are new and unsure what the outcomes are for your program or discipline, please familiarize yourself with the relevant **degree requirements pages** in

the LCC Academic Catalog. Faculty need to be assessing the outcomes identified on those pages. If the outcomes are incorrect or outdated, the degree requirements should be revised. For more information about developing and tracking outcomes, please see the "Student Learning Outcomes" module in this handbook.

## Section C - Curriculum

Section C provides faculty with an opportunity to regularly review and evaluate several elements of their curriculum. We recognize that this work is ongoing for faculty; the Curriculum & Program Review template is just a way to document what is already happening.

## Section D - Environment

This section is designed to encourage faculty members to think about the next steps students will take once they complete their program at LCC, whether it's entering the workforce or transferring to another higher education institution. Ultimately, our students are preparing to enter the workforce whether they plan to transfer to another institution or go directly to work, and all faculty are encouraged to address the labor market questions in this section.

## Section E - Resources

When responding to the resource question, you are encouraged to be realistic in your analysis. For example, it makes sense that certain disciplines need more whiteboard space in their classrooms to enhance their curriculum and therefore could/should request them. It makes less sense to request a dozen new tenure-track positions for your discipline, given that we are tremendously under-resourced and likely to remain so for many years. Please be sure to share any resource needs you identify in your Curriculum & Program Review report with your dean.

## Section F - Action Plans

Use this section to document any changes you've decided to make as a result of analyzing your data and/or curriculum. This critical step of the process is sometimes referred to as "closing the loop." Items listed in this section may or may not require resources and/or discussion with your dean or vice president.

### Useful links:

- **Curriculum and Program Review Template** -- see all the questions that make up the process in this blank template ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/CurriculumProgramReview.pdf](https://services4.lowercolumbia.edu/info/webresources/Institutional-Research/CurriculumProgramReview.pdf))
- **LCC Degree Requirements** -- learning outcomes are listed on each degree requirements page in the catalog ([lowercolumbia.edu/programs](https://lowercolumbia.edu/programs))
- **Learning Outcomes Assessment webpage** - contains background information and links

relevant to the instructional assessment process  
([internal.lowercolumbia.edu/faculty-tools/  
assessment](http://internal.lowercolumbia.edu/faculty-tools/assessment))

# Global Skills Assessment

## Who is involved in assessment of Global Skills?

All full-time faculty are expected to participate in Global Skills Assessment either by contributing artifacts or serving as a participant in one of our Summer Assessment Institutes for academic transfer areas, and participating in program assessment of Related Instruction for professional/technical programs.

## What is assessed?

Faculty at LCC have defined four Global Skills: **Communication**, **Critical Thinking**, **Quantitative Literacy** and **Teamwork**. Each has an associated rubric used for assessment purposes.

## When does the work happen?

One Global Skills is assessed each year, so a complete assessment cycle takes four years. In addition to the summer assessment institute, time is set aside on each quarterly assessment day to address Global Skills. See the **Master Instructional Assessment Timeline** for more information.

## Where is information about Global Skills located?

The Global Skills and associated rubrics are available on the internal LCC website. See **Global Skills Assessment**.

The public (student) faculty Global Skills page is located on LCC's public site. See **Global Skills**.

## Useful Links:

- **Global Skills Assessment** page contains links to our Global Skills rubrics and all related reports and resources ([internal.lowercolumbia.edu/faculty-tools/assessment/global-skills](http://internal.lowercolumbia.edu/faculty-tools/assessment/global-skills))
- **Global Skills** page contains general information about LCC's Global Skills for students and the public ([lowercolumbia.edu/disclosure/global-skills.php](http://lowercolumbia.edu/disclosure/global-skills.php))
- **Communication** rubric ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/CommunicationRubric.pdf](http://services4.lowercolumbia.edu/info/webresources/Institutional-Research/CommunicationRubric.pdf))
- **Critical Thinking** rubric ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/CriticalThinkingRubric.pdf](http://services4.lowercolumbia.edu/info/webresources/Institutional-Research/CriticalThinkingRubric.pdf))
- **Quantitative Literacy** rubric ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/QuantitativeLiteracyRubric.pdf](http://services4.lowercolumbia.edu/info/webresources/Institutional-Research/QuantitativeLiteracyRubric.pdf))
- **Teamwork** rubric ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/TeamworkRubric.pdf](http://services4.lowercolumbia.edu/info/webresources/Institutional-Research/TeamworkRubric.pdf))
- **Master Instructional Assessment Timeline** -- see what is happening every quarter in regard to instructional assessment ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/InstructionalAssessmentTimeline.pdf](http://services4.lowercolumbia.edu/info/webresources/Institutional-Research/InstructionalAssessmentTimeline.pdf))



## Definition of Terms

**Let's face it, we use a lot of jargon in higher education. Some of it is specific to individual campuses, so it's important to have a basic handle on the verbiage.**

### Global Skills

We use this term to refer to general education outcomes, things that all students should gain while at LCC. The faculty at LCC have adopted four Global Skills: Communication, Critical Thinking, Interpersonal Relations, and Quantitative Literacy. Not to be confused with general education requirements for degrees, which pertain to distribution requirements. Faculty have primary responsibility for assessing Global Skills at LCC, which is done through an annual Summer Assessment Institute for academic transfer programs, and within each program for professional/technical areas.

### Key Performance Indicators (KPIs)

LCC has a set of Key Performance Indicators, or KPIs, that define effectiveness across the institution. We do have defined KPIs for program outcomes as well as Global Skills, in addition to a number of other institutional measurements. Those KPIs reflect the work occurring through the Curriculum and Program Review process and Global Skills assessment.

### Mission Areas

LCC has deconstructed its mission statement into five areas that represent different aspects of college operations. Four of the five represent the student lifecycle, and the fifth represents the organization and community.

- Workforce and Economic Development
- Academic Transfer
- Preparation for College Level Studies
- Student Access, Support and Completion
- Institutional Excellence and Community Enrichment

Each Mission Area has a corresponding set of Key Performance Indicators (KPIs). Administration has the primary responsibility for tracking our KPIs, but we do have many faculty participants on our related review teams. Monitoring our KPIs is primarily about compliance and overall institutional performance.

### Monitoring Reports

LCC reports on its institutional outcomes (KPIs) in a series of Monitoring Reports that get presented to the LCC Board of Trustees throughout the year. Monitoring Reports are posted on the LCC website.

## Monitoring Report Review Teams

Each of the Monitoring Reports has an assigned review team that analyzes data and participates in planning each year. LCC employees receive open invitations in the spring and fall to join a team. All are welcome.

### Program

For purposes of Curriculum and Program Review at LCC, a program can either be a specific degree or certificate or an academic discipline. Since we don't have majors per se at LCC, academic transfer faculty are advised to select an important foundation course or series of courses to address through the review process. In disciplines where sequential courses are involved (such as math, English and the sciences), the sequences should be assessed.

Academic transfer faculty who are unsure about what to assess should consult with their dean, Instructional Assessment Committee representative, or department chair.

### Rubric

A guide listing specific criteria for grading or scoring academic papers, projects, or tests.

### Student Learning Outcomes

The knowledge, skills and/or abilities that a student should achieve within a defined educational experience, such as a course or program.

### Useful Links:

- **Learning Outcomes Assessment** page on faculty-staff website ([internal.lowercolumbia.edu/faculty-tools/assessment](http://internal.lowercolumbia.edu/faculty-tools/assessment))
- **Global Skills** page on faculty-staff website ([internal.lowercolumbia.edu/faculty-tools/assessment/global-skills](http://internal.lowercolumbia.edu/faculty-tools/assessment/global-skills))
- **Strategic Plan** page on LCC website -- for more on Key Performance Indicators and Monitoring Reports ([lowercolumbia.edu/strategic-plan](http://lowercolumbia.edu/strategic-plan))

# Accreditation

**Accreditation is a process of validation in which colleges, universities and other institutions of higher learning are evaluated against a set of pre-defined standards.**

Accreditation in the Northwest region is largely carried out through peer review. In order for potential colleges to be accredited, they must meet the general standards set by the peer review accreditation boards.

**LCC is accredited by the Northwest Commission on Colleges and Universities (NWCCU), one of the accrediting bodies that is recognized by the United States Department of Education.**

We are responsible for showing that we meet a number of eligibility requirements and standards during a seven-year review cycle.

1. Standard One – Student Success, and Institutional Mission and Effectiveness
2. Standard Two – Governance, Resources, and Capacity

## Useful Links:

- **LCC accreditation webpage** -- contains copies of reports submitted to the NWCCU by LCC, as well as NWCCU evaluation reports about LCC ([lowercolumbia.edu/accreditation](http://lowercolumbia.edu/accreditation))
- **Short video about the accreditation process at LCC** -- created for LCC faculty and staff ([lowercolumbia.edu/accreditation](http://lowercolumbia.edu/accreditation))
- **Northwest Commission on Colleges and Universities (NWCCU) website** -- on this website you will find a complete listing of the NWCCU Standards and Eligibility Requirements, in addition to a lot of other information ([nwccu.org](http://nwccu.org))

# Student Achievement Initiative

## **The Student Achievement Initiative is Washington State's performance funding model for community & technical colleges.**

Why is information about funding included in the Faculty Assessment Handbook? Like institutional accreditation, performance funding provides part of the context in which higher education functions in this state. Although faculty don't necessarily need to worry about the finer details of performance funding, they should at least be aware that it exists.

The Student Achievement Initiative is a point system by which colleges are allocated a portion of their funding. Prior to 2016, the proportion was less than a percent. In July 2016 it rose to five percent.

Points are awarded for a variety of student behaviors, including retention and completion, earning a "C" or better in specific courses, successfully completing college level math, etc.

### **Useful Link:**

- **More information about SAI - State Board for Community and Technical Colleges website** ([sbctc.edu/about/agency/initiatives-projects/student-achievement-initiative](http://sbctc.edu/about/agency/initiatives-projects/student-achievement-initiative))

# About Learning Outcomes

**Student Learning Outcomes are essentially the knowledge, skills and/or abilities a student should be expected to achieve as the result of a specific educational experience, such as a course or program.**

The most commonly used resource in developing educational outcomes is Bloom's Taxonomy. Originally produced in 1956, the Taxonomy was updated in 2001. Perusing the information can be very helpful for faculty looking to create or revise learning outcomes for their courses or programs.

The **Degree Requirements** posted in LCC's Academic Catalog all contain learning outcomes for the respective degree or certificate. Looking at planners other than your own might be helpful if you are looking for inspiration.

Another potential resource for LCC faculty who are developing student learning outcomes is the set of rubrics developed for each of the College's Global Skills: **Communication, Critical Thinking, Interpersonal Relations, and Quantitative Literacy.**

## Useful Links:

- **Vanderbilt University's page on Bloom's Taxonomy** ([cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/](http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/))
- **LCC Degree Requirements** ([lowercolumbia.edu/programs](http://lowercolumbia.edu/programs))
- **Communication** rubric ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/CommunicationRubric.pdf](http://services4.lowercolumbia.edu/info/webresources/Institutional-Research/CommunicationRubric.pdf))
- **Critical Thinking** rubric ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/CriticalThinkingRubric.pdf](http://services4.lowercolumbia.edu/info/webresources/Institutional-Research/CriticalThinkingRubric.pdf))
- **Interpersonal Relations** rubric ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/InterpersonalSkillsRubric.pdf](http://services4.lowercolumbia.edu/info/webresources/Institutional-Research/InterpersonalSkillsRubric.pdf))
- **Quantitative Literacy** rubric ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/QuantitativeLiteracyRubric.pdf](http://services4.lowercolumbia.edu/info/webresources/Institutional-Research/QuantitativeLiteracyRubric.pdf))

# Developing Learning Outcomes

**If you are new to writing student learning outcomes, the best way to start is to keep it simple: develop a list of perhaps three things your students should know (knowledge), be able to demonstrate or explain (skills and abilities) by the end of the course or program.**

One suggestion to kick-start your effort is to write about your course or program by beginning each sentence with:

By the end of this course (or program), students will be able to...

The action words you select are important, and will make a difference in terms of the measurement process. Try to focus on actions that are observable when writing your outcomes. Bloom's Taxonomy might come in handy here, but even from that list, try to focus on the most descriptive action words that appeal to you. For example, stating that a student should be able to explain a concept might be more observable--and therefore measurable--than that a student should understand it (even though "understand" is on Bloom's list).

Many faculty want to instill beliefs and values in their students, and those are terrific goals. But very challenging to measure, at least in the short run in the community college setting. Avoiding words like "appreciate" in your outcome statements can help with this potential pitfall.

## Useful Links:

- **Vanderbilt University's page on Bloom's Taxonomy** ([cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/](http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/))
- **IUPUI's page on Assessment of Student Learning** -- contains a variety of related resources ([ctl.iupui.edu/Resources/Assessing-Student-Learning](http://ctl.iupui.edu/Resources/Assessing-Student-Learning))



## Grades vs. Outcomes

**In most cases, there are multiple ways to measure the learning outcomes you've defined. And most are more complex than they appear.**

It seems fairly simple; after all, faculty assess student performance all the time when determining their grades, right? The problem is that a student's grade doesn't necessarily guarantee that they achieved all the outcomes in the course, even if they receive a successful grade.

Let's break it down. Rebecca is taking a math class in which there are ten units, each representing one of the learning outcomes for the course. Rebecca receives 100% on nine of the ten assignments, and fails miserably (let's say she gets 10%) on the tenth. Her instructor is a traditional 90% = A grader, so Rebecca gets an A in the course, even though she failed to achieve one of the learning outcomes that the instructor defined.

**There are different schools of thought on the matter, but it actually IS possible to use the same rubric for grading and assessment of learning outcomes, if it's done correctly. Here's how.**

In this example, let's keep it simple and say the instructor has three students and three outcomes connected with his course. He uses the rubric he developed to assign student grades. He keeps his rubric and scores for the upcoming assessment day, so he can also tally his results to look at learning outcome attainment. Please note that the instructor has documentation showing specifically what each outcome represents, and how scores are derived.

#	Outcome A	Outcome B	Outcome C	Grade
1	90	45	100	78% = C
2	95	55	95	82% = B
3	100	35	100	78% = C
Outcome Total	95%	45%	98%	

In the example above, only looking at student grades doesn't tell the whole story (everyone received at least a "C"). Clearly there is a high degree of success with Outcomes A and C, but the picture is very different for Outcome B. By analyzing student performance in this

manner, faculty can see where students are having the greatest success, as well as where they are struggling to grasp the material.

# Measuring & Tracking Outcomes

**There isn't one right way to measure and track outcomes, and ultimately you will have to find something that works for you.**

According to the Northwest Commission (NWCCU), the following are some direct ways to measure student learning outcomes:

- Faculty grades - using a rubric that reflects outcomes (using methodology noted on the **Grades vs. Outcomes** page in this handbook)
- Standardized tests and exams
- Pre- and post-test design
- Competency-based demonstration of outcomes
- Portfolios

There are many examples at LCC of faculty using different methods to directly measure student learning outcomes. If you need inspiration, try speaking with a member of the Instructional Assessment Committee, perusing the Curriculum & Program Review shared Google folder (where all reports are housed), or contact staff in the Effectiveness & College Relations office. If you need assistance setting up Outcomes in Canvas or Portfolium, contact the eLearning office.

## Useful Links:

- **A Simple DIY Approach to Tracking and Improving Student Learning Outcomes by Dian Schaffhauser** -- how to set up a simple Excel spreadsheet to track outcomes ([campustechnology.com/articles/2015/05/20/a-simple-diy-approach-to-tracking-and-improving-student-learning-outcomes](http://campustechnology.com/articles/2015/05/20/a-simple-diy-approach-to-tracking-and-improving-student-learning-outcomes))
- **NWCCU Rubric for Evaluating Outcomes Assessment Plan and Progress** -- a framework for evaluating where you are on the assessment continuum, from "initial" to "highly developed" ([services4.lowercolumbia.edu/info/webresources/Institutional-Research/NWCCUOutcomesAssessmentRubric.pdf](http://services4.lowercolumbia.edu/info/webresources/Institutional-Research/NWCCUOutcomesAssessmentRubric.pdf))

## Where to Get Help

**As a faculty member, you have responsibility for continuous improvement in your courses and programs based on data collection, analysis, planning and implementation of needed changes. But that doesn't mean you have to go it alone.**

Whether you are part of a large department or a discipline of one, help is available.

If you need assistance, ask for help from your dean, Instructional Assessment Committee representative, department chair, Office of Effectiveness and College Relations, or eLearning department.

### Useful Links:

- **LCC Directory** ([lcc.ctc.edu/employees](http://lcc.ctc.edu/employees))
- **Instructional Assessment Committee page** ([internal.lowercolumbia.edu/organization/committees/instructional-assessment](http://internal.lowercolumbia.edu/organization/committees/instructional-assessment))

# Non-Discrimination and Anti-Harrassment Statement

## Non-Discrimination Statement

Lower Columbia College offers over 70 associate degree and certificate options in a variety of fields, providing a rich complement of technical/professional, basic skills, and continuing education programs.

Degree or certificate seeking students must apply for program admission and register in the degree or certificate program. The College will take steps to ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational education programs.

The College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, citizenship or immigration status, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations.

## Non-Discrimination and Anti-Harassment Policy

Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, citizenship or immigration status, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations.

Harassment is defined as a form of discrimination consisting of physical or verbal conduct that denigrates

or shows hostility toward an individual because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe, persistent, or pervasive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs and/or student housing.

- **Discrimination & Harassment Complaint Procedure** located at [lowercolumbia.edu/publications/administrative-policies/\\_assets/documents/235.1A\\_Procedure.pdf](http://lowercolumbia.edu/publications/administrative-policies/_assets/documents/235.1A_Procedure.pdf)

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