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Vision, Mission, and Link to Strategic Plan

Vision
Using data unique to our college community, we will implement a time-based plan to continuously improve the quality of curricula, instruction, and student learning.

Mission
Pikes Peak Community College (PPCC) will promote a diverse, supportive, and challenging environment that celebrates our strengths and encourages student success. Assessment of learning outcomes will identify, define, and integrate educational objectives and strategies to enrich the education of students.

Link to Strategic Plan
The PPCC assessment program is closely linked to the institutional strategic plan. Regular assessment of learning outcomes reflects the college’s focus on student success and guides institutional planning and budgeting. The development of a comprehensive, faculty-driven assessment program demonstrates how students succeed in their learning goals and meets the needs of not only students but the community and society at large.
College Outcomes Assessment Team (COAT) Administrative Charge

The charge of COAT is to

- Establish a common language and shared conceptual understanding to define outcomes assessment for and communicate it to students, faculty, and members of the community.
- Establish a vision for the assessment process by articulating outcomes, defining the method of delivery, and determining the means for evaluation.
- Define the connection between assessment and the institutional strategic plan.
- Focus on and identify what activities we should have as part of our assessment process.
- Recommend a budget that allows for ample support of the people involved in and the processes of assessment.
- Ensure that the importance of and commitment to assessment are communicated to the Leadership Council.
- Ensure that assessment is a process established, supported, and evaluated by faculty and that faculty have trust in the process.
- Establish a process for using data, incorporating both quantitative and qualitative research to make recommendations to faculty and bring about meaningful change.
- Maintain a positive and ongoing evolution in student learning as part of the assessment process.
- Create a one-year, two-year, and five-year plan for outcomes assessment.
- Use the celebration of achievements as a means of supporting assessment.
- Evaluate assessment processes and results on a regular basis, documenting where students are meeting the intended outcome, where they are not meeting the outcome, and decisions to improve the program and assessment plan.
Structure and Membership

Structure
COAT operates within Instructional Services and oversees the General Education Subcommittees, Assessment Review Committee, Higher Learning Commission (HLC) Academy for Assessment of Student Learning Team, and Departmental Assessment efforts.

Membership
The Faculty Assessment Co-Coordinators manage COAT. Faculty representing varied transfer, career and technical, and college-prep programs serve on COAT. Each academic division has multiple COAT representatives. In addition, each division has alternates if a standing member cannot attend the COAT meetings. The academic dean assigned to COAT has budget authority and provides an interface between faculty and administration. Several administrative consultants serve on COAT, including Vice President for Instructional Services, Director of Distance Education, Director of Libraries, representatives from Student Success and Enrollment Services Divisions and IT Support Services. Faculty representatives serve as assessment leads for their respective divisions within Instructional Services.
HLC Academy for Assessment of Student Learning

PPCC currently participates in the HLC Academy for Assessment of Student Learning. Participation in the Academy serves many functions. It is designed to help increase institutional commitment to the improvement of student learning through the use of assessment data. In addition, the Academy is intended to help institutions create a culture of assessment. Academy participation should help institutions produce evidence for accreditation evaluations. The current project has several team members from Instructional Services, Enrollment Services, and Student Success Divisions. This four-year project was finalized during the fall 2011 semester and focuses on the Critical Thinking Action Plan and Student Services Assessment. It will run for four years, ending in 2015. The college is scheduled for a reaccreditation visit with the North Central Association of Colleges and Schools during the spring 2014 semester.

Through the Academy, PPCC receives feedback from an assigned mentor as well as an HLC Academy scholar. PPCC posts project updates every December and May. The team meets as needed to discuss progress and feedback received from the HLC. Meeting minutes are posted on the assessment pages in myPPCC for employee access.
COAT Meetings, COAT Trainings, WEAVEonline, and Assessment Plans

COAT Meetings
COAT usually meets and sponsors trainings six times a year (February, March, April, September, October, and November). In months when there are meetings, COAT usually convenes the second Friday from noon – 2 p.m. Meeting minutes are posted on myPPCC. Training sessions take the place of meetings 2-3 times per year.

COAT Trainings
COAT conducts several training sessions each year for faculty and staff. Topics vary, based on current training needs. Training materials are placed on the COAT pages in myPPCC for faculty and staff use.

WEAVEonline
PPCC subscribes to WEAVEonline, an assessment and planning data management system. All departments within Instructional Services use WEAVEonline to document their assessment activities. In addition, areas within Enrollment Services, Student Success and Administrative Services Divisions are beginning to use WEAVEonline. A faculty member serves as the WEAVEonline Administrator, a position within COAT. The WEAVEonline Administrator manages the training of faculty and staff in the use of the software application and fields technical questions about entering reports. In addition, a faculty member serves as the WEAVEonline Trainer. The WEAVEonline Administrator and the WEAVEonline Trainer conduct training sessions and update training materials on a regular basis.

The links to the WEAVEonline log-in page, training materials, and handouts on WEAVEonline are available via myPPCC.

Assessment Plans
The one and two-year assessment plans are published in the annual COAT Summary of Assessment Activities. The five-year assessment plan is published in the Academic Master Plan.
General Education and General Education Student Learning Outcomes

CCCS Board Policy BP 9-40 Associate Degree and Program Designations and Standards (REV December 8, 2004)

“Definition of General Education - General education is 'general' in several clearly identifiable ways: it is not directly related to a student's formal technical, vocational or professional preparation; it is a part of every student's course of study, regardless of his or her area of emphasis; and it is intended to impart common knowledge, intellectual concepts, and attitudes which every educated person should possess.”

General Education – AA/AS/AAS Degrees
Assessment of student learning in the Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Science (AAS) degree programs involves identifying and measuring general education learning outcomes across all content areas. For transfer programs (AA and AS), general education has been defined by the State of Colorado in the 60+60 transfer agreement, and includes assessment of distance education and military programs. PPCC faculty determined general education outcomes for PPCC.

General Education Student Learning Outcomes
PPCC develops student learning outcomes based on what students will know and be able to do at the end of their educational experience at the college. As stated in the charge, COAT ensures that assessment is a process established, supported, and evaluated by faculty, which facilitates faculty trust in the process.

The faculty have identified the following General Education Student Learning Outcomes:

- Communication
  - Reading
  - Writing
  - Speaking
  - Listening
- Community Skills
- Critical Thinking
- Information Literacy
- Math Skills

These outcomes were defined by faculty in a professional development workshop in January, 2003, except for Community Skills, which was added in 2008 after discussion with COAT and faculty at large.
Assessment Cycle


Academic Departmental Assessment

All academic departments are required to have at least one student learning outcome. They must have at least one student learning outcome that links to a general education outcome. If a department has one outcome and the outcome cannot link to a general education outcome, then the department needs to develop an additional outcome that can link to a general education outcome.
Assessment Review Committee
COAT has established an Assessment Review Committee (ARC), which is made up of its faculty members. It has been created to work collaboratively with departments to review outcomes and assessment practices. Its goal is to help departments develop meaningful assessment that will produce useful results. Using WEAVEonline, ARC initially will review outcomes, and later, it will examine assessment methods. Departments will be contacted if committee members perceive problems with how outcomes have been written or if they detect other concerns with the process.

General Education Assessment Process
Each general education outcome is assigned to a subcommittee of COAT consisting of faculty serving on COAT as well as those not serving on COAT. Each subcommittee will have 1-2 chairs to manage the assessment process.

- **Outcomes**: The subcommittee drafts specific outcomes based on the needs of PPCC, as well as research into best practices in higher education and at other higher education institutions. These outcomes are sent via email to the entire faculty body for comment. The subcommittee modifies the outcomes as appropriate, and then the final draft of the outcomes is submitted to COAT for approval. After each large-scale data collection, the subcommittee re-examines its outcomes.
  - Outcomes are reviewed after each assessment cycle and modified as needed. The modified outcomes are presented to the entire faculty body for comment via email. Once finalized, the outcomes are submitted to COAT for approval.
  - During the review of outcomes, the subcommittee may discuss the value of maintaining the broader outcome as an outcome for PPCC. Should the subcommittee make a well-researched recommendation that the broader outcome be discontinued, the entire faculty body will be asked for comment. COAT will make the final decision.

- **Design of the Assessment Process**: The subcommittee is responsible for designing the assessment, which includes choosing or developing a measure, rubric, and/or assignment. In addition, the subcommittee designs the data collection method. Once the assessment is designed, the subcommittee chair(s) will present the assessment methodology to COAT for feedback. The subcommittee chair(s) will present at the April COAT meeting for data collections beginning the following fall semester. The subcommittee chair(s) will present at the November COAT meeting for data collections beginning the following spring semester.

- **Data Collection**: The subcommittee is responsible for data collection. All faculty are responsible for providing learning artifacts as needed, as well as classroom
time for assessment activities. Institutional Research assists with selecting courses as needed.

- **Data Scoring and Analysis:** The subcommittee is responsible for data scoring. Data analysis will be completed by one of the Faculty Assessment Co-Coordinators, WEAVEonline Administrator, or Institutional Research. If the subcommittee chair(s) are experienced in data analysis, then they may complete the analysis. Institutional Research will provide supplemental data based on student S numbers. All subcommittees should provide student S numbers to Institutional Research and request the following variables: (1) GPA credit hours, (2) number of credit hours transferred from other institutions, (3) total number of credit hours (GPA credit hours + number of credit hours transferred from other institutions), (4) GPA, (5) gender, (6) age, (7) ethnicity, (8) degree, (9) program/major/emphasis, (10) student type (new, readmit, etc.), and (10) military. Additional information may be requested as needed, i.e., the number of social science credits, the highest English course completed, etc.

- **Review of the Assessment Process:** A subcommittee’s first data collection is generally considered a pilot. After completing the pilot assessment, the subcommittee will review the assessment process and decide what changes are warranted for a large-scale assessment. It is recommended that pilot assessments be conducted with any new assessment process so that the process can be refined before a large-scale data collection. A subcommittee may undertake many pilots before finalizing an assessment methodology for the large-scale data collection. Key questions to ask during this review: (1) Did the data address the outcomes? (2) Was the process manageable? (3) Was the data meaningful, and did it provide direction for improvement? (4) Was the process an efficient use of resources?

- **Budget Estimates:** Subcommittee chair(s) are asked to forward budget estimates for the following fiscal year by January 15 of the current fiscal year. A new fiscal year begins on July 1. An outline detailing expenses for the assessment should be sent to the Faculty Assessment Co-Coordinators by the April COAT meeting for the following fall data collections. Expenses for the following spring data collection should be outlined and forwarded to the Faculty Assessment Co-Coordinators by the November COAT meeting. Budget items include (1) the costs of the measure; (2) costs for data collection, such as faculty compensation, student incentives, and supplies; and (3) compensation for faculty completing the data scoring and analysis.
Timeline for Budget Requests

- January 15: Budget Estimates for assessment activities for the next fiscal year (July 1 start)
- April COAT Meeting: Outline of expenses for fall data collection
- November COAT Meeting: Outline of expenses for spring data collection
**Acting on General Education Assessment Results**

After data analysis is complete, the subcommittee will review the results, identify student strengths and areas for improvement, and present the results to faculty during spring division meetings. When there are areas for improvement, the subcommittee chair(s) will follow the initial presentation with a faculty training and action planning session to address the results. This session will train faculty on the particular outcome, review the results from the last data collection, and ask for guidance for acting on the results to improve student learning. The action planning portion may ask the faculty to plan the next steps, or it may involve brainstorming ideas that the subcommittee will review and discuss. In the latter case, the subcommittee will then narrow the action options before sharing with all full-time and adjunct faculty members.

Actions to improve student learning may take many forms:
- Every department chooses one course in its curriculum to implement an enhancement.
- General education requirements, such as English and Communication, Social and Behavioral Sciences, are targeted for improvements.
- Every full-time and adjunct faculty member implements an assignment or activity, such as was done to address Critical Thinking.
- Activities are initiated, such as providing professional development opportunities, designing faculty resources, or collaborating with other areas like the College Library.
- Departments are charged with the responsibility of developing a plan of action to address the results and implementing that plan.
Public Relations and Website

Public Relations
COAT successfully targets the student population across campuses with public relations materials designed to increase awareness of assessment. To inform students about assessment, COAT distributes bookmarks, posters, and banners, alerting them that they may be tapped to participate. Public relations materials are distributed periodically throughout the year to coincide with periods of data collection for general education assessments. One of the COAT Co-Coordinators submits a Facilities request each semester to hang and remove the banners at the Rampart Range campus, Centennial Campus, and the Downtown Studio campus during a three-week period. Banners are each stored at the three campuses. Furthermore, the Library is contacted to distribute the bookmarks for the three weeks with materials that are checked out. Bookmarks and additional signage to publicize assessment activities are kept in the storage closet in A-351 at Centennial Campus. Generally, the responsibility for publicizing individual subcommittee assessment efforts falls on the subcommittees. These methods for publicizing assessment may include emails to targeted students and announcements on Desire2Learn or in the “Potty Mouth.” Additionally, the COAT Co-Coordinators work closely with deans to communicate the requirements of assessment. The Co-Coordinators provide a year-end summary of COAT activities to deans and administrators during April EDSEL and Leadership Council Meetings.

COAT adopted a public relations plan in 2009, and updated it in 2012. It identifies objectives, target audiences, key messages, communications strategies and tactics for each audience, as well as necessary resources and costs. It is included in this handbook as an addendum.

Website
The COAT website pages for internal communication are accessible to employees via myPPCC (http://myportal.cccs.edu/jsp/misc/schoolLoginNew.jsp?school=ppcc). Its mission, vision, administrative charge, members, and meeting minutes are posted there. In addition, faculty and staff have access to resources including handouts and workshop presentation slides, annual reports, and assessment results as well as links to information addressing the college-wide Critical Thinking Action Plan that resulted from a large-scale assessment of critical thinking.

COAT is currently in the process of designing a website for general audiences at www.ppcc.edu. It is modeling content based on a framework suggested by the National Institute for Learning Outcomes Assessment. The site will include student learning outcomes, COAT’s assessment plan, links to resources, assessment activities, evidence of student learning, and use of the evidence. Once complete, a student landing page at http://ppcc.edu/academics/assessment/ will be retired. Additional details about plans for the website can be found in the COAT Public Relations Plan.
Annual Assessment Reporting

All academic departments and general education subcommittees report annually on their assessment activities. The assessment cycle is September 1 – August 31. Reports are to be entered into WEAVEonline in September covering activities for the previous cycle. Areas to be completed in WEAVEonline at a minimum are Student Learning Outcomes, Achievement Summary/Analysis questions, Annual/Special Reporting question, and an Action Plan detailing activities for the current cycle. If departments have developed measures, they should be entered under Measures. If departments have collected and analyzed data, the information should be entered under Targets and Findings.

The individual assessment reports are archived annually in a Detailed Assessment Report (DAR) from WEAVEonline.

The Faculty Assessment Co-Coordinators are responsible for generating an annual summary report about the college’s assessment activities.
**COAT Confidentiality Statement**

Assessment data will be confidential. Results will be reported in aggregate form, meaning data will not be separated by instructor, course section, or student. If a student or faculty response is used as an example, all identifying information, including student name, student S number, faculty name, faculty S number, and course section information, will be removed. All raw data stored in the COAT storage room [A-351, Centennial Campus] or electronically on the COAT limited-access server space, will have all identifying information, including student name, student S number, faculty name, faculty S number, and course section information removed before data storage. All information entered into WEAVEonline will not include any identifying information, including student name, student S number, faculty name, faculty S number, and course section information.

Statement adopted February 19, 2010 by COAT.
**Funding Requests**

COAT assists in funding departmental assessment and professional development.

Departments may ask for funding for costs of assessment instruments or to compensate faculty for data scoring and analysis.

Permanent faculty members may request funds to attend an assessment-related workshop or conference.

If the department or individual knows funding is needed for the next fiscal year (which begins July 1), the request should be completed by the preceding December. Otherwise, funds will be available on a first-come, first-served basis.

**Application Process**

The department chair or individual faculty member should discuss the request with the academic dean. Other sources of funding should first be explored. These include departmental OCE, division professional development funds, Perkins funds, Faculty Senate mini-grants, and the PPCC Foundation. If other sources of funding are unavailable, one of the COAT Faculty Assessment Co-ordinators should be contacted.

Applicants should complete the funding request e-form, which will soon be available on myPPCC, and route it to their academic dean for approval and signature. The form will then be routed to one of the faculty assessment co-coordinators, the dean assigned to assessment, and then final approval will come from the Vice President of Instructional Services.

**Additional Project Expenses**

Projects that have already been approved, but need additional funding of more than $100, must go through the full approval process. For additional funding of $100 or less, an expedited approval process is available. The request should be sent via e-mail to the COAT Faculty Assessment Co-Coordinators, who will review the request and determine funding availability. The project leader will be notified via email regarding the status of the request.

**Funding Request Form**

The Funding Request Form is available from the COAT Faculty Assessment Co-Coordinators. An e-form version is being developed.
Funding Request Form

Project Description: In the box below, briefly explain the project or professional development activity. Address specifically how it relates to student learning outcomes or methods of assessment, and its potential effect on student learning. Discuss all expenses involved in the project. Note: Faculty members will be paid at the adjunct non-teaching hourly rate of $20.50 for data scoring and analysis.

Expenses: List all expected expenses for this project.

Faculty Data Scoring Hours
Total # of hours ________________ X $20.50 = ________________________

Faculty Data Analysis Hours
Total # of hours ________________ X $20.50 = ________________________

Testing Materials or Fees
Total # of tests/students ___________ X Cost per test __________ = __________

Other Expenses (specify)

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Total Funds Requested: ___________________________________________

Estimated Project Implementation Date: ____________________________

Estimated Project Completion Date: ________________________________

Dates of Professional Development Activity: _________________________

Approval Signatures/Routing:

______________________________________ Faculty Project Leader

______________________________________ Academic Dean

______________________________________ COAT Faculty Assessment Co-coordinator

______________________________________ Dean Assigned to Assessment

______________________________________ Vice President of Instructional Services
College Outcomes Assessment Team
Public Relations Plan

OBJECTIVES:

❖ Promote assessment to target audiences as a measurement of learning that provides data to improve instruction, curricula, and student learning.

❖ Cultivate a link with college administrators to use student learning data to inform funding decisions and use of resources.

❖ Notify the North Central Association Higher Learning Commission of progress towards meeting assessment goals as outlined in PPCC’s Assessment of Student Learning Project.

❖ Solicit students’ participation in assessment activities.

❖ Convey to students that they may be asked to participate in an assessment activity and that it can affect curriculum, pedagogy, staffing, advising, and student support.

❖ Inform faculty of assessment projects, best practices, and recommendations that may have an impact on curricula and instruction.

❖ Update units outside Instructional Services about assessment processes and projects, and coordinate efforts where possible.

❖ Communicate assessment efforts and seek feedback from employers, advisory boards, transfer institutions, and alumni to gain interest and build mutually-beneficial relationships.

❖ Differentiate assessment of student learning from placement testing.

❖ Use assessment data to influence support for higher education regarding public funding and policy.

TARGET AUDIENCES:

❖ Faculty, administrators, and other administrative units
❖ Current students
❖ Prospective students
❖ North Central Association Higher Learning Commission
❖ Advisory boards
❖ Alumni
❖ Transfer colleges and universities
KEY MESSAGE:

Assessment at Pikes Peak Community College is an instrument for improvement, focusing on what students know and can do. It supports student learning and informs instruction and curriculum design.

COMMUNICATIONS STRATEGIES AND TACTICS:

Faculty:

- Use myPPCC to inform faculty of the COAT mission, vision, and charge; projects and outcomes; results; resources, training materials, the COAT Handbook, reports, meeting minutes, and contacts; links to Power Point presentations.

- Provide training for faculty on the WEAVEonline data management system, the Critical Thinking Inference/Deduction Project, and general topics related to good assessment practices. Topics to include: differentiating between general education and departmental assessment; writing student learning and program evaluation outcomes; making assessment measurable, manageable, and meaningful; using results. Solicit feedback for improvement.

- Ask COAT representatives to provide updates during monthly meetings of instructional divisions.

- Schedule time during spring division meetings for subcommittee chairs, co-chairs, and interested members to communicate assessment results and recommendations.

- Use e-mail and surveys to solicit feedback from faculty regarding outcomes and other issues.

- Request COAT co-coordinators and Assessment Plan Review Subcommittee members to work with faculty on developing outcomes and to review assessment outcomes/plans/projects.

- Post information about upcoming events in *The Bulletin*, the PPCC blog.

Administration:

 Arrange for COAT co-coordinators to provide a year-end summary of COAT activities to deans and administrators during April EDSEL and Leadership Council meetings.

 Meet regularly with the dean consultant to COAT to discuss assessment issues and projects.

 Invite pertinent administrators to COAT trainings.

 Coordinate with instructional deans to disseminate information.

 Meet periodically with the Vice President of Instructional Services to provide updates on projects and topics of interest.

 Provide the Vice President of Instructional Services with COAT meeting minutes.

 Post information about upcoming events in The Bulletin.

**Other Administrative Units:**

 Invite other areas of the college, such as Career Planning and Advising, the Learning Assistance Centers, ITSS, and Distance Education to COAT meetings and trainings.

 Meet with interested units to offer guidance on assessment methods.

 Offer and assist with trainings relevant to assessment in Enrollment Services, Student Success, and Administrative Services Divisions.

 Provide WEAVEonline assistance.

 Post information about upcoming events in The Bulletin.

**Current Students:**

 Use myPPCC and Desire2Learn to inform students about assessment and alert them to assessment activities.

 Use the public website to tell students about PPCC’s commitment to assessment and improvement of student learning (See page 5).

 Employ the “Potty Mouth”, Comcast Channel 21, digital signage, televisions around campuses, PPCC Facebook and Twitter, and posters.
Distribute bookmarks through campus libraries to publicize assessment.

Advertise assessment by hanging large banners at the Centennial, Rampart Range, and Downtown Studio campuses.

Include assessment in the Nobody Told Me Book. Differentiate assessment of student learning from placement testing.

Incorporate an assessment statement in course syllabi to inform students about program and college-level assessment, of its importance to their learning experience, and that they may be asked to participate in an activity.

**Prospective Students:**

- Use the public website to tell prospective students about PPCC’s commitment to assessment and improvement of student learning (See page 5).

- Update information regarding assessment for student success in the college catalog.

**North Central Association Higher Learning Commission:**

- Provide a copy of the annual assessment report.

- Make periodic updates to student learning project through the Academy for Assessment of Student Learning.

- Meet with mentors at events sponsored by the Higher Learning Commission and via telephone conferences; request assistance through e-mail.

- Share best practices with other institutions in the HLC Academy cohort through attendance at Results Forum conferences.

**Advisory Boards:**

- Involve advisory boards in the development of departmental assessment projects, seeking feedback on outcomes and employee expectations of PPCC graduates.

- Provide advisory boards with updates about assessment activities and results through the PPCC public website.
Alumni / Transfer Colleges and Universities / Employers:

❖ Use the public website to communicate PPCC’s commitment to the assessment of student learning as evidence to improve teaching, learning, and overall program quality.

General Audiences:

❖ Create a presence on the PPCC website (www.PPCC.edu). Use the Transparency Framework developed by the National Institute for Learning Outcomes Assessment to answer the following:
   - What are our student learning outcomes?
   - What is our assessment plan?
   - What are our assessment resources?
   - What are our assessment activities?
   - What is our evidence of student learning?
   - How do we use the evidence to support student learning?

❖ Ensure the web presence accomplishes the following:
   - Clearly expresses information for multiple audiences.
   - Focuses on improvement of student performance and institutional processes through the use of evidence.
   - Clarifies how a particular assessment activity is used and how it relates to PPCC’s mission and vision.
   - Explains, analyzes, and interprets results in layperson’s language so that results are contextualized to clarify what they mean to PPCC and to student learning; presents results in both text and graphics.
   - Includes next steps.
   - Prominently posts or links information to other places across the website.
   - Reflects current activities and results.
   - Provides an opportunity for visitor feedback and comments on the quality and utility of the information provided.

RESOURCES:

❖ Faculty
❖ Administrators
❖ Instructional divisions / deans
❖ Web designer and Concrete 5 platform
❖ COAT and COAT Public Relations Subcommittee
❖ Marketing Department
❖ Students
❖ Student Success
❖ Enrollment Services
❖ Administrative Services
❖ Advisory boards
❖ Alumni and Friends Network

COSTS:

❖ Marketing materials
❖ Printing
❖ Student enticements

TIMELINE:

❖ Incorporate new strategies listed above into each academic year, putting them into action as practical in the spring and fall semesters. Maintain tactics that have already proven successful.

EVALUATION OF SUCCESS:

❖ An annual review with recommendations or modifications to the communications plan.
❖ Greater faculty participation in assessment.
❖ Increasing student participation in assessment activities.
❖ Growth in curricular projects to enhance instruction.
❖ The linking of data with action and seeing assessment become embedded in decision-making across the college.
❖ Inclusion of assessment in the Strategic Plan.
❖ Feedback provided through a comment option on the PPCC public website.