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# INSTRUCTIONAL ASSESSMENT

## Overview of Learning Outcome Assessment at COCC

**Assessment of student learning** is a foundational activity at COCC. All credit courses and programs/degrees have approved learning outcomes. Course outcomes align with program and degree outcomes, which are mapped to COCC's core themes. Outcomes are assessed informally on a daily basis as well as formally on a routine basis. Outcomes design and learning outcomes assessment is driven by discipline faculty.

COCC's instructional assessment **focus is at the program and degree level**. We believe that developing effective and responsive programs and degrees has the most significant impact for our students as they continue from CTE programs to the workforce and from transfer degrees to a baccalaureate institution.

Program outcomes are approved by the chair, dean, and Curriculum Committee; general education outcomes are determined by the state.

[2022 Assessment](#)

[Day](#)

[\(/departments/instruction/instructional-assessment/assessment-day-2022.aspx\)](#)

[Prior Assessment](#)

[Day resources](#)

[\(/departments/instruction/instructional-assessment/assessment-day-2020.aspx\)](#)

[2020 Exemplary](#)

[Projects](#)

[\(/departments/instruction/instructional-assessment/exemplary.aspx\)](#)

All program and degree outcomes are published in the Catalog.

All program outcomes associated with CTE certificates and degrees and general education outcomes associated with courses required for transfer degrees are **assessed and reported on a five year schedule**, in coordination with academic program review and specialized accreditation. These projects are reported in phases according to the assessment cycle. Plans are reviewed by the chair, dean, and Learning Outcomes and Assessment (LOA) Committee (<https://www.cocc.edu/committees/academic-affairs/loa/default.aspx>) and dean using an evaluation rubric, with feedback provided back to the proposer. LOA uses this review to improve the overall instructional assessment process each year.

Course outcomes are approved by the chair, dean, and Curriculum Committee and then published to students in the catalog and on each section syllabus. Instructors report the improvements made from course assessment on their annual report of activities which is reviewed by their chair and dean, and is part of their file considered for tenure and promotion.

Adult Basic Skills provides non-credit training in two program areas: Adult Basic Education/Adult Secondary Education (ABE/ASE) and English Language Learning (ELL). These programs have identified program learning outcomes ([/departments/instruction/instructional-assessment/reports/abs/files/abs-program-outcomes.docx](#)) and engage in a routine cycle of outcomes assessment.

Support material and resources for faculty engaged in learning outcome assessment are housed in the [faculty tool kit](#) ([/departments/instruction/instructional-assessment/faculty-tool-kit/default.aspx](#)). [Copies of reports](#) ([/departments/instruction/instructional-assessment/reports/](#)) are available as well as [master tracking documents](#) ([/departments/instruction/instructional-assessment/reports/default.aspx](#)) which include a summary of the schedule and status of projects.

Feedback on these resources is welcome by the [Assessment and Curriculum Office](#) (<mailto:nrecktenwald@cocc.edu?subject=>) and the LOA Committee.