



House on Fire to Culture of Improvement

HOW A SACSCOC FINDING HELPED MOVE ASSESSMENT FORWARD AT ONE
COMMUNITY COLLEGE

Session Presenters

Amy Tankersley

Assessment Director

Associate Professor, Mathematics

Pellissippi State Community College

Dr. Jesse Cragwall

Chair, Gen Ed Assessment Committee

Assistant Professor, Political Science

Pellissippi State Community College

Spencer Christensen

Chair, University Parallel Assessment Committee

Associate Professor, Communication

Pellissippi State Community College

Goals of Session

- ▶ To provide a case study on how to recover from being on monitoring with an accreditation organization.
- ▶ To share “best” and “not the best” practices for creating a mature assessment process.
- ▶ To emphasize the need for a review process of all assessment reports.
- ▶ To solicit suggestions and advice on how to proceed with a process that effectively assesses courses and programs without over burdening faculty, lead instructors, and assessment committee members.

SACSCOC Findings

- ▶ In 2017, PSCC was placed on monitoring by SACSCOC for not demonstrating a mature assessment process during its fifth-year reporting cycle.
- ▶ Assessment was being reported for some Gen Ed courses, while there was no formal process for others, and still others had started assessment and abandoned it mid-cycle.
- ▶ No formal assessment process was in place for University Parallel courses or for Career Programs.

PSCC Response to Findings

- Gen Ed Assessment Committee
 - Two representatives from each of the 6 focal areas defined by the Tennessee Board of Regents (TBR)
 - ❖ Communication
 - ❖ History
 - ❖ Humanities/Fine Arts
 - ❖ Natural Sciences
 - ❖ Social/Behavioral Sciences

PSCC Response to Findings

- Career Programs Assessment Committee
 - Representatives from A.A.S. programs
 - ❖ Criminal Justice
 - ❖ Early Childhood Education
 - ❖ Nursing
 - ❖ Paralegal Studies
 - ❖ Water Quality Technology
 - Representatives from two career programs departments
 - ❖ Business and Computer Technology
 - ❖ Engineering and Media Technology
 - One representative from Library Services

PSCC Response to Findings

- Both committees are responsible for:
 - Establishing a formal process for assessment and a form template for reporting
 - Determining reasonable timelines for assessment cycles
 - Reviewing assessment reports each semester and recommending revisions
 - Submitting reports to the Office of Institutional Effectiveness, Assessment and Planning
 - Establishing and maintaining assessment resources available to report writers and faculty in charge of assessment within departments

SACS Follow Up and More Changes

- In 2019, the college cleared the SACSCOC review for Gen Ed and Career Programs.
- In 2020, TBR Gen Ed outcomes were added to all Gen Ed master syllabi and all course level outcomes were mapped to each of the TBR outcomes.
- All career programs mapped course level outcomes to the program learning outcomes.
- Drop-in training sessions were offered for faculty responsible for writing reports.
- In Fall 2021, the college went through its decennial reaffirmation process with SACSCOC resulting in affirmation that the college had developed a mature assessment process for Gen Ed and for Career Programs.

Round 2 of Monitoring

- ▶ It was determined that the college had not been assessing program learning outcomes for three of its four transfer programs.
 - Associate of Arts
 - Associate of Science
 - Associate of Fine Arts
- ▶ The fourth program, the Associate of Science in Teaching, was performing assessment on a regular basis.
- ▶ **NOTE:** According to TBR and PSCC, these are transfer pathways, not programs. College representatives attempted to explain that to the SACSCOC representatives to no avail. SACSCOC determined that these pathways should be assessed as programs.

PSCC Response to 2nd Round of Monitoring

- Program learning outcomes were developed for each university parallel degree program.
- Some disciplines developed discipline learning outcomes while others adopted the TBR Gen Ed outcomes.
- Master syllabi were revised by adding the outcomes and mapping the course learning outcomes to them.
- An ad hoc University Parallel Assessment Committee was formed that quickly became a permanent college committee. This committee consists of faculty from 10 different academic disciplines.

Beyond House on Fire

- PSCC was removed from all monitoring in Summer 2023.
- Committees continue as permanent college-wide assessment committees intentionally formed so that the entire process is led by faculty.
- The college moved reporting to an online reporting system to promote access and transparency.
- To further support faculty in the assessment process, the College appointed a director of assessment from within the faculty ranks in January 2023. The director's role is to offer guidance and suggestions as faculty continue the work of finding ways to help improve student learning.

Best Practices

- ▶ Assessment Director
- ▶ Assessment committees comprised of faculty from all departments
- ▶ Regular professional development and training in assessment
- ▶ Online reporting
- ▶ September 15th and February 15th deadlines every year

Q&A

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