

SYSTEMATIC ASSESSMENT OF LEARNING OUTCOMES FOR TRANSFER STUDENTS

2006 Comprehensive Evaluation Report: *Recommendation 1*

While noting that assessment is conducted at the course level, the Committee did not find evidence that student learning outcomes are identified, published, and assessed for transfer degrees. The Committee recommends the College identify, publish, and systematically assess the expected learning outcomes for its transfer degrees. (Eligibility Requirement 12, Commission Policy 2.2, Standard 2.B.2)

2008 Focused Interim Visit: *Recommendation 1*

Clackamas Community College has made progress in identifying and publishing expected student learning outcomes for its transfer degrees. The College now needs to systematically assess the outcomes and use the results to inform the planning process, to improve teaching and learning, and to demonstrate that students who complete the programs have achieved these outcomes. (Eligibility Requirement 12, Policy 2.2, Standard 2.B.2)

2011: Core Theme 1: Academic Transfer

Objective 2:

Transfer students have a quality educational experience at CCC.

Indicators for Objective 2

2-1: Rates of attainment of general education student learning outcomes for students who complete AAOT/ASOT general education requirements in distribution or skill areas

2-2: Rates of attainment of program student learning outcomes for students who complete degree programs

2012: NWCCU Year One Peer Evaluation Report

"...Continued attention should be paid to the results of assessments and implementation of changes in response to the assessments. The College should continue to document improvement in these areas." P. 2

2014: STANDARD FOUR Effectiveness and Improvement

4.A – Assessment

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.