

Assessment of Student Learning

Table of Assessment Methods

Item	Method	Description	Timeline	Purpose/Example
Program Viability Index	Indirect	Assessment of each degree program, measuring internal and external variables (i.e., enrollment, FTE, DFW rates, regional and national labor market demand, previous two-year enrollment/FTE trends) and assigns a viability index score.	Annual	Based on the viability scores, the President may make recommendations to the Board for discontinuation of programs, as was done in 2023. In 2023 and 2024, data were used to engage program directors in evaluating ways to improve program effectiveness.
5-year Program Review	Indirect	Comprehensive review (at least every five years) of each academic program, evaluating viability, adequacy, necessity, and consistency with mission in line with workforce needs. The assessment includes an external review of the program from an educational or industry partner, input from an advisory committee, and a recommendation of the academic dean.	Annual	Outcomes of the review, presented to the Board, include continuation, continuation with modification, or discontinuation. As demonstrated in 2023, the 5-year program review for Paralegal Studies, recommended a modification to the program’s curriculum sequence/map to support student learning.
Self-study Reports of Accredited Programs	Indirect	Programs with specialized accreditations are required to submit self-study reports to the provost and dean and the accreditor.	Annual	Student outcome data (i.e., certification rates, employment rates, retention rates) inform targeted strategies for improving student outcomes in the programs. For instance, the Respiratory Care program developed a targeted plan for improving student certification rates in the program through curriculum mapping and a modification to its curriculum.
Course Evaluations	Indirect	Pierpont deploys course evaluations to students in the learning management systems 2-3 weeks before the end of the academic term.	Each term	Course evaluations provide summary data on content, delivery, and instructional style to faculty each term for the purpose of adjusting content or informing instructional delivery.
Random Course Evaluations	Formative	Programs can, on occasion, deliver anonymous course evaluations through the Director of Assessment	Occasion	Data from the random course evaluations at a mid-point in the term provides formative data to programs or faculty wishing to make adjustments to content or instructional delivery within the course prior to the end-of-the-course.
End-of-Year Summary of Course Assessments	Indirect	Annually, assistant deans compile and summarize course assessments by academic unit.	Annual	Integrating findings from course assessments within the academic unit, the dean and assistant dean summarize strategies for improving student learning.
End-of-Program Assessment	Indirect	Program-level outcomes are assessed in capstone courses, using end-of-program assessments.	Annual	In the capstone courses of degree-programs, program level outcomes are assessed with findings and recommendations incorporated in the program’s 5-year program review. Assessment of end-of-program-level outcomes ensures alignment of student learning with program level outcomes.
Graduation/Exit Surveys	Indirect	At the conclusion of each academic term, Pierpont deploys a graduation/exit survey to graduating students.	Annual	The survey gathers data on course delivery, perceived effectiveness of programs, alignment of programs with workforce/industry expectations, effectiveness of teaching and learning resources, student services, and the value of the degree at Pierpont. Data is used to improve course scheduling and access to learning resources, such as the development of online access to a library.
Faculty Evaluations	Indirect	Instructional faculty provide a summary overview of assessment data from courses and recommend to the academic dean instructional strategies for improving student learning in assigned courses.	Annual	Faculty self-reflection invites faculty members to reflect on instructional practices across all courses and (in collaboration with the dean) establish goals for improving instructional strategies to improve student learning.

Third-Party/External Surveys	Indirect	Pierpont has intentionally assessed student learning and experience through several third-party, validated measures, such as the CCSSE and a survey of stopped-enrollment students through Hanover Research.	Occasion	Data from the survey has informed intentional strategies to improve student engagement in Pierpont and to discover why students choose not to persist. Data from the stopped-enrollment survey informed key strategies to promote persistence and retention across the institution and formed the foundation of Pierpont's strategic enrollment management plan and strategic alignment plan.
Course Assessments	Direct	Instructional faculty submit course assessments of course level outcomes, using the standard course assessment template, each term to the assistant deans within each school.	Each term	Instructional faculty identify instructional and support strategies to improve student learning (by course level outcome) within the course.
Student Engagement Ratios in the LMS	Direct	Pierpont's academic deans receive student engagement and instructor engagement ratios each term.	Each term	Engagement ratios are provided to academic deans to inform conversation and strategies for promoting student engagement and faculty engagement within courses. For example, faculty members are expected to maintain an engagement ratio of greater than 1 in courses, signifying they are engaged more in the course than the students.
General Education (Standardized)	Direct	Pierpont deploys standardized assessment of general education to randomly selected students in English (Written communication) and mathematics (Quantitative Literacy) each term and will be expanding its use of a standardized assessment in oral communications. Pierpont deploys the assessments in the general education service course (e.g., ENGL 1104) and in the program-level capstone course.	Each term	Data from the standardized assessment (e.g., ETS) is provided to the Dean of General Education and the respective Writing and Math coordinators to inform curricular review (and any changes to course-level outcomes, if any) and instructional strategies.
General Education (Rubrics in Courses)	Direct	Pierpont has developed standardized rubrics for assessing course level outcomes in three (of the four) concrete general education courses that measure general education outcomes: written communication, quantitative literacy, and oral communication. The Faculty Senate is developing a rubric for digital literacy.	Each term	Data from the standardized rubrics within the general education courses will assess students' performance on the course-level outcomes, providing data for coordinators to monitor and improve student learning on course level outcomes.