

## **PCC Assessment of Student Learning Historical Timeline**

### **1989/90**

ASSET testing in English and Mathematics introduced.

### **1993/94**

ASSET testing used for student placement in developmental English and Math courses.  
Graduate Profile of 10 general education competencies established.

### **1994/95**

Office of Planning and Assessment established.

### **1995/96**

CAAP testing selected to measure general education competencies.  
Key general education courses identified for assessment.  
Ten degree-specific competencies were identified and added to the Graduate Profile, expanding the profile to 20 competencies.

### **1996/97**

Individual departments establish a mission statement, learner outcomes and an assessment plan.  
ACT criteria added to ASSET score for student placement in English and Math courses.

### **1999/2000**

Faculty Assessment of Learning Committee (FALC) established.

### **2000/01**

PCC mission statement revised to reflect student learning.  
Work Keys approved for assessing technical program competencies.

### **2001/02**

Office of Planning and Assessment discontinued.  
External consultant works with FALC for specific assessment needs.  
Rubric developed for evaluating departmental assessment progress.

### **2002/03**

Subcommittees review department assessment progress.  
Preparation begins for NCA Self-Study learning assessment chapter.

### **2003/04**

Dr. Cecilia Lopez (NCA) visits PCC to critique assessment processes.  
Faculty surveyed to identify learning assessment deficiencies.

### **2004/05**

NCA Site Visit.  
Faculty Assessment Handbook adopted.  
Graduate Profile Competencies edited to 16 competencies.  
Concurrent course assessment incorporated in Graduate Profile Matrix.

**2006/07**

FALC complies with Board of Regent's Performance Indicator for assessing distance education.

**2007/08**

Comprehensive evaluation of department assessment processes for: Automotive; English; Ag. Power; Accounting & Business.

**2008/09**

Comprehensive evaluation of department assessment processes for: Sciences; Nursing; Allied Health; Sports Medicine.

**2009/10**

Comprehensive evaluation of department assessment processes for: EPT; Communications; Education & Social Sciences; Music.

**2010/11**

Comprehensive evaluation of department assessment processes for: Agriculture; Art; Mathematics; Health & PE.

**2011/12**

Initiated Reading competency assessment within departmental assessment to complement CAAP and Work Keys reading assessment of graduates.

**2013/14**

Initiated Critical Thinking competency assessment in all departments to complement CAAP and Work Keys critical thinking assessment of graduates.

**2016/17**

Schedule established for second comprehensive review of department assessment processes for programs leading to an Associate and or Applied degree program.

Guidelines developed for consistent incorporation of new departments (programs) into the learning assessment process.

Education program assessment separated from Social Science assessment process. Review of FALC processes for Agriculture, Automotive and Business.

**2017/18**

FALC process review Allied Health, Natural Sciences, English as well as an Learner Outcomes Orientation for the new WOO program. Review of Faculty Assessment Learning Committee Handbook. Drafted the AQIP Program Learning Outcomes Process Map. Election of new Chair.