



Curriculum Development & Assessment Handbook



2023-2024

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Overview of Assessment

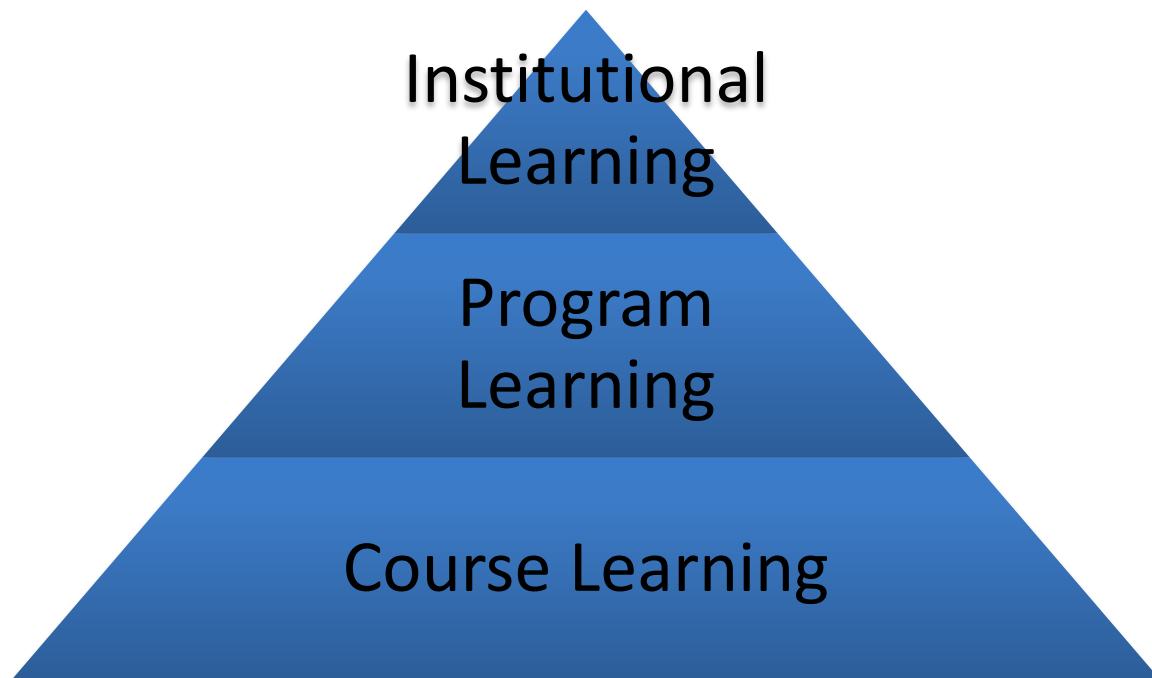
All curriculum development needs to be done while considering authentic ways to assess student learning. Assessment promotes equity, links courses, programs, and institutional outcomes, asks questions, solves problems, and seeks to continually improve student learning. Assessment is the connection between desired results and what we actually accomplish. It is no longer enough to imagine that our teaching results in student learning, we must measure learning and make plans to improve results on an ongoing basis.

How do you know if your students have learned anything?

All assessment starts with the following questions;

- What are we trying to do (the goal)?
- How will we know when we have accomplished it (evidence)?
- Where are we now (current state of performance)?
- What steps do we need to take to improve where we are (action plan)?
- Who should be involved in our action plan (collaboration)?
- How is our action plan working (reflection)?
- Once we have achieved the goal, what will our next steps be?

Assessment takes place on multiple levels;



Institutional Learning Outcomes (ILO): These are our highest-level aspirations for our students. ILO's are what TBCC graduates are expected to achieve as a result of their cumulative experience at TBCC. These are published in the catalog and course/program outcomes are

mapped to them in a way that demonstrates how each student will meet them. These are also embedded in service areas that impact students (demonstrated via service area program reviews).

At TBCC, ILOs are derived from our mission and values.

MISSION:

Tillamook Bay Community College serves our diverse community through educational excellence, community collaboration, and opportunities for lifelong learning.

VALUES:

Relationship-oriented: We prioritize relationships and partnerships that strengthen our community.

Innovative: We are continually evolving to meet the changing needs of our community with responsive and relevant solutions.

Student-centered: We provide our students with the individualized support they need to achieve their unique goals.

Equitable: We are committed to tackling systemic inequities and building an accessible and inclusive environment.

Scholarly Excellence: We protect and promote an environment in which we explore, question, learn, and master both academic and skills-based knowledge.

INSTITUTIONAL LEARNING OUTCOMES (ILOs)

Lifelong Learning & Professional Competence: Students will engage in and take responsibility for intentional learning, seeks new knowledge and skills to guide their continuous and independent development and adapt to new situations.

Communication Skills: Students will effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas.

Problem Solving Skills: Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgement based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study.

Cultural Awareness: Students will demonstrate respect, honesty, fairness and ethical principles by understanding and appreciating differences in cultures and behaviors.

TBCC's ILOs are ultimately measured in three different ways. First, they are measured at the end of every single course (that contains an ILO) by the teaching faculty, and every single course (linked to an ILO) must move a student closer to achieving ILO's. Second, ILOs are directly measured by an annual survey of all TBCC graduates (Graduation Survey). The ILOs are also

worked on annually during the Program review update sheet. Thus, ILOs are continually measured on an individual, and collective, cycle. Care has been taken to design courses, and programs, so that students continue to experience and move towards mastery of ILOs. The results of this assessment are used to improve student learning.

PROGRAM LEARNING OUTCOMES (PLOs)

Program Learning Outcomes are what TBCC graduates are expected to achieve as a result of completing their program (degree or certificate). These are published in the catalog and course outcomes are mapped to them in a way that demonstrates how each student will meet them. Program Learning Outcomes are disciplinary (e.g. Criminal Justice, General Education, etc.). At TBCC, PLOs are measured at the conclusion of every course (individually) and during program review (collectively). Program Learning Outcomes are also measured by an annual survey of all TBCC graduates (Graduation Survey) for General Education and by seminar course and survey in Career Technical Education (CTE). Thus, PLOs are continually measured on an individual, and collective, cycle. All programs have been designed so that students achieve mastery of program learning outcomes by the end of their successful program completion.

Curriculum is mapped so that we know exactly where students learn the PLO/ILO and how often they are exposed to them. Here is a screenshot of the where these live within the curriculum (AAS degree in Business shown):

	BA 101	BA 211	CAS 133	CG 100	BA 131	BA 212	CAS 170	WR 121	BA 205	BA 213	MTH 105
Lifelong Learning and Professional Competence		✓✓✓ ✓	✓✓✓	✓✓		✓✓✓ ✓	✓			✓✓✓	
Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development,											
Communication Skills		✓✓	✓✓✓			✓✓	✓	✓✓✓✓	✓✓	✓✓✓	
Students will effectively communicate, both orally and in writing, thoughts in a clear well-organized manner to persuade, inform and/or convey ideas											
Problem Solving Skills	✓✓✓	✓✓✓ ✓	✓✓✓	✓✓	✓✓	✓✓✓ ✓	✓			✓✓	✓✓✓✓ ✓
Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgment based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study											
Cultural Awareness	✓			✓							
Students will demonstrate respect, honesty, fairness, and ethical principles by understanding and											
MATHEMATICS: Use appropriate mathematics to solve problems; and Recognize which mathematical concepts are applicable to a scenario, apply appropriate											✓✓✓✓ ✓

COURSE LEARNING OUTCOMES (CLOs)

Course Learning Outcomes are what a student is expected to know, think, or do at the end of their course experience. These are measurable and observable. Bloom's Taxonomy is an excellent resource for writing and developing gradually increasing and complex course learning outcomes until mastery of content is achieved. CLOs are measured at the conclusion of every course, and students cannot pass a course without addressing, and achieving, the course learning outcomes.

How CLOs are met is detailed on the CCOG:

OUTCOMES CROSSWALKS

COURSE OUTCOMES	How will you measure that this CLO was learned?
CLO 1: <u>Recognize</u> internal and external factors that affect business in United States of America	Portfolio of Work Discussion Forums & Journals Objective Examination Questions
CLO 2: Identify assorted careers in business	Portfolio of Work Discussion Forums & Journals Individual Project
CLO 3:	Portfolio of

Courses build skill and content mastery, and they cumulate in program mastery. Courses are mapped to programs, and programs to institutional learning outcomes. Every program must be designed so that all classes, cumulatively, result in mastery of both Program Learning outcomes and Institutional Learning Outcomes. (see CLO, ILO, PLO mapping chart)

Ideally, faculty show improvement based upon an “intervention”. For example, an instructional technique here resulted in student improvement in a student pre/post test:

	CLO 1. Describe methods to formulating a marketing strategy.	CLO 2. Identify elements of the marketing mix.	CLO 3. Conduct primary and analyze secondary research.	CLO 4. Prepare selected sections of a market campaign.	
Start of the Term	1.0	1.0	2.0	1.0	1.0
End of the Term	4.0	3.0	3.0	2.0	2.0
Development	3.0	2.0	1.0	1.0	1.0

The ultimate goal is to show that student learning is increased as a result of their experience in the courses, programs and as a result of the TBCC experience.

Each faculty member works on individual course improvement. Each time a class is taught they measure outcomes, collect student feedback (via student surveys), and assess themselves. They document what will be done differently next time. The Online Instructional Coordinator sends them their stored data prior to re-teaching the class so that they can reflect on selected changes during the next re-teaching. Each course is assessed on an ongoing basis, the loop is closed, and new goals for improvement are set.

Here is a visual of how this looks:

2018 - 2019	2019 - 2020	2020 - 2021
<p>1. What did you discover about student performance based on the evidence you identified and used above? This group of students did well at achieving the course outcomes through the forums, journals, assignments, and exams. The technical nature of legal terminology is challenging, but they grasped the most of the concepts well.</p>	<p>1. What did you discover about student performance based on the evidence you identified and used above? This class of students seemed to split between about half of the students who were really able to apply legal knowledge to business operations and about half struggled.</p>	<p>1. What did you discover about student performance based on the evidence you identified and used above? This class of students seemed to split between about half of the students who were really able to apply legal knowledge to business operations and about half struggled.</p>
<p>2. Future Planning: What changes or high impact practices do you plan to implement to your course and/or teaching methods based on your response to question #1 above? To better practice recommending solutions to legal conflict, I plan to update two case study assignments from more current news events.</p>	<p>2. Future Planning: What changes or high impact practices do you plan to implement to your course and/or teaching methods based on your response to question #1 above? I am reviewing & analyzing exam questions that seem the most challenging for students; I am going to revise wording within exam questions as necessary and update textbook study guide questions.</p>	<p>2. Future Planning: What changes or high impact practices do you plan to implement to your course and/or teaching methods based on your response to question #1 above? I am reviewing & analyzing exam questions that seem the most challenging for students; I am going to revise wording within exam questions as necessary and update textbook study guide questions.</p>

Program and institutional level assessment are worked on individually and collectively by faculty. Ongoing data (PLO and ILO) from regular and all adjunct faculty (regardless of

modality) are collected each term at the conclusion of each course. TBCC faculty formally review these bi-annually, where data from CLOs, PLOs and ILOs are examined, goals are revisited, the loop is closed, and the cycle of ongoing improvement continues.

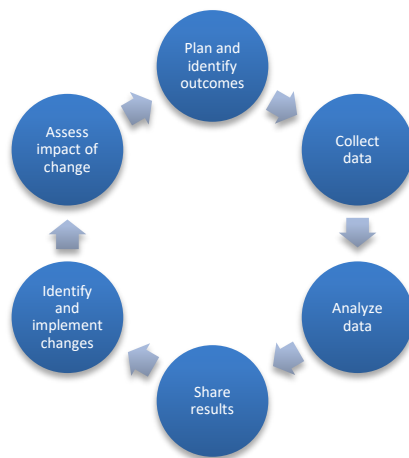
Meeting One (Fall In-Service):

- CLO, ILO & PLO data is reviewed and discussed.
- Next, faculty determine which PLO(s) they will examine in the coming year. Every PLO must be assessed over the three years between program reviews. Faculty determine the schedule and sequence of assessment based on their PLOs.
- Typically, goals are set in the areas in need of the most improvement (though all are assessed annually, so that we can determine if progress is maintained).
- Each faculty member documents their work on the annual Program Review form. If resources are needed to move these goals forward, there is a budget request form tied to the annual PLO/Program Review update.
- Workloads have been personalized to allow for this level of introspection and work.

Step Two:

- At the end of the academic year, progress is examined and reported on the Annual Program Review form.
- These results form the basis for the next year's work plan in a continual cycle of assessment.
- These are also examined as part of the regular faculty evaluations that occur each spring (according to goals set during the initial workload meeting).
- In summer the Dean of Gen Ed and Transfer documents an Instructional SLO Completion Report documenting successes, challenges, and next steps. These inform the Instructional Strategic Assessment Outcome goals (SAO), projects and budgets. It also ensures that all faculty have identified needed resources prior to the next budget cycle and tied resource requests to educational needs (that align to the mission).

Cycle of Assessment:



Assessment is not data, and it is not self-explanatory. Assessment starts with measuring clearly stated goals. It is the foundation of action; plan, do, check, and act. Assessment helps document change (What did you learn? What did you do about it? Did it work?). Assessment allows us to close the loop, and in doing so improve student learning. Assessment provides accountability and improves practice. Key is that assessment both be usable and used!

Assessment Plan at TBCC:

1. Identify goals and questions
2. Develop outcomes
3. Design Methods
4. Collect & Analyze Data
5. Communicate Findings
6. Act on results
7. Refine and modify plan as needed, until desired results are achieved
8. Set new goals (based upon next steps or maintaining)
9. Repeat

AAHE Principles of Good Practice for Assessing Student Learning

1. The assessment of student learning begins with educational values. Assessment is not an end but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods including those that call for actual performance, using them over time to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations—these derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way—about the curricula, teaching, and kind of student effort that led to particular outcomes. Assessment can help understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing, not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the progress of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined considering emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus, understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public. There is compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation-to ourselves, our students, and society-is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

The above 9 principles were excerpted from NILOA (1992)

Examples of the assessment process at TBCC:

Course Level

- WR227: Writing faculty redesigned her lecture-based course into a course that was based upon guided problem-solving tasks with embedded informal, formative assessments that allowed her to gauge student learning immediately. Student surveys indicated that students got much more out of the interactive dialogue, and papers increased in sophistication.
- RDWR115: Students struggle with the amount of information provided in this course, so an additional credit was added and writing studio hours became required. As a result, course pass rates increased. However, subsequent course pass rates did not increase. Currently a research study is underway to determine if students in the subsequent class (WR121) increase performance if they spend time in the writing studio. Results of this will be used to determine needed changes in WR121 (a gateway course).
- BI 101: TBCC only offered BI 101, but students consistently reported that the difficulty was too high. As a result, we asked our four year partner (OSU) to evaluate the course. They determined that, in fact, our 100 series was equivalent to their 200 level series. We renamed the 100 level to the 200 and articulated this with OSU. We then developed a 100 series for non-major students.
- MTH 99: TBCC's developmental math sequence was three courses long (Math 20, 75 and 95). As a result, students struggled and it was difficult to move them into college level math. Several steps were taken to improve this process. First, we developed an ALEX math (MTH 99) which is cloud based. It starts with an in depth assessment to determine where students are, both their strengths and gaps. It then develops a sequence that fills in the gaps. Students are able to meet the course learning outcomes of MTH 20, 75 and 95 in this one course (and the course is repeatable). The first term, pass rates DOUBLED for all developmental math students. The second term, 7 students were able to accomplish 2 or more classes in one term, decreasing the developmental sequence. We are continuing to monitor and tweak this class to improve student learning and achievement of college math success.

Program Level

- TBCC had several programs that did not require college level math, and these programs were more popular with students for that reason (as determined by student interviews). Faculty decided that all TBCC students needed quantitative competence at the college level. Thus, a new applied math pathway was developed. Students now have the option of

completing; a) MTH 99, and then MTH 111 (College Algebra), or; b) MTH 99, and then MTH 105 (Applied Math). We will be measuring the success of this sequence this year to determine effectiveness and math competence at graduation (via completion course rate and CLO). The process did not stop here. TBCC now allows students to start at college level math in MTH 105 and MTH 243 with co-requisite courses and we are currently working to improve the effectiveness of these.

- TBCC’s Business department determined that more and more students are entering the program with basic computer keyboarding skills. They first developed a test that would allow students to test out of keyboarding. Some students took the test, but not as many as they hoped. They then dropped the course as a required course (leaving it as a pre-req). In this way they increased the number of students who tested out of keyboarding, saving students money, time, and unnecessary credits.
- The Business department also heard from their advisory committee, and student services, that loan default rates were increasing and that students were not graduating with an understanding of sound individual financial practices. As a result, they re-designed their accounting series from four classes to three and added BAS 218, Personal Finance to the Business program as a core class. They ran these ideas by their advisory committee and received favorable responses. In one year, college loan default rates have decreased and students report a greater understanding of personal financial principles (based upon results of CLO and loan default measurements). In addition, they are meeting this program learning outcome with greater success demonstrating that this intervention is moving in a positive direction.
- In response to environmental scans, the Business department added an Entrepreneurial path to serve students who are seeking to enter business independently or as part of a gig economy. This has helped the Business department maintain relevancy.

ASSESSMENT EVIDENCE/MEASURES

Evidence shows we are meeting or increasing student learning. It can take two forms; direct or indirect. Direct evidence of student learning is tangible, visible and self-explanatory evidence of what students have and haven’t learned. Indirect evidence provides signs that students are probably learning, but the evidence of exactly what and how they are learning is less clear and less convincing. The best evidence pairs both direct and indirect evidence.

The following is adapted from: Sukie, L. (2009). *Assessing student learning; A common sense guide.* (2nd ed.). San Francisco, Ca. Jossey-Bass publishing.

	Direct Evidence	Indirect Evidence
COURSE	<ul style="list-style-type: none"> • Artifacts • Written work, artistic performances and products, presentations scored with a rubric (criterion-based rating scale) • Observations and checklists • Portfolios 	<ul style="list-style-type: none"> • End of course student evaluation forms • Percent of time spent actively learning • Number of hours spent in service learning, work experiences and clinical experiences

	<ul style="list-style-type: none"> • Poster presentations • Test scores (that demonstrate what they are assessing and how) • Score gains • Systematic documentation of class discussion • Summaries and assessment of electronic class discussion threads • Clickers • Feedback from computer simulated tasks • Pre/post tests • Case studies 	<ul style="list-style-type: none"> • Number of hours spent on homework • Grades • Grade distributions • Assignment grades if not accompanied by a rubric or explicit scoring criteria) • Reflective assignments (if mapped to learning outcomes and given rubric, may also be direct)
PROGRAM	<ul style="list-style-type: none"> • Capstone projects, senior thesis, exhibits using rubric • Pass rates on licensure, certification or subject area tests that assess key learning outcomes • Student publications and conference presentations • Employer and internship supervisor ratings of student performance • Capstone reflections on program outcomes (assessed via rubric and consistently across all program students) • Standardized tests (pre/post program) • Graduation Surveys 	<ul style="list-style-type: none"> • Registration and course enrollment information • Student participation rates in programmatic activities • reports from four year schools on our students' success once transferred • job placement and starting salaries • student, alumni and employer satisfaction surveys • exit interviews • student ratings of program learning and value • honors awards earned by alumni and students • Climate surveys
INSTITUTIONAL	<ul style="list-style-type: none"> • performance on tests of writing, critical thinking or general knowledge (may be embedded in highest level gen ed course) • rubric scores for class assignments required of all students • Explicit reports from students (e.g. asking students to name three most important things they 	<ul style="list-style-type: none"> • National surveys (CSSE, NSSE) • Transcript evaluations that examine trends and improving those courses • Annual reports including institutional benchmarks, such as graduation and retention

	<p>have learned at institution, matching these to institutional learning outcomes, and measuring over time)</p> <ul style="list-style-type: none"> • Asking students to rate performance on institutional learning outcomes on graduation application. • Measure ILO's DIRECTLY! 	<p>rates, grade point averages, etc.</p>
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SUCCESSFUL ASSESSMENT OF STUDENT LEARNING DEPENDS ON SUCCESSFUL CURRICULUM DESIGN !!!!!!!!!!!

Essentials of Outcome Based Curriculum Design

In outcome-based curriculum design, we start by developing the course learning outcomes that answer the question, "What do students need to be able to do beyond this course that we are responsible for in this course?" (All courses that are in the schedule have a set of course learning outcomes have already been developed and approved.)

The next step in curriculum design (in this framework) is to develop assessments that align with the learning outcomes. The outcome statements should guide the choice of assessment methods. There should be a clear connection between each outcome and its assessments, so that we can answer the question, "Are the students meeting each of the learning outcomes?"

Once we know how we will assess the students' achievement of the learning outcomes, we can identify the skills that must be practiced and for which students get feedback. This will comprise a great portion of the learning that students engage in with you. In the case of on-site classes, much of the class time can be spent introducing the skills and helping students to master those skills, which should lead directly to the assessments.

Next, we identify the essential concepts that must be understood and issues that must be resolved. (This might be the traditional "topics list" that you might see in a course outline.) The key here is that we choose the concepts for the course based on the outcomes, assessments, and skills that we have identified. We can move away from the idea of "covering content" and toward the idea of making sure that students understand what they need to in order to demonstrate achievement of the learning outcomes.

Once those elements are all in place, we can get to the details of planning out the weekly flow of activities, assignments, and assessments.

DESIGNING YOUR COURSE

Start with the current course outline, making sure you have the **most current** version of the course content and outline guide (CCOG). Not sure if you have the most recent version? These can be found in the Curriculum Resources SharePoint site, under APPRVD CCOG's. From this document, you can begin building your course. Here is an overview of the steps you will take and the elements you will include in your course:

Identify the **Course Learning Outcomes (CLOs)** - you will find them on your CCOG. (Make sure you have the electronic file for the course outline so you can cut and paste.) Since these are the college-approved course learning outcomes, they must be included in your course. (You may have additional ones, but you may **not** omit any that are in the course outline.)

- A. Identify the **assessments** aligned with each course learning outcome. They will also be listed on the CCOG. There might be several listed for each outcome; you can choose the one(s) that you think will best assess that particular outcome. Better yet, choose a variety of different assessments. Consider adding assessments that provide a variety of methods and opportunities for students to demonstrate achievement of learning outcomes. Also consider assessments that are "authentic" - that are like what students will be doing in the "real world" beyond the classroom. (You will be reporting on this assessment at the end of the course, so design thoughtfully!).
- B. Identify what **skills** students will need to become proficient in (practice and get feedback on) to achieve the learning outcomes and successfully complete the course. What will they DO to demonstrate that they are learning? This is where you can think about the activities and assignments that you will build into the course. If it is a face-to-face course, this might be where the majority of your class time is spent: activities that you introduce, have them practice, give them feedback, and have them work on some more. The more closely aligned these skills are with the assessments, the more likely that the students will get the practice and feedback they will need in order to pass the major assessment points.
- C. Identify what **concepts** the students need to understand to achieve the course learning outcomes. (These might traditionally be thought of as "topics.") Concepts are key words or phrases that describe the essential ideas that the students must understand at some depth in order to achieve the learning outcomes.
- D. Identify **issues** that the learners must work through. What are the difficulties or problems that require a level of critical thinking and analytical thinking?

A note on the role of the textbook: A traditional or default (or simply tempting) approach to course design is to start with the chosen textbook and create a course that mimics the Table of Contents. In an outcome-based approach, we start with the course learning outcomes, which are also aligned with the program learning outcomes. Since they are unique to TBCC's courses and programs, a textbook may not *exactly* reflect the essential content that leads to

the outcomes for the course. By following steps A-D above, you will more easily be able to identify the essential content and not get caught in the trap of asking, "How can I possibly cover everything?" (The answer is that you do not need to cover everything in the textbook. You need to choose the content from the textbook that your students will need to understand to meet the course learning outcomes.)

A FEW FURTHER DETAILS ON ASSESSMENTS

Make sure to include an early (Week 1) assessment. Students should have a basic idea, before the drop deadline, that they can manage what the course will require, even if this assessment is basic.

Choose a variety of assessment methods. Avoid using ONLY exams, for example. This allows for a variety of learning styles and increases the chances that students will be able to demonstrate achievement of the learning outcomes.

Plan assessments throughout the term, so that students have several opportunities to demonstrate their learning, get feedback, and do follow-up practice. For instance, avoid making the midterm and final exams (or worse, just the final) the sole basis on which the students pass or fail the course.

Create tools for evaluating students' performance on the particular assessments you have decided on. These tools are powerful ways of evaluating students' work consistently and objectively. For example, rubrics with descriptions of performance at various levels of acceptability can allow you to score participation, presentations, papers, group work, and more!

PLANNING THE FLOW OF ACTIVITIES AND ASSESSMENTS

Now it's time to get to the details of what your course will look like, week by week and day by day. Here's how to approach this phase of your course design:

Plan the **timing** of the assessments (include an early assessment). Create an energy-generating sequence of assessments. This will help the students feel challenged, yet capable of successfully navigating through the assessment points. Assessments that are too easy will leave students feeling unengaged and uninterested. Assessments that are too challenging will make students feel disheartened, discouraged, and possibly paralyzed. So, assessments early in the term should be sufficiently challenging for what the students have learned and practiced to that point, but not so difficult that the students - even those who are putting in the effort - cannot succeed. TBCC supports practices which give students the greatest opportunity to succeed, and not does not support a practice of "weeding out" students.)

Identify the concepts, issues, and skills that need to be presented and practiced before each assessment. This is where you will decide which readings (from the textbook, Open Educational Resources, other readings, etc.) will be assigned - to be done outside of class time. You will also decide how and when you will lecture - *if at all* - to present material,

clarify concepts, etc. ***Please do not plan on only lecturing and please do not create slide shows from which you simply read!*** These are not sound instructional practices for student learning!

This is also where you will identify the skills that the students need to work on, both in class and outside of class, and for which you will give feedback through comments on homework, guidance during in-class activities, etc. By the time you have completed this step of your course planning, you will have a plan for the weekly flow of activity, the homework assignments, and key assessment times in the term.

You can create a tentative course schedule at this point, which could be given to students on the first day. By calling it "tentative," you allow for adjustments, but students will have a good sense, on Day 1, of what will happen in class, what the homework schedule will be (approximately), and when the major assessments will be.

This is also a good time to decide on the commitment you will make to the timing of returning students' work to them with feedback and a grade. Create a flow that allows you to return work to students in a timely fashion that allows them to benefit from the feedback before the next major assignment is due. Providing prompt, helpful feedback is a sound instructional practice.

Identify class activities that will engage the learners. This doesn't necessarily have to be done before the first day of the term, but you should be thinking about how you will use your class time (or online discussions, etc.) most effectively. If you communicate (from the beginning) the expectation that the students are responsible for completing the assigned readings and homework before they come to class, then you can spend the class time engaging the learners in activities (skills, discussion) that reinforce their learning and provide them with feedback. There are many resources available that describe classroom activities that engage the students (and you).

Ask yourself, "What do I want students to be able to DO by the end of this class session?" Then design backwards, just as you have done for the whole course. What will they do at the end of class to demonstrate that they have achieved the outcome? (In other words, how will you - and they - assess that they have achieved this?) What skills do they need to practice, and get feedback on, to prepare for the activity/assessment at the end of the class session? What will you need to present as new information (if any) so that they can successfully complete and activities of the day? (Notice how different this feels from worrying about "covering content" and preparing lectures while the students sit passively receiving - but often not retaining- the information.)

If you always keep in mind the relationship between individual class sessions, and/or weeks, and how they relate to or align with the course learning outcomes, you will develop a well-designed outcome-based course. Students should know, at every point, how the material and skills they are learning relate to the overall learning outcomes.

DEVELOP THE GRADING PLAN

Here are the major steps:

- Develop the tools that will provide the scores on assignments and assessment tasks. As yourself, for example: If each assignment or assessment is based on points, how will the points be awarded? How might you use checklists, scoring guides, and rubrics?
- Decide on the factors that will go into the final grade and the weighting of each factor. (What percentage of the final grade will come from each factor?) Consider, for example, homework grades (and how you will grade specific homework assignments), grades on exams, grades for participation or "ownership of learning", papers, etc. What is the relative importance of each factor? How will communicate this to your students in your syllabus?
- Decide on grading scale. For this, you need to determine and think about: What's passing? What constitutes an A? B? etc. What is the minimal score needed for passing the class? How will you set and maintain the rigor for your course? What does an A reflect? Or a B or a C? It is best to collaborate with the faculty in your department, if possible, to decide these issues. (Note: Grades A-F are calculated in a student's GPA; plus and minus grades are allowed, but not required and do not figure into GPA. A grade of D will not satisfy prerequisite or program requirements.)
- Decide on policies regarding late work. Will you accept late work? Never, always, or just under extenuating circumstances? How will you communicate your policy (in addition to putting it in your syllabus)? Will there be a penalty for late work? What will it be? What will be your policy on timely return (by you) of late work? Be clear on your policy.

PREPARE YOUR SYLLABUS

Your syllabus is your "contract" with each student, and it is very important that you craft it carefully. The outcomes, requirements, grading policies, etc. should not be changed once it is given to students. The students should know, from the first day, what they will be responsible for doing and knowing in order to pass the class. (However, you might include some information that is presented as tentative, such as the specific course schedule and assignments. This allows for some flexibility in your planning and responsiveness to the students' needs.) After completing the above steps, you should have everything you need to put together a course syllabus that will communicate key information that students will need - and be responsible for - right from the beginning of the term.

College Assessment Re-Cap

While assessment begins with course design in the classroom, it does not end there. The sequence of assessment at TBCC is multifaceted and looks like this;

1. At the end of the course student performance on course learning outcomes is assessed. How the student does in the course, overall, is communicated via their final grade (see above).
2. At the end of every course, you will also be required to provide feedback to the college about how well the course learning outcomes, program learning outcomes, and institutional learning outcomes were met by the class. Remember:
 - a. Program Learning Outcomes: Program Learning Outcomes are what TBCC graduates are expected to achieve as a result of completing their program (degree or certificate). These are published in the catalog and course outcomes are mapped to them in a way that demonstrates how each student will meet them. You can find the map on the CCOG. Be sure to read what program learning outcomes are expected of your class, as you will be assessing them at the end of the course.
 - b. Institutional Learning Outcomes: Institutional Learning Outcomes are what TBCC graduates are expected to achieve as a result of their cumulative experience at TBCC. These are published in the catalog and course/program outcomes are mapped to them in a way that demonstrates how each student will meet them. Be sure to familiarize yourself with these, for measurement at the end of the course, as well. There is a rubric to help you determine where a student falls on each ILO. It can be found in this manual, in Appendix
 - c. Note: It is a great idea to include these on the course syllabus, and in fact, it is on the most recent syllabus template found in the Curriculum SharePoint drive. Students should be made aware of where each course fits in their overall program learning.
3. Every five years, programs undergo intensive program review. Program review is “A type of evaluation of an instructional, instructional support, student service, or administrative program, department, or unit.” (Bers, 2011). The most recent program review form can be found in the Curriculum SharePoint drive.

There is an entire manual created to explain Program review and it can be found in the Curriculum Resources SharePoint.

4. Performance
5. Professional Development
6. Strategic Assessment at Leadership Level (SAO)- found in Curriculum SharePoint.

Appendix A: Checklist for Curriculum Development

CHECKLIST FOR NEW COURSES

	Faculty Complete Rationale for New Course Proposal
	Route for Review and/or Approval (Library, Dean, VP)
	Create Course Content Outline Guide (CCOG)
	Take to Curriculum Committee for approval
	WebForms Entry
	Shared w/ Leadership
	Shared w/ College Council
	Built in Catalog, Jenzabar, and Schedule

CHECKLIST FOR NEW CERTIFICATE & AAS

	Complete New Certificate and AAS Program Application Development form
	Route for Approval: Dean/VP, Library, Leadership Team, CCWD LOI
	Develop Curriculum (Courses and Program Guide)
	Take to Curriculum Committee for approval
	Approved at College Council
	Approved at Board
	WebForms Entry and Approval
	Notify NWCCU, Financial Aid, and Veteran's Services
	Catalog Copy Finalized
	Schedule Developed

CHECKLIST FOR NEW TRANSFER DEGREES

	Complete New Transfer Degree Rationale form
	Route for Approval: Dean, VP, Leadership Team
	Develop Curriculum (Courses and Program Guide)
	Take to Curriculum Committee for approval
	Approved at College Council
	Approved at Board
	Notify NWCCU, Financial Aid, and Veteran's Services
	Catalog Copy Finalized
	Schedule Developed

CHECKLIST FOR NON-CREDIT (NC) CERTS

	Complete NC Certificate Approval Request and Budget to demonstrate self sufficiency
	Route for Approval: Dean/VP
	Develop Curriculum (Courses and Program Guide)
	Shared w/ Curriculum Committee & Leadership
	Shared w/ College Council
	Shared w/ Board
	WebForms entry and approval

Appendix B: Curriculum Policy

CURRICULUM DEVELOPMENT

Instruction is the primary task of the College. The Tillamook Bay Community College (TBCC) administration promotes teaching to facilitate the learning, growth and development process. It is the desire of the TBCC Board of Education to develop an environment where excellent teaching is the norm. New curricula at TBCC shall be approved according to policies formulated by the appropriate state agency in conjunction with college procedure.

The administration may organize a certificate, diploma, or short-term training program of fewer than the number of units required for an associate degree to accommodate those students who have a strong need for a program leading to a specific occupational competence.

In accordance with the college mission, the College shall remain responsive to changing needs and alter programs and services as required, including:

1. Preparatory professional technical programs for those who wish to enter careers in technology, business and industry. The administration shall not pursue the development of any career technical training program until it has been determined there is a reasonable prospect of employment for persons trained in that program. Career technical advisory committees shall be appointed and consulted when programs are revised or when new programs are proposed.
2. Professional technical programs that provide an opportunity for people to upgrade existing job skills and acquire new skills required by the job market.
3. Lower division transfer programs.
4. Personal development and enrichment programs.
5. Cultural and community services including partnerships with business, industry, labor and others.
6. Remediation instruction to assist those adults seeking to achieve basic levels of occupational and educational competence, including GED preparation, as well as readiness for post-secondary education.
7. English Speakers of Other Languages (ESOL) programs.
8. Development and delivery of learning opportunities in various settings, cooperative work experiences, on-the-job learning, internships, as well as computer-assisted learning and distance learning.
9. With respect to apprenticeship programs, TBCC shall cooperate with the State Apprenticeship and Training Council and with the appropriate apprenticeship committees to provide training opportunities of mutual benefit to all parties. TBCC will set tuition fees in compliance with Oregon Revised Statutes (ORS) that pertain to apprenticeship and training programs. TBCC will work

toward reciprocal agreements to facilitate movement of apprentices without additional out-of-district costs. Tuition for out-of-district apprentices will be agreed upon by contract.

TBCC does not discriminate against applicants of any program for any reason including race, religion, color, age, national origin, disability, marital status, sex/gender, or sexual orientation. Further, TBCC encourages enrollment diversity.

CURRICULUM REVIEWS

Tillamook Bay Community College reviews curriculum regularly to ensure relevance, rigor, quality, and need. Course outlines are reviewed and approved, at minimum, every three years by the faculty. Program curriculum, including degrees and certificates, are reviewed annually. Program area reviews are conducted every 5 years.

LEARNING OUTCOMES

Tillamook Bay Community College (TBCC) has established course, program and institutional level learning outcomes. In conjunction with guidelines published by the Northwest Commission on Colleges and Universities, TBCC requires faculty to establish, review and assess learning objectives for all courses and programs taught. Faculty also play a major role in developing institutional level learning outcomes, in partnership with TBCC administration.

GENERAL EDUCATION PROGRAM

Tillamook Bay Community College (TBCC) has established a recognizable core of General Education courses for all degrees and certificates greater than 45 credits in length. These outcomes are published in the college catalog and on the course syllabus for applicable courses.

ASSESSING LEARNING OUTCOMES

Assessment is the systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purposes of course and program improvement. The connection between teaching and learning is a complex one, and it is necessary to use multiple measures to develop a comprehensive understanding of how curriculum design and delivery relate to student learning. Assessment is an iterative and adaptive process in which results inform changes to instructional and assessment practices. The critical element is the use of results in decision-making. Finally, the basis of good assessment practice is a shared understanding of program goals to ensure that all those involved in curriculum delivery are working toward the same ends.

In conjunction with guidelines published by the Northwest Commission on Colleges and Universities, Tillamook Bay Community College (TBCC) requires faculty to establish learning outcomes for all courses and programs, and to develop plans for evaluating the extent to which students are achieving the outcomes. TBCC requires faculty to assess course, program, and institutional level learning outcomes for each course taught. The faculty review these results annually and use results to inform curricular changes. The administration's role is to coordinate, conduct surveys and provide data of institutional scope.

TEACH OUT

A teach-out plan is required in the event that Tillamook Bay Community College (TBCC) ceases to operate or ceases instruction at one or more locations that provide 100% of at least one degree program or in one or more degree programs before all students have completed their program of study. When a teach-out is deemed necessary, a teach-out plan must be developed following the requirements set forth by the Higher Education Coordinating Commission (HECC).

Teach-out plans must ensure that TBCC will maintain the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that promised to the students upon enrollment.

Teach out plans must also demonstrate the institution's stability and the ability to carry out its mission and meet all obligations to existing students. Plans must ensure that the program is offered to students without additional charge over what had been previously in place. If another entity is involved in the teach-out, TBCC agrees to provide notification to students of any additional charges.

TBCC endeavors to complete all teach-out plans for students. Only in the direst of circumstances would the assistance of another recognized, accredited, college be contacted to provide assistance.

All teach-out plans must be approved by college leadership, the TBCC Board, and the Community College and Workforce Development (CCWD) division of the Higher Education Coordinating Commission (HECC) via WebForms submission. Following approval of a teach-out plan, the Accreditation Liaison Officer will notify the TBCC accreditation body and other stakeholders of the substantive change.

Appendix C: Administrative Rules

Curriculum Development

RESPONSIBILITY: The faculty of Tillamook Bay Community College are responsible for the overall curricula of the college. They are supported and assisted by the Office of Instruction.

CURRICULUM COMMITTEE (CC): The Curriculum Committee (CC) approves additions, deletions, and modifications of the curriculum and reports these results to the Leadership Team, College Council, Board of Education, the Higher Education Coordinating Commission (HECC) and North West Commission of Colleges and Universities (NWCCU) as appropriate.

APPOINTMENT: To ensure representation of college-wide interests and philosophy, specific entities are represented on the Curriculum Committee. Appointments have voting rights and represent the following entities: regular faculty members (including adjunct representatives), the Vice President of Instruction and Student Services, Registrar, and a non-voting representative from Advising/Financial Aid. At all times faculty representation must exceed non-faculty representation. The Office of Instruction, in conjunction with the CC Chair) sets the schedule for CC meetings each June for the next academic year so faculty may coordinate their teaching schedules and plan for curriculum modifications as applicable.

ROLE: Criteria for selection of committee members are dependent on the following role and qualifications:

- understands the mission of a comprehensive community college.
- understands the curriculum development process.
- represents the interests of one or more departments or an academic division.
- communicates effectively between constituents and committee.
- follows up on assignments and pays attention to detail.
- makes objective and rational decisions (no vested interest).
- supports the decision of the committee once it is finalized.
- understands the impact of curriculum changes on course transferability.
- maintains a professional demeanor in a leadership role.
- understands and follows parliamentary procedures (Robert's Rules).

Curriculum Committee Representative (CC Rep) functions are as follows:

- understands processes and procedures for review and approval of curriculum proposals.
- serves in a consulting/advisory role throughout the review process.
- helps the committee review the technical and logistical aspects of each proposal.
- assists the Dean/VP in assessing how the proposal fits into the college-wide curriculum.
- presents division/department-approved curriculum proposal at CC meetings.
- ensures that all appropriate forms are accurately completed prior to approval at CC.

The CC Chair is a faculty for the purpose of guiding and moving the meeting agenda forward. Voting on all action items is as follows:

- the chair will ask for a move to vote.
- the motion will be moved by a committee member.
- the motion will be seconded by a committee member.
- a simple majority vote is sufficient for a motion to pass.

- both affirmative and negative votes are recorded for the record.
- the presence of fifty-one percent faculty attendance constitutes a quorum.

The chair's functions are as follows:

- participates in preliminary review of proposals
- convenes meeting where/when quorum is present.
- conducts discussion/vote.

CC addresses new courses/programs, faculty template changes related to curriculum (e.g. syllabus, course outlines, course program guide outlines), course/program deletions, and major course and program modifications. CC does not address the following:

- instructor qualifications to teach a course (other than requirements for curricula on Course Content and Outline Guide).
- teaching assignments or schedules.
- Continuing Education courses (non-credit courses)
- course or program costs (aside from new budget proposals)
- full-time and part-time salaries

New Curriculum Proposals

Tillamook Bay Community College has specific approval processes for all proposed courses and programs. These local procedures are guided by accreditation requirements, board policies, and state approval processes.

Course Approval

1. Course approval typically starts with college faculty who determines the need for the course and becomes the sponsoring faculty member.
2. The sponsoring faculty member completes the "New Course Proposals- Credit" form located in the Curriculum SharePoint drive and submits (as appropriate) to the Dean who routes (as appropriate) to the Library and VP.
3. The Dean/faculty will bring the "New Course Proposals- Credit" form forward to the Curriculum Committee (CC).
4. Curriculum Committee is the body responsible for approval of "New Course Proposals- Credit."
5. If approved, the sponsoring faculty will complete a Course Content and Outline Guide (CCOG) using the approved template following the Writing Outcomes and Assessment Guides and Checklist for New Courses located in the Curriculum SharePoint drive. All courses must include at minimum; title, number, credits, and expected learning outcomes. Assistance for this will be provided by the Office of Instruction. The completed CCOG will be shared with Curriculum Committee.

6. The New Course Proposal will be submitted to the Community College Workforce Development (CCWD) department of the Higher Education Coordinating Commission (HECC) via WebForms by the Office of Instruction (the Online Instructional Coordinator).
7. Once approved, it is added to the Curriculum Change spreadsheet for communication across campus and beyond as required. At this point the Registrar will add the class to Jenzabar, Instructional Coordinator will add to the college catalog.
8. New courses will also be reviewed by the College Council and Board of Education in the annual curriculum changes review meeting held in late Spring. (Note: This update is now provided monthly, with an overview at the end).

Program Approval for certificates and AAS degrees (CTE)

New certificates and AAS degrees must demonstrate that there is a need for the program, that they are designed in collaboration with multiple partners, that alignment occurs within k-20 and workforce, and that the program is designed in a way that provides students with the instruction and curriculum needed to be successful in careers. Programs vary in length from short term certificates of 12 credit Career Pathway Certificates through two year Applied Associate degrees. For assistance, please reference the Higher Education Coordinating Commission Program Approval Guide located at <http://handbook.ccwdwebforms.net> and speak with the Vice President / Dean prior to starting the process.

1. New programs typically start with college faculty, or other staff member, who becomes the sponsoring member for the duration of the curriculum development process.
2. Sponsoring member(s) start a proposal for new curriculum by completing the “New Certificate and AAS Program Application Development” form located in the Curriculum SharePoint. This form must be signed by the Department Chair, appropriate Dean, Library, and Vice President. This form requires the development of; need/justification for program in cooperation with multiple partners, and a curricular map that links program learning outcomes to the program being designed.
3. If supported, the “New Certificate and AAS Program Application Development” will be taken to the Leadership Team by the Vice President for approval.
4. Once approved by the Leadership Team, the proposal will be submitted to the CCWD as a Letter of Intent by the Office of Instruction online coordinator.
5. Faculty then develops curriculum including course outlines as necessary. Each new course must have a new Course Outline following the process outlined above.
6. Once the course and applications are approved by CC, they will be submitted to the Community College Workforce Development (CCWD) department of the Higher Education Coordinating Commission (HECC) via WebForms by the Office of Instruction.
7. At this point the new program proposals will be taken to College Council and the Board of Education for approval.

8. Following College Council approval, Board approval and CCWD approval, the Accreditation Liaison Officer (ALO), Financial Aid office, and Veteran's Coordinator will receive a completed proposal in order to begin the coordination and approval process through their respective entities.
9. An email will then be sent to the Schedule & Curriculum Updates email group and the newly approved program will be added to the TBCC catalog/publications once approved.
10. New programs will also be reviewed by the College Council and Board of Education in the annual curriculum changes review meeting held in late Spring.

Associate's Degree Approval

The Oregon Legislature and the Higher Education Coordinating Commission (HECC) have approved Oregon community colleges to offer associate degrees. While the state has established basic criteria for associate degrees, additional requirements may be applied via the degree approval process. Any additional requirements must be in accordance with the Oregon Higher Education Coordinating Commission rules, policy and standards and the accreditation requirements of the Northwest Commission on Colleges and Universities (NWCCU). Students may use elective courses within the transfer degrees to focus on specific undergraduate program requirements necessary for entrance into a particular postsecondary institution. General education requirements should be collaboratively developed by the Curriculum Committee (CC) and the expected student learning outcomes should be related to the institution's vision, mission and goals.

1. New programs are typically started with college and/or university articulation agreements/desires.
2. Sponsoring faculty member(s) start a proposal for new curriculum by completing the "New Transfer Degree Rationale" form located in the Curriculum SharePoint and submitting this form to the Dean / Vice President for their support.
3. If supported, the "New Transfer Degree Rationale" will be taken to the Leadership Team by the VP for approval.
4. Faculty will then develop curriculum including course outlines as necessary. Each new course must have a new Course Outline following the process outlined above.
5. Faculty will also develop Program Learning Outcomes with the transferring university and/or the Dean through the program mapping process.
6. Once the course and program maps are approved by CC, they will be submitted to College Council and the Board of Education as an action item.
7. Following College Council and Board approval, the Accreditation Liaison Officer (ALO), Financial Aid office, and Veteran's Coordinator will receive a copy of the completed application to begin the coordination and approval process through their respective entities.

8. An email (or degree comparison) will then be sent to the Schedule & Curriculum Updates email group and the new program added to the catalog and Jenzabar by the Registrar.
9. New programs and degrees will also be reviewed by College Council and the Board of Education in the annual curriculum changes review meeting held in late Spring. (Now monthly with a summary in Spring).

Non-Credit (NC) Certificate Approval

Non-credit certificates are a form of recognition awarded by Tillamook Bay Community College. They may be made up of a single course, or series of courses, that do not offer college credit for completion, but that provide documentation of skill attainment useful for career entry and/or career advancement. To qualify for a non-credit certificate, the courses must be rigorous and include an assessment of measurable outcomes or mastery of learning/knowledge. Assessments include, but are not limited to, quizzes, exams, written assignments, demonstration of skills, projects, and activities. Rigor must be modeled on national education and industry training benchmarks.

1. Non-credit certificates are typically brought forward by the Coordinator of Continuing Education, or another staff member, and start with the “Non-Credit Certificate Approval Request” form located in the Curriculum SharePoint drive and brought to the VP.
2. The Office of Instruction will assist in the course numbering and Classification of Instructional Programs (CIP) Code identification.
3. Certificates must be a minimum of eighteen (18) hours of instruction up to a maximum of 210 hours. Contact hours for ALL courses cannot exceed a total of two hundred-ten (210) hours. A single course or series of courses must be completed within the 210-hour limitation. Course(s) must be non-credit and must include at least one (1) assessment of measurable outcomes or mastery of learning and knowledge. Certificate must include at least one (1) program learning outcome.
4. Once the Request form is completed, the Leadership Team is notified by the VP.
5. The request is next taken to the Curriculum Committee for review and approval.
6. Once approved, the approval is shared with Leadership, College Council and the Board of Education as information items.
7. The certificate is then entered into WebForms by the Office of Instruction Online Coordinator for CCWD/HECC approval.
8. As a courtesy, the Accreditation Liaison and Schedule & Curriculum Updates group is notified of new, and terminated, non-credit certificates.
9. Non-Credit Certificates are not subject to annual review and are not typically included in the catalog. However, if discontinued, the Office of Instruction must be notified so that a termination letter can be submitted to CCWD/HECC.

New Curriculum Proposal Timelines

Purpose: To develop timelines to meet catalog and implementation deadlines for the following academic year.

Developing new programs is a lengthy process and care should be taken to ensure each program is set up to ensure maximum student success. For this reason, generous timelines are suggested for new program development. Though not all steps are necessary for every program (see AR 409 A and AR 409 B), dates are provided for all steps to be utilized as needed.

1. Advisory meetings and stakeholder interest for new programs and new courses should be gathered in Spring/Fall Advisory Board or Department meetings.
2. Rationale forms/Proposals for new courses and programs should be developed during the summer and early fall term.
3. Curriculum Committee approval, Leadership Team approval, TBCC Board approval, and Letters of Intent (LOI) to the Community College Workforce Department (CCWD), should be secured in fall term.
4. Curriculum should be developed in fall term after the proposals have been approved.
5. In January, Programs and Courses should be approved by Curriculum Committee.
6. In January/February the new curriculum should be entered into the WebForms database by the Office of Instruction Online Coordinator.
7. In March, catalog information should be developed. Other publications, such as program guides should also be developed during Spring term.
8. In April, the annual schedule must be developed and offered.
9. All publications should be finalized by April and not later than May 15th.

Curriculum Reviews

Course outlines must be reviewed and approved, at minimum, every three years by the Curriculum Committee (CC).

1. The list of course outlines needing review, in the next academic year, will be sent by the Office of Instruction office in June along with the CC calendar.
2. Faculty must review the calendar to be sure the date will work and that they will come prepared to present their expiring course outlines and annual CC reviews for each certificate and degree in response to stakeholder feedback and student performance on assessment measures as determined by departments. The CC date is negotiable, but attendance/representation is not.

3. The faculty should review the course outlines, assessment of course learning outcomes and update courses as appropriate. Starting early allows for valuable departmental discussion surrounding assessment and adjustments based upon student performance on outcomes.
4. Courses that are no longer relevant, or needed, should be removed from the catalog/list by notifying the Dean / Vice President and the Curriculum Committee.
5. One month prior to the department CC date, the faculty should discuss proposed changes with the Dean at a 1:1 meeting in preparation for the CC meeting.
6. Edited and/or reviewed course outlines are to be uploaded to the SharePoint meeting drive one week prior to the department's assigned CC date. They will then be available for members to read, review and formulate questions in preparation for the CC meeting.
7. Faculty are expected to present their course outlines at the CC meeting where they will be reviewed and approved, modified, tabled or denied.
8. Once approved the Office of Instruction will move the approved outlines to the APPROVED CCOG/PROGRAM MAP folders where they can no longer be modified (until the next curriculum review).
9. All course changes will be submitted to the College Council and Board of Education for review at the end of the CC season (Spring).
10. The Office of Instruction maintains and tracks all official course outlines in folders that may not be modified (working copies should not be maintained).

Programs and degrees, including Pathways certificates, must be reviewed annually and approved at CC, and then College Council.

1. The CC calendar will be distributed in June. In addition to course outlines, faculty are expected to bring all programs (including pathways certificates, certificates, degrees, and emphasis areas) for annual review.
2. Program learning outcomes must be on these documents and reviewed annually for accuracy and relevancy (as determined by department assessment/improvement process).
3. The faculty should review the Program Maps and Worksheets and be planning needed updates in advance. Starting early allows for valuable departmental discussion surrounding programs and adjustments based upon student performance on program learning outcomes.
4. Programs can only be discontinued via the Institutional Teach-Out Procedure.
5. Faculty are asked to fix and highlight all proposed changes on the Program Maps and Worksheets. Alternatively, track changes can be used if preferred.

6. Program Maps and Worksheets are due back with proposed changes one week prior to the department's assigned CC date. They will then be placed on the SharePoint meeting folder for CC members to read, review and formulate questions in preparation for the CC meeting.
7. Faculty are expected to present their Program Maps and Worksheets at the CC meeting where they will be reviewed and approved.
8. Once approved the Office of Instruction will move the approved outlines to the APPROVED CCOG/PROGRAM MAP/PROGRAM WORKSHEETS folders where they can no longer be modified (until the next curriculum review).
9. All Program Maps and Worksheets will be submitted to the College Council and Board of Education for review at the end of the CC season (Spring).
10. The Office of Instruction maintains and tracks all official Program Maps and Worksheets in folders that may not be modified (working copies should not be maintained).

Learning Outcomes

Course, Program and Institutional Learning Outcomes are the responsibility of faculty and crucial for meeting mission fulfillment and ensuring student learning. Learning Outcomes are developed by the course mapping activities undertaken by faculty (and stakeholders/industry if appropriate), and which occur when the program is developed and when the program undergoes Program Review.

Assessing Learning Outcomes

The purpose of all review and assessment is to improve the learning experiences of students; give faculty an opportunity to carefully study specific discipline or program areas important to student learning; create written records of what is working well, what can be improved and to develop specific plans for making improvements; provide a forum for the faculty's findings to be communicated across campus to various stakeholders for the purpose of making improvements; and, address the findings of accreditation regarding assessing student learning ties to outcomes.

1. Course Learning Outcomes are assessed by all faculty in Canvas every time they teach a course. The results of the CLO RFI's are reviewed annually during fall in-service week. Goals will be set for course improvement each year, with particular focus on the courses that will be reviewed at Curriculum Committee that year. Course learning outcomes are reviewed, at minimum, every three years via the Curriculum Review process and changes must be focused on results from the RFI process, student feedback, and stakeholder/industry input in a continual cycle of course learning improvement.
2. Program Learning Outcomes are assessed by all faculty in the RFI database every time they teach a course. The results of the PLO RFI's are reviewed annually during fall in-service week. Goals will be set for program improvement each year. Program Learning Outcomes are reviewed, annually via the Curriculum Review process and changes must be focused on results

from the RFI results (and advisory board/industry input in CTE programs) in a continual cycle of program learning improvement.

3. Institutional Learning Outcomes are assessed by all faculty in the RFI database every time they teach a course. The results of the ILO RFI's are reviewed annually during fall in-service week. Goals will be set for institutional learning improvement each year at the start of the Curriculum Committee cycle. Institutional learning outcomes are reviewed annually via the Curriculum Review process and changes must be focused on results from the RFI process in a continual cycle of learning improvement. ILO's are closely related to General Education Outcomes and follow the mission fulfillment cycle of the institution.
4. All Programs undergo Program Review (following the Program Review template located in the Curriculum SharePoint) every 5 years. This in-depth look is first presented at Curriculum Committee, then at College Council and then at the Board of Education for feedback and information sharing. During the Program Review process goals are set for the next 5 years and reported annually at the curriculum committee review.
5. All Instructional Service areas undergo Service Area Review following the Service Area Review template located in the Curriculum SharePoint every 5 years. This in-depth look is first presented at Curriculum Committee, then at College Council and then at the Board of Education for feedback and information sharing. During the Service Area Review process goals are set for the next 5 years and reported on annually at the initial curriculum committee meeting.

Teach Outs

A teach-out plan is a written plan that provides for the equitable treatment of students if Tillamook Bay Community College (TBCC) ceases to operate or ceases instruction at one or more locations that provide 100% of at least one degree program or in one or more degree programs before all students have completed their program of study.

1. The need for a teach-out may be suggested/recommended by faculty but will be approved by the administration.
2. The deciding entity is considered the sponsor and is responsible for completing the Teach-out Form for Discontinued Instructional Programs located in the Curriculum SharePoint forms folder.
3. Plans must ensure that TBCC will maintain the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that promised to the students upon enrollment.
4. Teach out plans must also demonstrate the institution's stability and the ability to carry out its mission and meet all obligations to existing students.

5. Plans must ensure that the program is offered to students without additional charge over what had been previously in place. If another entity is involved in the teach-out, TBCC agrees to provide notification to students of any additional charges.
6. TBCC endeavors to complete all teach-out plans for students. Only in the direst of circumstances would the assistance of another recognized, accredited, college be contacted to provide assistance.
7. The Teach-out Form for Discontinued Instructional Programs will be taken to the TBCC Leadership Team for approval.
8. Once approved by the Leadership Team, the Teach-out plan must be approved by College Council and the Board of Education.
9. Once approved by the College Council and Board, the Teach-out plan must be approved by the Community College and Workforce Development (CCWD) division of the Higher Education Coordinating Commission (HECC) via WebForms submission. The CCWD will respond to the request with a letter of response to the President.
10. Following CCWD approval, this letter will be provided to the Financial Aid and Veteran's Coordinator, and the Accreditation Liaison Officer (ALO) who will notify the NWCCU accreditation body and other stakeholders of the substantive change.

There are two criteria for determining eligibility of students for teach out in discontinued programs. Students must be both declared majors and making significant progress in the program each term of the current year, so that there is a reasonable expectation that all requirements can be completed within a specified timeframe.

1. The Office of Instruction coordinates the teach-out plan with the Office of Student Services.
2. The Registrar will be asked to provide the Office of Instruction with two lists of declared majors in the discontinued program. 1) Those who have attended one term or more in the current academic year and have not yet graduated in the program; and 2) Those who have not attended this year and have not graduated in the program.
3. The transcripts of all students in 2.2, above, will be reviewed by the Registrar to determine courses still needed and these will be sent to the CAO who will schedule out the remaining classes. Based on departmental recommendation, students can be added to the cadre on a case-by-case basis and as circumstances warrant.
4. Students will be notified of their eligibility for teach-out via email from the Registrar and/or the Office of Student Services. If they are not accepted into the teach-out, the email will direct students to contact their advisor to determine other options. If accepted, the email contains an individualized plan for each student outlining courses needed for graduation, how the courses will be scheduled, and the timeline for completing all requirements.

5. Students in the cadre will be asked to commit, in writing, to the teach-out plan. This “contract” should then be sent to the Office of Student Services so it can be scanned into students’ advising files.

Advisors may find it necessary to approve subsequent changes to individualized plans if beneficial to students. Any such changes must be documented in the Student Management/Advising program as they are made so student progress can be monitored. If a student deviates from the plan, the teach-out agreement is null and void.

Appendix D: Writing and Assessing Outcomes

Creating and Revising Course Outlines

Scoring Guide for Assessing the Quality of Intended Outcome Statements

Use this rating to assess your Intended Outcome Statements
 Rating Scale: 1—Absent 2—Minimally Met 3—Adequately Met 4—Exceptionally Met

<i>Characteristics of Good Learning Outcome Statements:</i>					<i>Suggestions/Improvements</i>
1. Action	1	2	3	4	
All of the statements are written in active voice, and the action words have been carefully chosen to describe the intention.					
2. Context	1	2	3	4	
All of the statements describe what you envision learners doing “after” and “outside” the program or training – <i>because</i> of this learning experience.					
3. Scope	1	2	3	4	
Given the time and resources available, the outcome statements represent reasonable expectations for students.					
4. Complexity	1	2	3	4	
The statements, as a whole, have sufficient substance to drive decisions about what students need to learn in this experience.					
5. Brevity and Clarity	1	2	3	4	
The language is concise and clear, easily understood by students and stakeholders					

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Appendix E: CLASSROOM ASSESSMENTS

PLAN AND PRODUCE A PRODUCT

- Position paper
- Proposal
- Map
- Plan
- Article
- Piece of art
- White paper
- Essay
- Story
- Flow chart
- Journal entry
- News copy
- Program
- Game
- Display
- Model
- Graphic
- Mind map
- Summary
- Column
- Annotated bibliography
- Letter to editor
- Assessment
- Documentary (video)
- Diagram
- Script
- Prototype
- Evaluation
- Photograph
- Documentary (film)

PERFORM

- Skill/Skill Set
- Interaction

TAKE A TEST

- Multiple choice
- True/false
- Short Answer
- Fill-in
- Essay

PROBLEM SOLVE

- Identify a problem
- State a problem
- Formulate questions
- Ask questions
- Recommend solutions
- Defend recommendations
- Document process
- Critique process
- Assess

COMPILE

- Portfolio
- E-file
- Skill sets

PARTICIPATE

- Internship
- Practicum
- Lab Experiment
- Community service task
- Project
- Teamwork

PRESENT

- Speech
- Video
- Animation
- Drama
- Story
- Film
- Reading
- Multi-media
- Poster
- Debate
- Song
- Podcast

TEACH OTHERS

- Tutor
- Train
- Demonstrate
- Assess/critique
- Give feedback
- Guide practice
- Mentor
- Facilitate

Adapted from Stiehl, R. and L. Lewchuck, *The Assessment Primer: Creating a Flow of Learning Evidence*, The Learning Organization, 2008, p. 30.

Appendix G: Institutional Learning Outcome Rubric

<i>ILO</i>	<i>Proficient (4)</i>	<i>Competent (3)</i>	<i>Developing (2)</i>	<i>Emerging (1)</i>
<p>1. LIFELONG LEARNING AND PROFESSIONAL COMPETENCE. <i>Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide independent, development, and adapt to new situations.</i></p>	<p>Independently and effectively explores topics, pursues knowledge and experiences. Accesses, applies, and transfers prior learning to new situations. Creates professional learning opportunities and applies ethical concepts and defends objections.</p>	<p>Explores topics, pursues knowledge; and makes references to prior knowledge with some application. Reviews prior learning and assesses areas for personal growth. Creates planning process for professional learning. Does not always consider and defend, when applying ethical perspectives.</p>	<p>Explores topics and pursues knowledge with assistance; rarely accesses or reviews prior knowledge; needs assistance in assessing growth, strengths, and learning goals. Rarely applies ethical concepts and can state objections to the concept, but does not apply them to own learning and viewpoints..</p>	<p>Aware of topics and expanding knowledge; does not assess strengths or identify areas for developing profession entry. Does not apply ethical concepts independently and cannot state objections.</p>
<p>COMMUNICATION SKILLS <i>Students will effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas.</i></p>	<p>Written: Demonstrates understanding of context, audience, and purpose focusing on all elements. Uses content showing writer’s understanding. Uses high-quality sources to develop ideas. Language choices communicate meaning with clarity, fluency, and work is error-free. Uses conventions particular to discipline or task.</p> <p>Oral: Organization brings cohesiveness and language enhances effectiveness. Delivery is compelling, and materials significantly support the presentation making the speaker credible. Message is stated/reinforced.</p>	<p>Written: Considers <i>context</i>, audience, and <i>purpose</i> and has a clear focus. Uses relevant content to explore ideas within context Language is straightforward, conveys meaning, and has few errors. Uses conventions specific to a discipline.</p> <p>Oral: Organization is clear, and language supports effectiveness. Delivery techniques make it interesting and materials make references that support the presentation making the speaker credible. The speaker seems comfortable.</p>	<p>Written: Shows awareness of context, audience, and purpose and to assigned task. Aware of appropriate and relevant content to develop and explore ideas. Language choices convey meaning with some errors. Attempts to use sources to support ideas that partially support the presentation. Aware of conventions appropriate to a discipline.</p> <p>Oral: Organizational pattern is sometimes observable and language choices partially support the presentation. Delivery makes it understandable, but the speaker seems uncertain. Materials partially support the presentation and speaker’s credibility. The central message is understandable.</p>	<p>Written: Pays minimal attention to context, audience, and purpose. Is aware of content to develop/explore ideas Attempts to use basic organization. Attempts to use sources to support ideas. Language choices are unclear and may impede meaning due to errors.</p> <p>Oral: Organizational pattern is rarely observable. Language choices are unclear and rarely support the presentation. Delivery techniques detract from understandability and the speaker seems uncomfortable. Supporting materials are insufficient.</p>

<p>PROBLEM SOLVING SKILLS (CRITICAL THINKING, QUANTITATIVE REASONING, CREATIVE THINKING) <i>Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgement based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study.</i></p>	<p><i>Critical:</i> Interprets, applies, and evaluates information and complexities of positions while developing complete analysis or synthesis. Conclusions made through evaluation of evidence. <i>Quantitative:</i> Explains/ converts, expands upon information. Uses various forms, i.e., words, graphs. Performs calculations, analyzes data, justifies assumptions, and supports arguments. <i>Creative:</i> <i>Reflect:</i> Evaluates creative process and takes risks. Articulates reason for solution. Integrates contradictory ideas, extends ideas to create new knowledge. Transforms ideas into new forms.</p>	<p><i>Critical:</i> Describes and interprets issues. Interprets/evaluates information to develop analysis or synthesis. Logical conclusions based on evidence. <i>Quantitative:</i> Recognizes/interprets information. Converts into various forms. Attempts calculations. Evaluates but fails to draw all conclusions. States assumptions and presents some support for arguments. <i>Creative:</i> <i>Create:</i> Creates new solutions or ideas. Uses new approaches and develops a logical plan. Uses perspectives in exploratory way, creates a unique idea or product. Synthesizes ideas coherently.</p>	<p><i>Critical:</i> States but <i>does not</i> describe issues. Interprets and evaluates information but cannot do analysis or synthesis. Acknowledges different sides of an issue. Logical conclusions are based on assumptions. <i>Quantitative:</i> Recognizes information and relationships between different forms. Fails to indicate or attempt calculations. Attempts analysis to draw conclusions. Attempts to state assumptions and does not present information in a form that supports arguments. <i>Creative:</i> <i>Adapt:</i> Adapts exemplar to own specifications. Stays within assignment guidelines. Rejects acceptable problem-solving approaches. Includes alternate ideas minimally. Tries unique idea/product and starts to connect ideas in new ways.</p>	<p><i>Critical:</i> States but does not describe issues. Takes information from sources with no evaluation. Aware of assumptions. Conclusions not logical; not based on evidence. <i>Quantitative:</i> Does not recognize all information. Aware of forms for data conversion. Does not attempt calculations. Aware of ways to analyze and assumptions. Attempts presentation. <i>Creative:</i> <i>Model:</i> Reproduces exemplar and stays within assignment guidelines. Uses one approach to the problem. Acknowledges alternative ideas and reformulates available ones. Recognizes connections among ideas.</p>
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