

Assessment



August 23, 2018

Minnesota State
Community and Technical College

Assessment of Student Learning

What is it?

- From Breschiani, M. J. (2006). Outcomes Based Academic and Co-Curricular Program Review (All statements quoted from p. 14).
 - A **systematic process** in which program faculty and/or professionals articulate the intended results of the cumulative contribution of their program
 - Articulate what the **program intends to accomplish**.
 - The faculty and/or professionals then purposefully **plan the program** so that the intended results can be achieved; implement methods to systematically-over time-**identify whether the end results have been achieved**; and, finally, **use the results to plan improvements**.
 - Process of **evaluation is then repeated** at a later date to **determine whether the program improvements contribute to the intended outcomes**

Assessment of Student Learning

Why?

- To be the best community and technical college in the region, state, and nation
 - Improve Student Learning
 - Are students learning what we think we are teaching?
 - How do we improve student's knowledge, skills, and abilities in an increasingly complex educational and work environment?
 - Are changes made in the classroom effective?
- Compliance
 - Accountability & Quality Assurance
 - Bureaucratic
 - May feel disconnected from students
 - Students are becoming more engaged and involved in compliance issues

Assessment of Student Learning

Higher Learning Commission (HLC)

- Criterion for Accreditation 4.B.
 1. The institution demonstrates a commitment...ongoing assessment of student learning.
 2. The institution has...effective processes for assessment of student learning
 3. The institution assesses achievement of the learning outcomes that it claims...
 4. The institution uses the information gained from assessment to improve student learning.
 5. The institution's processes and methodologies to assess student learning reflect good practice...

Assessment of Student Learning

Where we have been & what we have learned

- Core Ability Data Collection (FY16-18)
 - Value rubrics provide a comparison across institutions through the Multi-State Collaborative Project
 - Our HLC reviewers cared more about the ratings in general education
 - We did not address inter-rater reliability
 - Difficult to implement changes at the course level to improve student learning
- Annual Course and/or Program Assessments (FY?-FY18)
 - Applicable at the course and program levels
 - High degree of variability (problematic – mentioned by HLC reviewers)

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Where are we going?

- Long term: An aligned and systematic program review process that incorporates student learning outcome assessment.
- Program outcome assessment report for HLC: June 2020
- What we are not going to do:
 - Core ability assessment
 - Annual course/program assessment

Assessment of Student Learning

Definitions

- **Direct Assessment:** Assessing student performance by examining samples of student work.
- **Indirect Assessment:** Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.
- **Inter-rater Reliability:** Consistency in judgment between two or more raters. (rating does not equal grading)
- **Assessment Tool:** Instrument used to collect data
(ex. Capstone course, common rubric such as AAC&U Value rubric, pre-and post-tests, embedded questions. Also national tests, certifications, and licensures if the results are available and can be mapped to the outcomes).

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HLC Report

- Program outcome assessment report must include:
 - Defined outcomes
 - Assessment process and plans
 - Student learning outcome data
 - Action plans to address student learning
 - Evaluation of action plans (2nd round of data collection)
- Standard Assessment Practices
 - Informed by student preparedness
 - Both direct & indirect assessment
 - Comparisons with national and/or state benchmarks
 - Address student learning across faculty and modalities
 - Incorporates inter-rater reliability (if applicable to assessment tool)
 - Reports analyzed across the institution

Assessment of Student Learning

Timeline

- 2018-2019 academic year:
 - Develop action plans (by end of spring 2019 term)
 - Collect student learning outcome data
 - Create assessment plan (fall 2018)
 - Define outcomes
- 2019-2020 academic year
 - Evaluate effectiveness of action plans (by end of spring 2020 term)
 - Collect 2nd round of data
 - Implement action plans
- June 2020: Report Due

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Indirect Measures

- **Retention rate** (criterion for accreditation 4.C.1.)
- **Graduation rate** (criterion for accreditation 4.C.1.)
- Related employment rate
- Transfer / continuing education rate
- Specific items on course evaluations
- Student self evaluations
- Surveys, questionnaires, focus groups (graduate satisfaction, employer satisfaction)
- Enrollment numbers
- Credentialing exam pass rate
- Course grades

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Disciplines / Programs where students earn a credential

1. Complete an assessment plan for every program (Due December 1)
 - a) For the assessment plan:
 - i. List outcomes
 - ii. For each outcome, list course and assessment tool
 - iii. Determine a standard of success
 - iv. List term of assessment
2. Spring Term
 - a) Collect data (due May 1, 2019)
 - b) Develop action plan for 2019-2020 (due May 1, 2019).

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Disciplines based on MnTC Goal Areas

1. Outcome Statements: MnTC Goal Areas
 - a) Mapping completed in CDM
 - b) MnTC Goal Areas
2. Complete an assessment plan, detailing courses assessed and tools used (due December 1)
 - a) Courses with more than 90 enrollments over last 3 years (handout)
 - b) For the assessment plan:
 - i. List outcomes
 - ii. For each outcome, list course and assessment tool
 - iii. Determine a standard of success
3. Spring Term
 - a) Collect data (due May 1, 2019)
 - b) Develop action plan for 2019-2020 (due May 1, 2019).

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Other Disciplines

Including: ELL/EAP, Dev Ed English and Math, FYE, PE, PDEV

1. (**Optional**) Develop statement of purpose
2. Develop outcome statements
3. Complete an assessment plan, detailing courses assessed and tools used (due December 1)

For the assessment plan:

- i. List outcomes
 - ii. For each outcome, list course and assessment tool
 - iii. Determine a standard of success
4. Spring Term
 - a) Collect data (due May 1, 2019)
 - b) Develop action plan for 2019-2020 (due May 1, 2019).

Assessment of Student Learning

Next Steps

- Assessment forms
 - Assessment Plan
- Resources
 - MnTC Goal Area descriptions
 - Course enrollment
- Program / Dean Break-Out
 - Matt Borcharding: Oscar Bergos Center
 - Holly Doyle: B123
 - Steve Erickson: B126
 - Jennifer Jacobson: B140
 - Carrie Ward: C118