Creating Sustainable Assessment for Student Learning: Solid Foundations, Resources, and Effective Processes

Justin Jutting
Learning Outcomes

- Outline assessment foundations established by Western Dakota Tech
- Define processes that have led to success in assessment of student learning at Western Dakota Tech
- Align assessment processes to regional accreditation criterion
About WDT....

• Located in Rapid City, SD
• Associates of Applied Science Technical College
• 41 Programs (AAS, Diploma, Certificate)
  • 47 Full-time Faculty
  • 45-50 Part-time Faculty
  • 831FTE
  • 1247 head count
• Face to Face, Online, and Hybrid course structures
  • Dual Enrollment
Content Experts V. Curriculum Experts

- Bloom’s Taxonomy
- Lesson Plan (Performance Based)
- Rubric
- Backwards Design
- Learning Domains
- Student Centered Learning V. Teacher Centered Learning
- Accreditation
Foundations of Assessment
Foundations of Assessment

Resources + Processes = Assessment Foundations
Foundations of Assessment

Resources

• Assessment Coordinators
• Standardized Professional Development
• Strategic Planning Online
• Assessment Committee
• Assessment Academy
• Training Materials
• Academic Support Newsletter
Foundations of Assessment

Processes

• Assessment Reports
• Writing Student Learning Outcomes Process
• Analysis Process/ Follow-up Process
• Assessment Rotation
• Follow-up Process
• Assessment Follow-up Meetings (Semester)
• Assessment Committee Guidebook
Processes That Have Led to Success
Annual Assessment Report Process

Purpose

The annual assessment report is a narrative report of the program and student learning outcomes, program and course, that demonstrates the effectiveness of each program in reaching their outcomes. The report also provides an analysis and follow-up of the results to utilize in making decisions for improving student learning in the program and courses.

Frequency

The frequency of the comprehensive report should be completed by the first Friday in February, but it is important to track the outcomes on a semester to semester basis as it is a big project to complete. The annual assessment report is evaluated on an calendar year. The comprehensive report should contain data, analysis, and a follow-up to the results.

Program and student learning outcomes assessment, analysis, and follow-up will be conducted twice a year, once in the spring and finished during the following fall semester. Once the final report is completed

Location
Program meeting to complete an Annual Assessment Rotation Planning document, which establishes learning targets to measure SLO, PLO, and Core Ability effectiveness at the beginning of the semester (Fall)

Assessment Coordinators review prior semester assessments, annual assessment report, and review plans for the upcoming semester with program faculty (Meetings Begin the 2nd week of the semester through the 4th week of the semester)

Is the plan moving forward effectively?

Program faculty revise plan and reschedule assessment planning meeting with assessment coordinators

Program Faculty Document Assessment Results in SPOL

Program Faculty Conduct Assessments

Program meeting to review the Annual Assessment Rotation Planning document, which establishes learning targets to measure SLO, PLO, and Core Ability effectiveness at the beginning of the semester (Spring)

Is the plan moving forward effectively?

Program Faculty meet to write annual assessment report for the prior academic year assessment (Due during May faculty inservice)

Program faculty meet as a group to analyze assessment results, determine follow-up actions needed, and document in SPOL. (End of each semester)

Progressing towards Spring semester

Progressing towards Summer semester (End of Academic Year)
<table>
<thead>
<tr>
<th>Core Ability (Institutional Outcomes)</th>
<th>New Program</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO Document</td>
<td>PLO to Core Ability</td>
<td>Master Syllabi SLO Statement</td>
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<td>X</td>
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**Course Change**

<table>
<thead>
<tr>
<th>Add Course</th>
<th>Remove Course</th>
<th>Modify Course</th>
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<tbody>
<tr>
<td>X</td>
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</table>

If course change effects other programs, it will require all effected areas to be completed by all programs effected.

**PLO Change**

| X | X | X | X | X | X | X | X | X | X |

**SLO Change**

| X | X | X |

**Master Syllabi**

| X | X | X | X |

**Assessment**

| X | X | X |

**Course Map**

| X | X | X | X | X |

**Competencies**

| X | X | X | X | X | X | X | X | X | X | X |

If the changes require a new course number, treat like a new course.
Processes That Support Accreditation Requirements
HLC Assessment Criteria

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
Core Ability Report Process

• Provides data on institutions Core Abilities
• Data is derived from PLO link
• Conducted annually
• Reviewed by Assessment Committee and President
Western Dakota Tech Annual Core Ability Report Process

1. Calculate the Results of Fall PLO (Occurs in the Spring after Program Meetings, 5th week of the semester)

2. Data is shared with the Assessment Committee during the Fall Semester (Information shared between the 6th and 8th week of the semester)

3. Assessment Committee provide the “wisdom” of why the data results are what they are. (6th to 9th week of the Semester)

4. Data is shared with the Assessment Committee during the Fall Semester (Information shared between the 6th and 8th week of the semester)

5. Calculate the Results of Spring PLO (Occurs in the Fall after Program Meetings, 5th week of the semester, or may be done during Summer)

6. Assessment Coordinators with the assistance of the Assessment Committee and others on impacted parties on Campus write the Annual Core Ability Report (Written between the 10th-12 week of the semester)

7. Share the Report with Campus (End of Fall Semester)

8. Meet with Dr. Bolman to Identify the Core Ability that needs focused on (10th week of the Semester)
Annual Assessment Report

• Programs are required to report out on assessment at the program and course level
• Conducted annually, due in May during faculty development days
• Reviewed by Assessment Coordinators and industry members during program review
Writing Learning Outcomes

- Competency
  - Derived from a National Program Standard
  - Utilize Bloom’s Taxonomy
  - Advisory board review and approval

- Course (SLO)
  - Advisory Board review and approval
  - Determine acceptable amount of learning outcomes per course
  - Curriculum Committee approval to change
  - On Master Syllabi

- Program (PLO)
Writing Learning Outcomes

- Program (PLO)
  - Advisory Board review and approval
  - Curriculum Committee approval to change
Analysis and Follow-Up Process

- Standardized Questions to answer
- Conducted after every assessment
- Focused at the level of learning outcome
Analysis
What was the activity that was assessed (Learning Target)
How was the learning target assessed
What were the results (Measurement)
What does the assessment data mean

Follow-up
What needs to happen as a result of the assessment analysis
What are the plans to improve student learning based on your analysis during the next assessment cycle
Closing the Loop
Western Dakota Tech
Assessment

Program Learning Outcomes
"What the Program states its graduates can do"

Mapped Courses
"What the Program can do to accomplish the learning outcomes"

Learning Target
"What is an adequate measure to determine efficiency, effectiveness, and accountability"

Measurement
"What were the results of the assessment activity"

Curriculum Change
Example: Mapping, Coursework, or Courses

PLO Review/Change

Follow Up
"What needs to be improved"
"What can be improved"

Activity/Goal Change

Analysis
"What did you learn from the activity"
Assessment Rotation

• Developed to make assessment workload manageable
• Two PLOs are focused on:
  • Institution-wide Core Ability
  • Program choice
• Reviewed each semester at the beginning of the semester
<table>
<thead>
<tr>
<th>Core Ability</th>
<th>PLO</th>
<th>Semester</th>
<th>Mapped Course</th>
<th>Developmental Level</th>
<th>Learning Target</th>
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Assessment Follow-Up Meetings

• Occur between week 2 and 4 of each semester

• Review:
  • Assessment Rotation Plan
  • Prior Semester assessment results, analysis, and follow-up
  • Syllabi
Assessment Committee Guidebook

- Outlines members of the committee
- Member responsibility
- Frequency of meetings
What we learned that was not needed!

• Changing the name of the Assessment Committee doesn’t lead to a culture of assessment or assessment buy-in
• Focus on buy-in at the faculty level
• Not all faculty appreciate being celebrated
Questions?

Justin Jutting
Justin.Jutting@WDT.edu
605-718-4703