# Implementing and Assessing
# High Impact Educational Practices in
# Student Services

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*February 18, 2019 / Orlando, FL*

**Rampart Range**
Emphasis on Health Sciences

**PIKES PEAK COMMUNITY COLLEGE**

**Downtown Studio**
Emphasis Creative Art

+ Additional locations
(including high schools + two military sites)

+ Online campus

**Centennial (main)**
Emphasis on Career and Technical Degrees

- Established in 1968 and accredited by the Higher Learning Commission since 1975
- 19,000 students annually  (25% military/veteran/dependents)
- 150+ certificates and associate degrees + two bachelor's degrees

# HIGH IMPACT EDUCATIONAL PRACTICES

**HIPs at PPCC**
- Became a college-wide focus area in 2017
- "HIPs" department established to coordinate the implementation and evaluation of HIPs in instructional services

**Educational research suggests**
- Beneficial for college students from many backgrounds
- Increase student retention and engagement
- Contribute to students' cumulative learning

*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, by George D. Kuh (AAC&U, 2008)*

# HIGH IMPACT EDUCATIONAL PRACTICES (HIPs)

- First-Year Seminars / Experiences

- Common Intellectual Experiences

- Learning Communities

- Writing-Intensive Courses

- Collaborative Assignments and Projects

- Undergraduate Research

- Diversity/Global Learning

- ePortfolios

- Service Learning, Community-Based Learning

- Internships

- Capstone Courses and Projects

# HIPs in STUDENT SERVICES

- **First-Year Seminars / Experiences**

- Common Intellectual Experiences

- **Learning Communities**

- **Writing-Intensive Courses**

- **Collaborative Assignments and Projects**

- Undergraduate Research

- **Diversity/Global Learning**

- ePortfolios

- Service Learning, Community-Based Learning

- **Internships / Campus Employment**

- Capstone Courses and Projects

# OUTCOMES-BASED ASSESSMENT IN STUDENT SERVICES

Accreditation requirement since 2010

**4.B.  The institution engages in ongoing assessment of student learning as part of a commitment to the educational outcomes of its students.**

1.   The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and **co-curricular** programs.

2.   The institution uses the information gained from assessment to improve student learning.

4.   The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members

# OUTCOMES-BASED ASSESSMENT SERVICES

## CONTINUOUS IMPROVEMENT

**5D. The institution works systematically to** improve its performance.

1. The institution develops and documents evidence of performance in its operations.

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability

# OUTCOMES-BASED ASSESSMENT IN STUDENT SERVICES

Fall 2011 – Spring 2015: PPCC participated in the HLC Assessment Academy

**Year 1: Launch**
Create a plan using promising practices for assessment

**Year 2: Pilot**
Implement the plan and navigate challenges

**Year 3: Refine and Evaluate**
Calibrate the project to ensure that it leads to the intended outcomes

**Year 4: Expand and Sustain**
Reflect on project outcomes and create a plan to sustain improvements

Biannual reporting + Mentor feedback

A. What were your goals for the past six months? Did you achieve them? Why or why not?

B. How did you incorporate the feedback that you received on your previous posting?

C. What are your plans and goals for the next six months? What challenges do you anticipate?

# HLC ASSESSMENT ACADEMY

**PPCC's Project**

Implementing outcomes-based assessment programs within all Student Services departments.

- Phase 1: Initially, departments will create mission statements and develop student learning outcomes pertinent to their areas.

- Phase 2: Departments will gradually develop and implement assessment plans, with at least two departments modifying programs based on the data collected.

**Results**

- All 13 departments completed Phase 1
- Eight departments closed the loop

# HLC ASSESSMENT ACADEMY

*HLC Mentor Feedback*

*"A number of departments were exemplary in their use of data to improve their services."*

*"You have succeeded in your efforts to make assessment a real force for improvement in student services."*

*"Thank you for doing such a good job in an area that few consider to have much to do with learning. You've proven them VERY wrong."*

*"Figure out ways to help departments stretch for the higher fruit. Some are already doing a good job, but others are still fairly basic in their approach."*

# HOW DOES STUDENT LEARNING ASSESSEMENT RELATE TO STUDENT SERVICES?

**1.** Student learning takes place outside of the classroom
- Literature: Learning Reconsidered
- Assessment and Student Affairs experts

**2.** Wherever student learning is supposed to happen, there should be
- Clearly stated learning goals
- Assessment activities designed to gauge how well students are achieving those goals
- Documented evidence of student learning

**3**. Compliance
- HLC requirements
- CAS standards

**General Standards**

12 essential components
and characteristics of quality
programs and services

1. Mission
2. Program
3. Organization and Leadership
4. Human Resources
5. Ethics
6. Law, Policy, and Governance
7. Diversity, Equity, and Access
8. Internal and External Relations
9. Financial Resources
10. Technology
11. Facilities and Equipment
**12. Assessment**

**Student learning and development outcomes**

1. Knowledge acquisition, construction, integration and application
2. Cognitive complexity
3. Intrapersonal development
4. Interpersonal competence
5. Humanitarianism and civic engagement
6. Practical competence

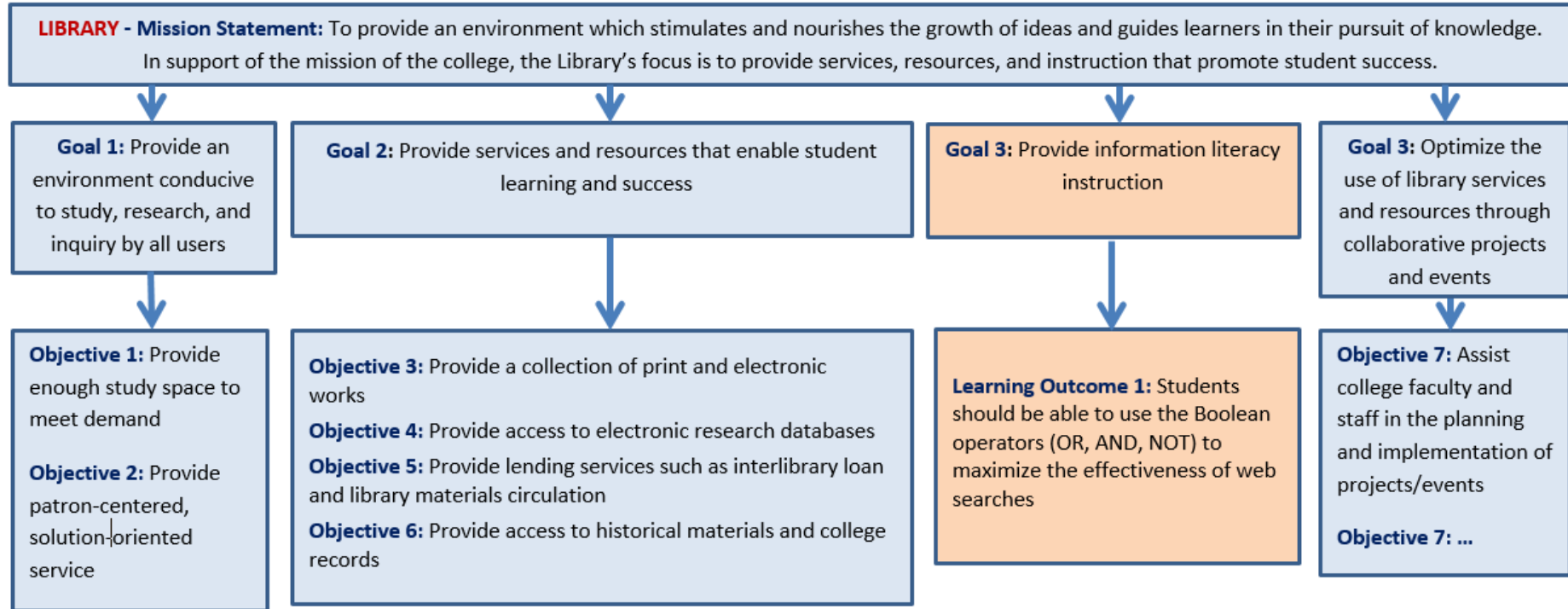To comply with CAS standards, programs and services must
- Identify relevant and desirable learning from these domains
- Assess learning
- Use assessment results to improve programs and services

# WHAT IS THE DIFFERENCE BETWEEN ASSESSEMENT AND PROGRAM EVALUATION?

Moving from
"**Either/Or**"
to
"**Both/And**"
thinking

# STUDENT LEARNING ASSESSEMENT AND PROGRAM EVALUATION

**LIBRARY - Mission Statement:** To provide an environment which stimulates and nourishes the growth of ideas and guides learners in their pursuit of knowledge. In support of the mission of the college, the Library's focus is to provide services, resources, and instruction that promote student success.

**Goal 1:** Provide an environment conducive to study, research, and inquiry by all users

**Goal 2:** Provide services and resources that enable student learning and success

**Goal 3:** Provide information literacy instruction

**Goal 3:** Optimize the use of library services and resources through collaborative projects and events

**Objective 1:** Provide enough study space to meet demand

**Objective 2:** Provide patron-centered, solution-oriented service

**Objective 3:** Provide a collection of print and electronic works

**Objective 4:** Provide access to electronic research databases

**Objective 5:** Provide lending services such as interlibrary loan and library materials circulation

**Objective 6:** Provide access to historical materials and college records

**Learning Outcome 1:** Students should be able to use the Boolean operators (OR, AND, NOT) to maximize the effectiveness of web searches

**Objective 7:** Assist college faculty and staff in the planning and implementation of projects/events

**Objective 7:** …

**HOW CAN STUDENT LEARNING ASSESSEMENT HELP THE COLLEGE MEASURE AND IMPROVE ITS OVERALL EFFECTIVENESS?**

*"Since learning is at the heart of most college missions, the assessment of student learning is a major component of the assessment of institutional effectiveness." (Linda Suskie)*
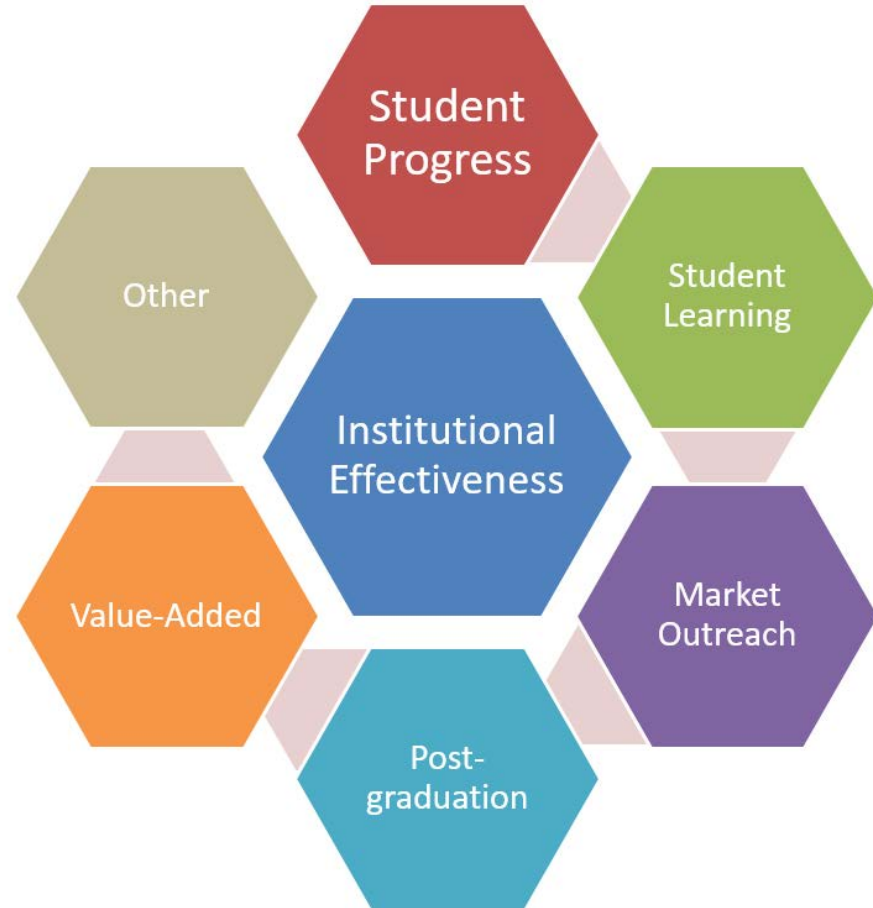
# ALIGNMENT AND CONNECTIONS

Program-specific student learning outcomes

| PPCC's Gen Ed Outcomes |
| --- |
| Written communication |
| Critical thinking |
| Quantitative literacy |
| Information literacy |
| Civic engagement |
| Inquiry and analysis |
| Creative thinking |
| Diversity and global Learning |
| Oral/Presentational communication |

| Essential Employability Qualities |
| --- |
| Communicators |
| Thinkers and Problem Solvers |
| Inquirers |
| Adaptable |
| Collaborators |
| Principled and Ethical |

the **QA** commons

THE QUALITY ASSURANCE COMMONS
for HIGHER and POSTSECONDARY EDUCATION

# ALIGNMENT AND CONNECTIONS

## PPCC's 2017-2022 Strategic Plan

**Goal 2: Assure that students set and achieve their academic and career goals**

Use assessment results to improve teaching, learning, and student support services
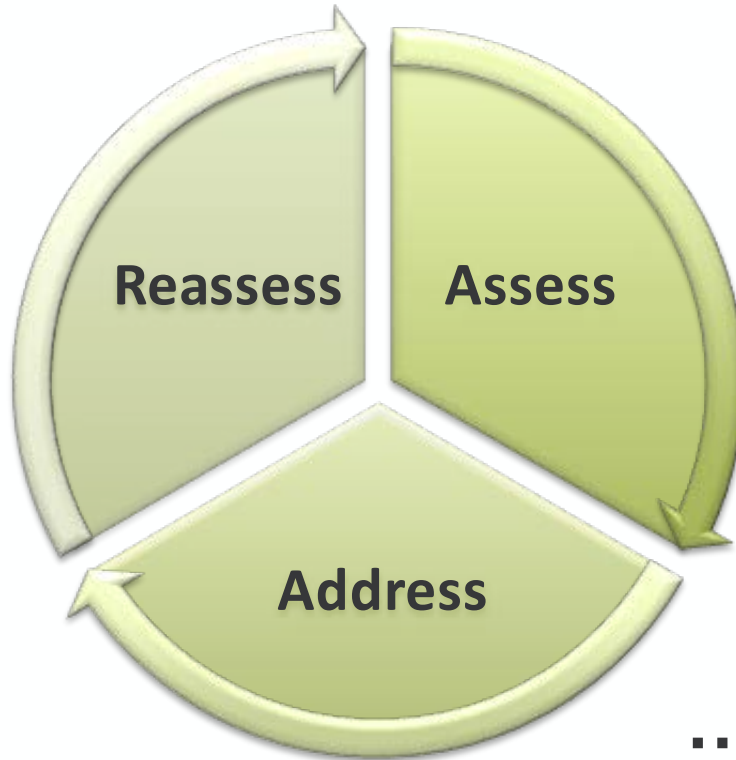
Promote high impact educational practices
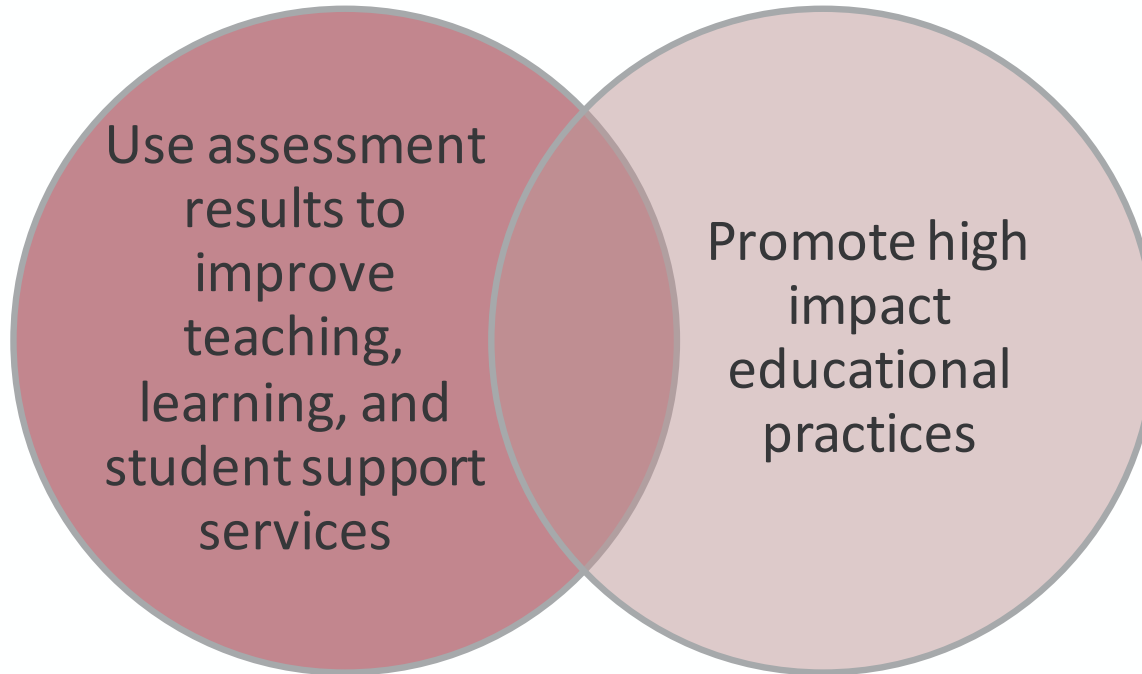
# WHAT ARE THE STEPS?

*"Assessment does not have to be intimidating or overly complicated. Mostly, it's about keeping the goals in mind and gathering information that will give us a reasonable ability to make decisions about whether we met our goals." Sarah Hansen, Director of Assessment, University of Iowa*

start here

Establish learning outcomes

Provide learning opportunities

Ask students to demonstrate or reflect on their learning

Collect and Analyze student responses

Document, share and **USE** assessment results

# CLOSING THE LOOP



Reassess — Assess — Address
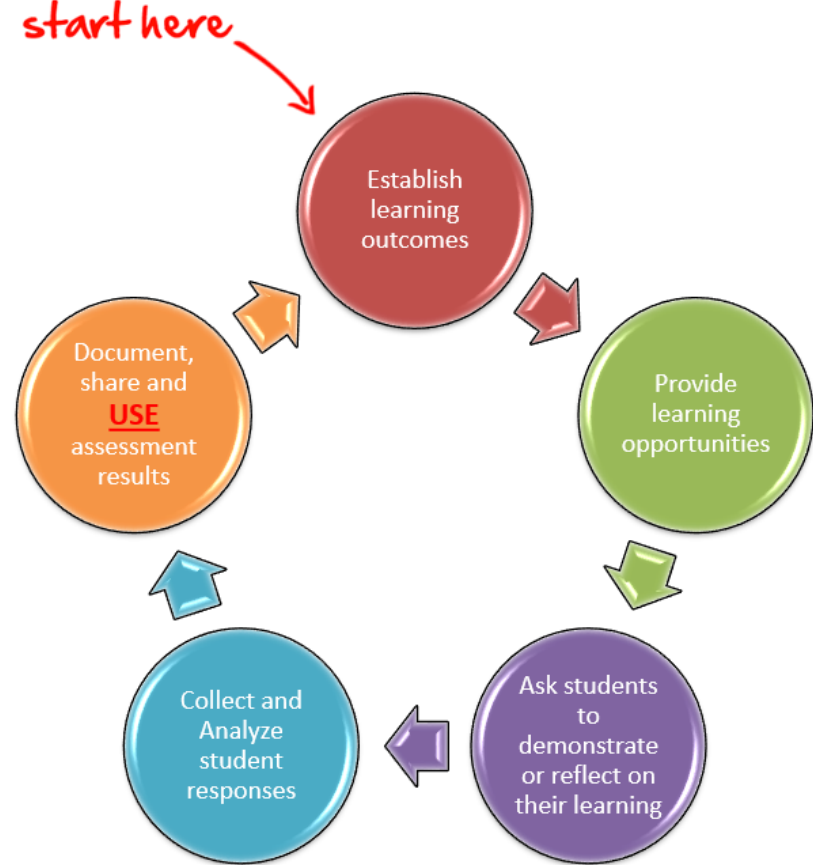
… and opening a new one

# KEY ELEMENTS OF PPCC'S ASSESSMENT MODEL

- **Structure**
  - Committee for Assessment in Student Services, aka CASS
  - Plan and Report templates
  - Meetings: monthly CASS meetings + one-on-one coaching meetings with departments
  - Peer review

- **Professional development**
  - Mentor school: San Juan Community College
  - Conferences, newsletters, articles: NODA, NACADA, NMHEAR, HLC, CORAC, NILOA
  - Experts: Marilee Bresciani, George Schuh, Linda Suskie, Kay McClenney

- **Workshops**
  - Annual all-day event (institutional updates + short presentations + 2-hour "get the work done" session + "Q&A with your coach" session)
  - Training sessions for new hires

- **Communication**: CASS email, D2L shells, webpage

# D2L shell

- Departments submit documents (assignment drop box)
- Repository of final documents (content)

**Download**   **Email**   **Mark as Read**   **Mark as Unread**

| | |
|---|---|
| ☐ | Last Name ▲ , First Name |
| ☐ | **Bicknell, Gail** |
| | ⚑ 📧 201720 Assessment Report Final Draft.docx (58.86 KB) |
| | ⚑ 📧 201730 Assessment Report Final Draft.docx (159.83 KB) |
| ☐ | **Cabello, Andrea** |
| | ⚑ 📧 Assessment Plan - WS - AY1819.docx (52.18 KB) |
| | ⚑ 📧 Assessment Plan - FA Eligibility.docx (29.96 KB) |

Accessibility Fall 2015 ⌄
📄 Word Document

Accessibility Spring 2016 ⌄
📄 PDF document

Accessibility Fall 2016 ⌄
📄 PDF document

Accessibility Spring 2017 ⌄
📄 PDF document

Add a sub-module…

Questions?

# Implementing and Assessing
# High Impact Educational Practices
# in Student Services

# EXAMPLES

# First Year Seminars / Experiences

# Student Success Seminar (Retention Services)

**Learning Activities**: Four-hour seminar embedded in PPCC's first-year student success course (assignment)

**Examples of outcomes**: Students should be able to 1) identify 1 of 3 offices where they can receive tutoring 2) articulate at least 1 reason why meeting with an academic advisor can contribute to their success

**Assessment Strategy**: Pre and Post Surveys

**Results:** Some deficiencies

**Use of Results**: Quadrupled the number of times tutoring and advising are discussed

**Impact:** 90-95% of students can now identify tutoring services and articulate how seeking out advising contributes to their success

## Summer Bridge Program (TRiO SSS)

**Learning Activities**: A month-long program designed to help students build math skills and confidence (coaching + tutoring + experiential learning opportunities)

**Outcomes**: Students should express higher level of confidence in their math skills

**Assessment Strategy**: Pre and Post Surveys

**Results:** 100% of the students reported lower levels of math anxiety

**Use of Results**: TRiO scaled up the program (increased number of participants + facilitators) and increased funding for math tutoring to assist students throughout the fall semester

**Impact:** All participants passed their fall semester math classes

# New Student Orientation (Military and Veterans Programs)

**Learning Activities**: One-hour orientation session with a focus on financial assistance

**Outcomes**: Students should be able to identify ways to obtain/maintain GI Bill benefits

**Assessment Strategy**: post-training quiz (5 questions)

**Results:** Question regarding funding of online/hybrid/self-paced developmental classes was missed at a significantly greater percentage than the other questions

**Use of Results**: interactive activity + focus on online/hybrid/self-paced developmental classes

**Impact:** higher % of correct answers  +  orientation became mandatory for all entering GI Bill users (number of participants increased from approx. 60 to 600)

# Writing Intensive Courses

## Information Literacy Workshop (Library Services)

**Learning Activities**: one-hour workshops in College Composition I and II

**Outcome:** Students should be able to use Boolean logic to create effective search strategies

**Assessment Strategy**: pre- and post test

*If you want to find articles related to skiing and the use of helmets, which of the following would probably bring back the most accurate results?*
*a) Skiing OR helmets*
*b) Skiing AND helmets*
*c) Skiing NOT helmets*

**Results**: large number of students were not comprehending the Boolean concept of "OR"

**Use of Results**: change to instruction with a focus on demonstration (vs. lecture)

**Impact:** increase in the "OR" scores (same level as "and" and "not")

## Tutoring Services - Writing Fellows

**Learning Activities**: Writing fellows provide peer review services to HIS101 students

**Outcome:** Students should be able to evaluate how much the program has helped them improve their writing skills.

**Assessment Strategy**: Survey

**Results**:
- Skills improvement: Writing-process in general, particularly outlining and drafting
- Satisfaction:  participants are more likely to use Tutoring Services
- Areas for improvements: scheduling, better communication faculty/fellow, mandatory participation

**Use of Results**:
- adjustments made
- program expanded to other writing-intensive courses + STEM Fellow

# Diversity and Global Learning

## Annual Multicultural Awareness Conference (Student Life)

**Learning Activities**: Student presentations on specific topics with a focus on cross-cultural similarities and differences

**Outcomes**: Students should be able to provide examples of cross-cultural differences/similarities

**Assessment Strategy**: Feedback form

**Results:** 90+% of the participants are able to provide examples of cross-cultural differences/similarities

**Use of Results**: Provide evidence of effectiveness

**Impact:** Expanded opportunities for students and staff to participate in culturally enriching activities (Global Village roundtables, speakers, Study Abroad program)

# Collaborative Assignments and Projects

**Learning Activities**: Group Communication students participated in a Permaculture Garden project (field trip, research, interviews)

**Outcomes:** Students should be able to 1) create practical guidelines for effective small group discussion, 2) describe how the Permaculture Garden project contributed to their learning

**Assessment Strategy:**
　　1) 5-minute video + flyer
　　2) reflective essay + oral presentation

**Results:** All students met or exceeded expectations + many comments on the benefits of experiential learning

**Use of Results**: New partnerships between Sustainability Office and faculty (e.g. strategies for increasing public transit ridership)

# Learning Communities

**Learning Activities**:

- Attend leadership development seminars (weekly in 1st year, monthly in 2nd year)
- Attend at least two campus events per month
- Enroll in PPCC's Student Success seminar
- Meet with the program Director once a month
- Hold a position of leadership in a PPCC program/club/organization in their second year.

**Example of outcome:** Upon completion of semester four, students should be able to articulate how the LS program has impacted their personal growth and development.

**Assessment Strategy:** Students assemble a portfolio and complete a reflection essay on their leadership journey

**Results:** will be collected in Spring 2019 from the 1st LSP cohort

**Use of Results**: Make adjustments to the curriculum

# Internship / Campus Employment

**Learning Activities**: Supervised practical experience for Early Childhood Education students (online training)

**Outcomes**: Student staff should be able to 1) perform all steps in the diaper changing procedure and 2) carry out all steps in hand washing procedures.

**Assessment Strategy**:  quiz + demonstration of skills/checklist

**Results:** Deficiencies

**Use of Results:** Add face-to-face training, discussion, instructor demonstration, and opportunities to practice

**Impact:** "The Student Staff are better trained than with any other method we have ever used," CDC Director.

**Learning Activities**:  Student staff training day

**Outcomes**: Students should be able to 1) refer students to appropriate resources and services 2) exhibit professional behaviors when interacting with visitors

**Assessment Strategy**:  Post training test and supervisory observations focusing on communication skills (verbal, paraverbal, and nonverbal)

**Results:**  88% of the students were able to make proper referrals to campus resources and exhibit professional behavior with visitors.

**Use of Results**:  As students scored lowest in paraverbal communication skills, the training program was revised to emphasize this area

**Impact:**  Improvements on the "paraverbal communication" dimension, focus on Customer Service skills

**Learning Activities**: Mandatory training for all tutors and supplemental instruction leaders

**Outcomes**: Tutors/SI leaders should be able to apply strategies and techniques learned during the training

**Assessment Strategy**: Direct observation + rubric (e.g. communication skills; active listening skills; use of motivational, inspiring, and engaging techniques; ability to assist multiple students)

**Results:** Far below the performance target of 75% at or above "Proficiency"

**Use of Results**:
- content was revised (emphasis on identified deficiencies)
- additional online modules and training materials were made available in D2L,
- delivery method was revised (longer + more interactive with role-play and discussions
- expectations were raised

**Impact:** Target was met, focus on other programs (Writing Fellows and STEM Fellows)

**Learning Activities**: Each office has its own set of duties and offer different opportunities to develop employability skills.

**Outcomes**: Students should be able to provide examples of employability skills they have developed through their work-study position.

**Assessment Strategy**: online survey sent at the end of the semester in which the student worked as a work-study

**Results:**
- Most frequently cited skills: communication, professionalism, customer service
- Deficiencies: ethical reasoning, creative think, cultural competency

**Use of Results**: development of a work-study supervisor training program

# CURRENT DEVELOPMENTS

**Expand the implementation of HIPs**

- Student Government Association, Clubs, and Organizations

  (HIP = Service-learning, community-based learning)

- Diversity, Equity and Inclusion initiatives

- Collaborative projects (Student Services + Faculty): A Co-curricular council was formed in Fall 2018 to "build student experiences that bridge classroom and real-world together through immersive and collaborative co-curricular activities"

**Strengthen assessment strategies**

- Course-embedded assignments

PIKES PEAK
COMMUNITY
COLLEGE

Questions?

# Thank you!

**Completed by:**                                                                                    **Date:**

## Section 1: Mission, Program Goals, and Learning Outcomes

| Department/Program Mission | |
|---|---|
| Department/Program Goals (3 – 5) | • To…<br>• To… |
| Student Learning Outcomes (3 to 8) | Upon completion of the [workshop/event], students should be able to<br>• SLO #1: …<br>• SLO #2: …<br>• SLO #3: … |

## Section 2: Relationship between your learning outcomes and

Use this matrix to show (x or check mark) how your department/program help students develop the following skills (see definitions in the reference table below).

| Upon completion of the [workshop/event] | Communication | Thinking & Problem | Inquiry | Collaboration | Cultural Competency | Leadership | Adaptability | Ethical Reasoning | Professionalism | Civic Engagement | Meta-cognition | Knowledge Integration |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SLO #1: | | | | | | | | | | | | |
| SLO #2: | | | | | | | | | | | | |
| SLO #3: | | | | | | | | | | | | |

| # | Skill | Definition |
|---|---|---|
| 1 | Communication | Expressing ideas and information coherently and appropriately in an variety of modes (written, verbally, and interpersonally) |
| 2 | Thinking & Problem Solving | Identifying and addressing world-problems; understanding concepts across multiple disciplines |
| 3 | Inquiry | Reviewing, evaluating, citing, and applying multiple sources of information to perform tasks; generating new ideas |
| 4 | Collaboration | Working effectively in teams/groups; seeking a range of points of view; being willing to modify own perspectives |
| 5 | Cultural Competency | Exhibiting cross-cultural competence in working with others; understanding concepts across different cultures; following direction from others as appropriate |
| 6 | Leadership | Taking initiatives in leading tasks or groups |
| 7 | Adaptability | Approaching new or unfamiliar situations with courage and forethought; exploring new roles, approaches, tools, or technologies |
| 8 | Ethical Reasoning | Making reasoned, ethical decisions; acting with integrity, honesty, fairness, and respect for individuals, groups, and communities |
| 9 | Professionalism | Establishing priorities; managing time to meet obligations with a minimal of external supervision; carrying out responsibilities consistently and reliably |
| 10 | Civic Engagement | Participating in activities of public concern that are socially beneficial to the community |
| 11 | Meta-cognition | Assessing own strengths and areas for improvement; self-correcting in response to self-assessment |
| 12 | Knowledge Integration | Connecting knowledge across multiple disciplines; applying knowledge to real-life experiences |

**Section 3 - Three-Year Assessment Timeline**
Outcomes should be assessed in rotation, with multiple outcomes being assessed each academic year. Timelines should be revised as needed, based on assessment results. Assessment yielding concerns about student achievement should be repeated the most frequently while assessments yielding satisfactory results may be repeated less often.

Scenario 1: Fall data collection

| Term | Learning outcomes | Assessment Strategies |
|---|---|---|
| Fall 2018 (Assess) | **SLO#1**: <br> **SLO#2**: | **SLO #1**: <br> **SLO#2**: |
| Spring 2019 | **SLO#1** and **SLO#2**: Analyze, document, share results + identify improvement strategies (Address) | |
| Fall 2019 (Reassess) | **SLO#1**: <br> **SLO#2**: | **SLO#1**: <br> **SLO#2**: |
| Spring 2019 | **SLO#1** and **SLO#2**: Analyze, document, share results + identify improvement strategies (Address) | |
| Fall 2019 (Assess) | **SLO#3**: <br> **SLO#4**: | **SLO#3**: <br> **SLO#4**: |
| Spring 2020 | **SLO#3** and **SLO#4**: Analyze, document, share results + identify improvement strategies (Address) | |
| Fall 2020 (Reassess) | **SLO#3**: <br> **SLO#4**: | **SLO#3**: <br> **SLO#4**: |

Scenario 2: Spring data collection

| Term | Learning outcomes | Assessment Strategies |
|---|---|---|
| Spring 2018 (Assess) | **SLO#1**: <br> **SLO#2**: | **SLO#1**: <br> **SLO#2**: |
| Fall 2018 | **SLO#1** and **SLO#2**: Analyze, document, share results + identify improvement strategies (Address) | |
| Spring 2018 (Reassess) | **SLO#1**: <br> **SLO#2**: | **SLO#1**: <br> **SLO#2**: |
| Fall 2018 | **SLO#1** and **SLO#2**: Analyze, document, share results + identify improvement strategies (Address) | |
| Spring 2019 (Assess) | **SLO#3**: <br> **SLO#4**: | **SLO#3**: <br> **SLO#4**: |
| Fall 2019 | **SLO#3** and **SLO#4**: Analyze, document, share results + identify improvement strategies (Address) | |
| Spring 2020 (Reassess) | **SLO#3**: <br> **SLO#4**: | **SLO#3**: <br> **SLO#4**: |

Scenario 3: Fall and Spring data collection, same learning outcomes with data analysis in Summer

| Term | Learning outcomes | Assessment Strategies |
|---|---|---|
| Fall 2018 + Spring 2019 (Assess) | **SLO#1**:<br>**SLO#2**: | **SLO #1**:<br>**SLO#2**: |
| Summer 2019 | **SLO#1** and **SLO#2**: Analyze, document, share results + identify improvement strategies (Address) | |
| Fall 2019 + Spring 2020 (Reassess) | **SLO#1**:<br>**SLO#2**: | **SLO#1**:<br>**SLO#2**: |
| Summer 2020 | **SLO#1** and **SLO#2**: Analyze, document, share results + identify improvement strategies (Address) | |
| Fall 2020 + Spring 2021 (Assess) | **SLO#3**:<br>**SLO#4**: | **SLO#3**:<br>**SLO#4** : |
| Summer 2021 | **SLO#3** and **SLO#4**: Analyze, document, share results + identify improvement strategies (Address) | |
| Fall 2021 + Spring 2022 (Reassess) | **SLO#3**:<br>**SLO#4**: | **SLO#3**:<br>**SLO#4**: |

Scenario 4: Fall and Spring data collection, same learning outcomes with data analysis between Fall and Spring

| Term | Learning outcomes (Students should be able to …) | Assessment Strategies |
|---|---|---|
| Fall 2018 | **SLO#1**:<br>**SLO#2**: | **SLO #1**:<br>**SLO#2**: |
| Spring 2019 | **SLO#1** and **SLO#2**: Analyze, document, share results + identify and implement improvement strategies (Address) | |
| | **SLO#1**: (Reassess)<br>**SLO#2**: (Reassess) | **SLO#1**:<br>**SLO#2**: |
| Fall 2019 | **SLO#1** and **SLO#2**: Analyze, document, share results + identify and implement improvement strategies (Address) | |
| | **SLO#3**: (Assess)<br>**SLO#4**: (Assess) | **SLO#3**:<br>**SLO#4**: |
| Spring 2020 | **SLO#2** and **SLO#3**: Analyze, document, share results + identify improvement strategies (Address) | |
| | **SLO#3**: (Reassess)<br>**SLO#4**: (Reassess) | Same as above |
| Fall 2020 | **SLO#3** and **SLO#4**: Analyze, document, and share results + identify improvement strategies (Address) | |
| | **SLO#5**: (Assess)<br>**SLO#6**: (Assess) | **SLO#5**:<br>**SLO#6**: |
| Spring 2021 | **SLO#5** and **SLO#6**: Analyze, document, and share results + identify improvement strategies (Address) | |
| | **SLO#5**: (Reassess)<br>**SLO#6**: (Reassess) | **SLO#5**:<br>**SLO#6**: |
| Fall 2021 | **SLO#5** and **SLO#6**: Analyze, document, share results + identify improvement strategies (Address) | |
| | **SLO#7**: (Assess)<br>**SLO#8**: (Assess) | **SLO#7**:<br>**SLO#8**: |

**Completed by:**                                                                                            **Date:**

| | |
|---|---|
| **SLO(s) you are planning to assess in Summer/Fall 2018 and/or Spring 2019:** Students should be able to … | |
| **Rationale for choosing this SLO** | If this SLO is being reassessed, give a brief summary of previous results and describe any changes made to the program or curriculum to improve student learning. |
| **Learning opportunities** | Through what activities do you ensure that all students being assessed have the opportunity to learn and/or practice this SLO. Describe the kind of learning activities that will be provided to the students so they can acquire the knowledge and skills associated with this SLO. Examples include workshops, trainings, one-on-one meetings, etc. |
| **Assessment Method** | Delete the options that do not apply. <br> • Direct (asking students to demonstrate evidence of learning) <br> • Indirect (asking students or someone else to reflect on the learning experience) <br> • Combination of direct and indirect methods |
| **Assessment Tool(s)** | Describe how this SLO will be assessed. If this SLO is being reassessed and significant changes will be made to the way learning will be assessed, please describe these changes and explain the reason for these changes. |
| **Resources** | What additional resources (ex: equipment, training, personnel), if any, will be needed to implement the changes your department identified as a result of last year's assessment findings? |
| **Scoring Method(s)** | How will students' performance be measured?  Examples include: number or percentage of correct answers, rubric scores. |
| **Participants** | Indicate the number of students who will be assessed. Will sampling be used? If yes, briefly describe the method of selecting student work and the percentage of students whose work will be assessed. |
| **Performance Target** | Define acceptable level of student performance. <br> *Example 1:  80 % of the students will achieve a score of **at least 4** (out of 5) **in all** criteria of the r**ubric.*** <br> ***Example 2:**  90% of the students will answer at least 7 of the 10 questions correctly*. |
| **Timeframe of assessment tasks** | Indicate when the following assessment activities will take place <br> • Student work will be collected by [month/year] <br> • Results will be analyzed and interpreted by [month/year] <br> • Results will be shared/discussed by [month/year] <br> • Recommendations for improvement, if any, will be made by [month/year] <br> • Changes, if any, will be implemented and data collected in [month/year] |
| **Staff members involved in the assessment tasks** | Indicate the name of individuals who will be involved in the following assessment activities <br> • Collection of student work: [names] <br> • Analysis and interpretation of assessment results: [names] <br> • Identification of recommendations for improvement: [names] <br> • Implementation of changes: [names] <br> • Reporting of the AY2018/2019 assessment results: [names] |

**Supporting Documentation** *Please include materials that illustrate the assessment work you are planning to implement this year.  These may include rubrics, survey questionnaires, or event/workshop feedback forms.*

**Completed by:**                                                                 **Date:**

**1**. **What Student Learning Outcome(s) (SLO) did you assess during AY2018/19?**
SLO#...: Students should be able to …

**2.   Describe your assessment activities (What did you do?)** (cf. Assessment Plan)
**2.1**. *Describe any actions taken as a result of previous findings in an attempt to improve student performance on the above-listed SLO(s)*
**2.2**. *Describe the assignment(s) and scoring tool(s) you used to collect evidence of student learning.*
**2.3** *Identify the population assessed*
**2.4** *Indicate and explain any deviation from your AY2017/2018 assessment plan*
**2.5** *Specify when assessment data were collected and who participated in the different phases of the assessment cycle (collection of student work, scoring, analysis, reporting)*

**3. Describe your assessment results (What did you find? What did you learn?)**
**3.1** *Present results in a narrative form and use tables, charts, or graphs to illustrate your narrative*
**3.2** *Discuss how these results compare with performance targets and previous assessment results, identify strengths and needed improvements, offer explanations, comment on the effectiveness of the changes made to improve student learning.*

**4.   Conclusions and next steps**

**4.1** *Summarize your impressions of the results reported in item 3. Based upon your interpretation of the data, what conclusions emerge about student attainment of the learning outcome(s) you assessed?*
**4.2** *What conclusions emerge about your assessment strategy? Did it allow for the collection of robust and meaningful data? What changes (if any) need to be made to your assessment strategy in order to collect more robust and meaningful evidence of student learning?*
**4.3** *Based on your findings, what changes (if any) need to be made in order to improve student learning? What strategies to improve curriculum, teaching, and learning do you plan to implement?*
**4.4** *What additional resources, if any, will be needed to implement those changes (e.g. equipment, supplies, training, personnel, release time)*
**4.5**. *What SLOs will be assessed next semester/year?*

**5. Self-reflection:** *Was there any aspect of your* <u>*assessment strategy*</u> *that was especially illuminating? Effective? Surprising? Worth sharing with others?*

**6. Supporting documentation:** *Please include materials that illustrate your assessment work. These may include rubrics, survey questionnaires, event/workshop feedback forms, examples of student responses*

# Assessment Report Checklist

*This **Assessment Report Checklist** is intended to provide practical guidance to staff members responsible for reporting assessment results. It is meant to i) clarify the criteria Assessment Coaches will consider when reviewing your assessment report, ii) help you follow best practices when documenting your department's assessment activities, iii) save you (and your Assessment Coach) time by avoiding unnecessary rework.  If you **marked "No"** for any of the criteria listed below, it probably means that your report requires a bit more work before you submit it for review. Please contact your Assessment Coach if you have any questions regarding this document or your assessment report.*

| Review Criteria | Yes | No | N/A |
|---|---|---|---|
| Report is submitted as a Word document | | | |
| Supporting documentation is included in Section 6 | | | |
| Limited use of jargon/technical terms /acronyms | | | |
| Technical terms are briefly explained so a non-specialist reader can understand the general idea | | | |
| Acronyms are spelled out | | | |
| All sections and sub-sections are addressed | | | |
| **1. What SLO(s) did you assess?** | | | |
| At least one SLO is listed | | | |
| SLOs match the SLOs listed in the overview | | | |
| SLOs match the SLOs listed in the plan | | | |
| **2. What did you do?** | | | |
| The past tense is used to describe assessment activities | | | |
| **2.1 Changes** | | | |
| Actions taken to improve student learning based on previous assessment results are described | | | |
| **2.2 Method** | | | |
| Assignment used for assessment is described *(best practice: include assignment instructions under section 6)* | | | |
| Scoring tool used for assessment is described *(best practice: include rubrics under section 6)* | | | |
| **2.3 Population** | | | |
| Number of students who  participated in the assessment is indicated | | | |
| If a sampling procedure was used, a description of this procedure is provided | | | |
| **2.4 Deviation from the plan** | | | |
| In case the assessment strategy deviated from the plan, an explanation is given as to why the strategy was not implemented as planned | | | |
| **2.5 Timeline and Faculty Participation** | | | |
| The term/month student artefacts were collected is specified | | | |
| Names of individuals who collected, analyzed, and reported assessment results are indicated | | | |
| **3. Results** | | | |
| **3.1 Results Presentation** | | | |
| Results are presented in a narrative format | | | |
| At least one table or figure is used to  illustrate the narrative | | | |
| Each table/figure is titled | | | |
| Each table/figure is referenced in the text | | | |
| Numbers presented in tables/figures are sorted in a meaningful way | | | |
| Data presented in tables/figures are discussed in the text | | | |
| Numbers represent scores on a particular skill, topic, rubric criterion (rather than overall scores or letter grades on an entire assignment/rubric) | | | |
| Quantitative data are translated into skills, abilities so the reader understands was students can do | | | |
| Rubric scores are presented in terms of number and/or % of students for each level and criterion | | | |
| Results are directly linked to the SLO under study | | | |
| Results indicate what students are able to do upon completing the course (rather than gain between the beginning and the end of the semester) | | | |
| **3.2 Results Interpretation** | | | |

| | | | |
|---|---|---|---|
| The performance target is stated | | | |
| The performance target matches the one stated in the plan | | | |
| Results are compared to the performance target | | | |
| Results are translated into strengths and areas for improvement | | | |
| Results are compared to previous years' results | | | |
| An explanation is offered as to why results meet/don't meet expectations or have increased/decreased/remained unchanged from previous years | | | |
| The impact of the changes made to improve student learning is evaluated/discussed | | | |
| Other sources of data are used to support the results obtained through formal assessment (e.g. student feedback, class discussions, end-of-term evaluation survey) | | | |

**4. Conclusions and Next Steps**

**4.1 Conclusions – Achievement of SLOs**

| | | | |
|---|---|---|---|
| Results are summarized in terms of achievement of the SLO(s) under study | | | |
| Conclusions are supported by the numbers presented and discussed in section 3 | | | |
| Conclusions about changes made to improve student learning are discussed | | | |
| This section does not include any new results (all results should be reported under section 3) | | | |

**4.2  Assessment Strategy**

| | | | |
|---|---|---|---|
| Conclusions about the assessment strategy are presented | | | |
| Ideas to improve the assessment strategy are presented | | | |
| Ideas are aligned with the conclusions (section 4.1) | | | |
| The proposed adjustments are likely to have a notable impact on the robustness of the assessment strategy | | | |
| If no changes are needed, this section includes a statement saying that no changes will be made to the assessment strategy | | | |

**4.3  Student Learning**

| | | | |
|---|---|---|---|
| Ideas to improve students learning are presented | | | |
| Ideas are aligned with the opportunities for improvement identified in section 3.2 | | | |
| Strategies to implement those ideas are briefly described | | | |
| If no changes are needed, this section includes a statement saying that no changes will be made to the curriculum, instructional method, … | | | |

**4.4  Resources**

| | | | |
|---|---|---|---|
| Additional resources needed to implement the proposed changes are listed | | | |

**4.5 Next Steps – Assessment plan**

| | | | |
|---|---|---|---|
| SLOs that will be assessed or reassessed in the next cycle are identified | | | |
| SLOs that will be assessed in the next cycle match the 3-year timeline | | | |
| SLOs are fully stated (action verb + …) (rather than SLO#.) | | | |

**5. Self-reflection**

| | | | |
|---|---|---|---|
| Aspects of your assessment strategy that are especially illuminating, effective, surprising, or worth sharing with others are reported | | | |
| This section does not include any insights about student learning (insights about student learning should be reported under section 3) | | | |

**6. Supporting documentation**

| | | | |
|---|---|---|---|
| Scoring tool (e.g., rubric, skills sheet) | | | |
| Survey questions | | | |
| Examples of student artifacts | | | |
| If examples of student artifacts are included, they do not include any names and/or student IDs | | | |
| Other supporting documentation | | | |