STRATEGIES FOR CREATING A POSITIVE CULTURE OF ASSESSMENT & ACTION

MAKING ASSESSMENT EASY, UNIFIED, & MEANINGFUL

LIZ MEDENDORP

DIRECTOR OF ASSESSMENT OF STUDENT LEARNING

PUEBLO COMMUNITY COLLEGE

ABOUT PUEBLO COMMUNITY COLLEGE

- Located in Southern Colorado
- 3 campuses, both urban and rural
- Member of Colorado Community College System
- Large proportion of student population is first-generation, part-time, and minority status; Hispanic-Serving Institution
- Many programs in CTE fields and health professions

STRATEGY 1: LEADERSHIP

Brad Bowers
Assessment Committee Chair, History Faculty

ASL COMMITTEE (FACULTY)

- Provide leadership as the decision-making body
- Gather faculty input
- Provide framework, timeline, processes, and tools for assessment
- Promote active engagement and participation

ASL DIRECTOR (ADMIN)

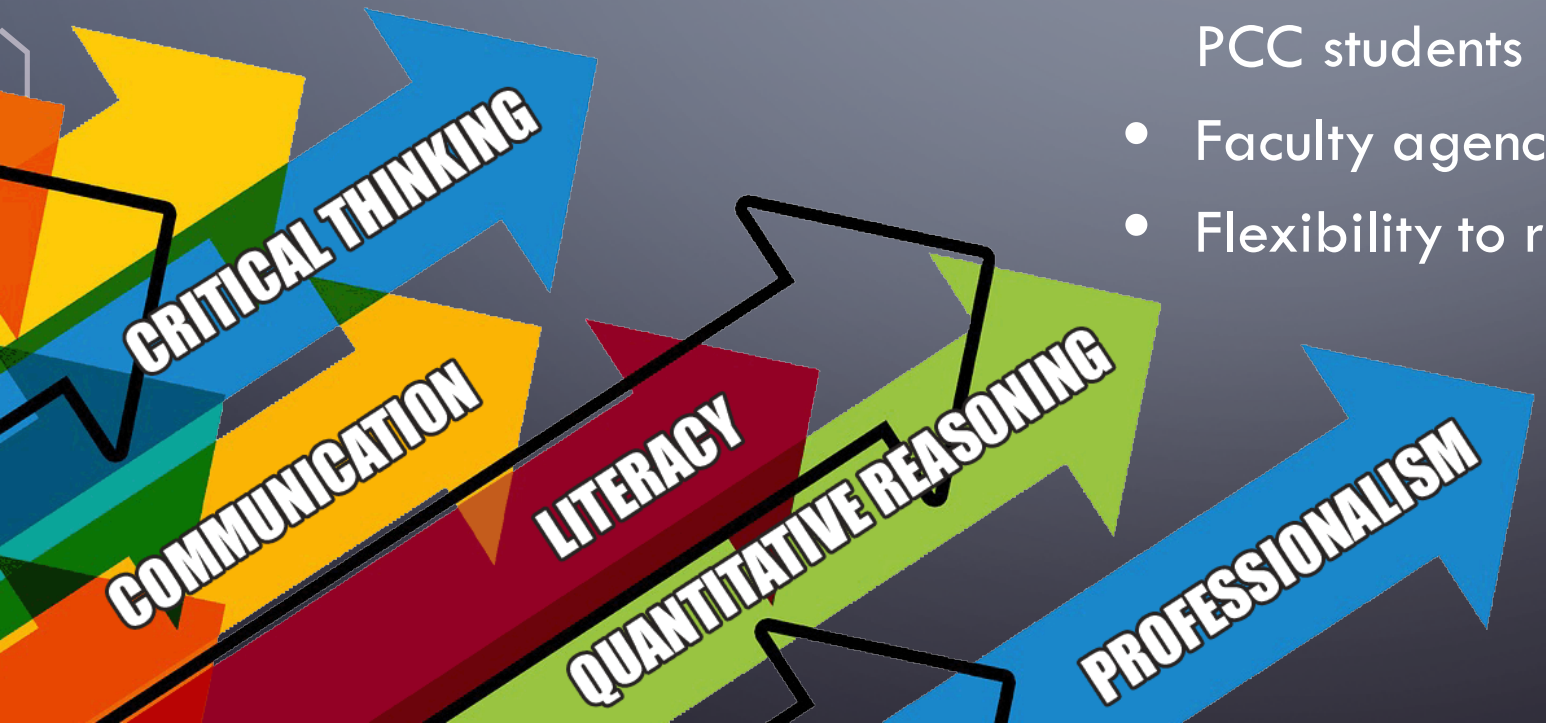
- Formerly split faculty/admin role
- Liaison between faculty and administration
- Technical support/data steward
- Annual reporting
- Training/workshops
- Best practices/departmental guidance

Liz Medendorp
Director of Assessment of Student Learning

STRATEGY 2: UNITY

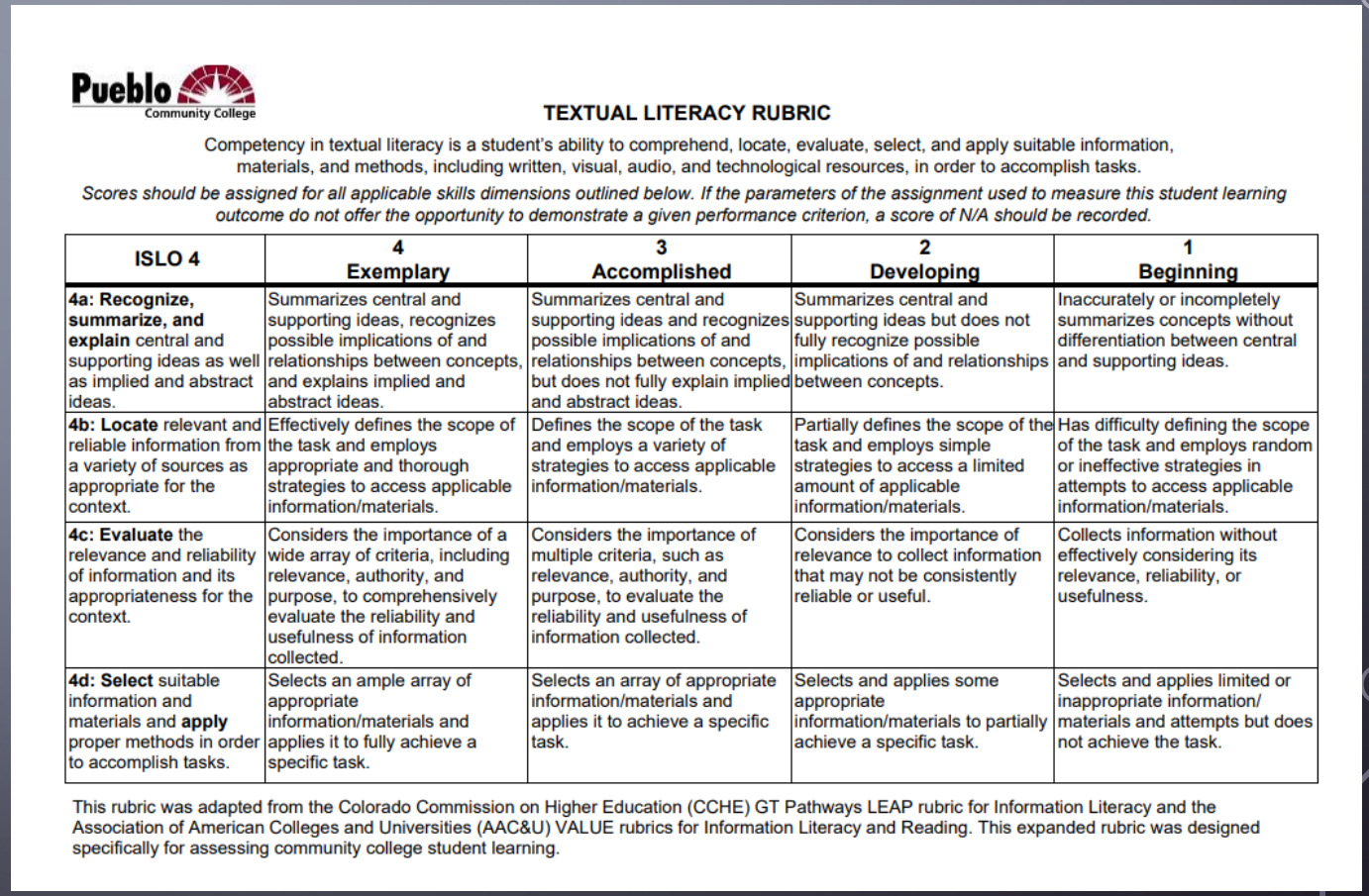
PCC's Institutional Student Learning Outcomes:

- College-wide discussions with faculty ("Goal Setting Meetings") and surveys
- Umbrella over all programs: our goals for all PCC students
- Faculty agency and decision-making power
- Flexibility to refine for discipline-specific goals



STRATEGY 3: COLLABORATION

- Rubrics Subcommittee
  - Wide representation
  - Inclusive/open invitation
- College-Wide Rubrics
  - Common: generalized enough to work for everyone
  - Custom: specific enough to fit our own goals
- Continuous Improvement
  - Linked feedback survey
  - Regular review/revision



Pueblo Community College

TEXTUAL LITERACY RUBRIC

Competency in textual literacy is a student's ability to comprehend, locate, evaluate, select, and apply suitable information, materials, and methods, including written, visual, audio, and technological resources, in order to accomplish tasks.

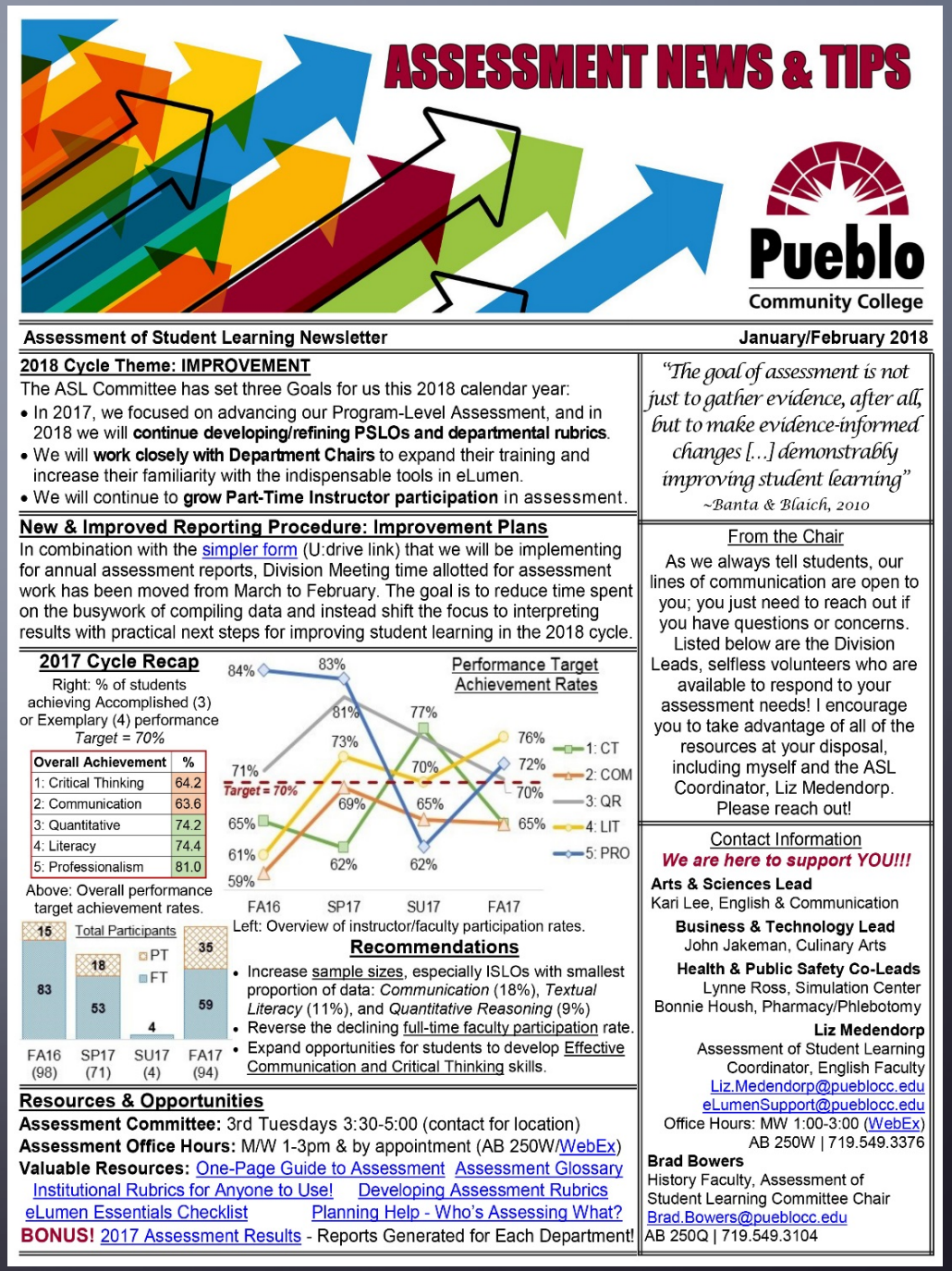
Scores should be assigned for all applicable skills dimensions outlined below. If the parameters of the assignment used to measure this student learning outcome do not offer the opportunity to demonstrate a given performance criterion, a score of N/A should be recorded.

ISLO 4	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas.	Summarizes central and supporting ideas, recognizes possible implications of and relationships between concepts, and explains implied and abstract ideas.	Summarizes central and supporting ideas and recognizes possible implications of and relationships between concepts, but does not fully explain implied and abstract ideas.	Summarizes central and supporting ideas but does not fully recognize possible implications of and relationships between concepts.	Inaccurately or incompletely summarizes concepts without differentiation between central and supporting ideas.
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context.	Effectively defines the scope of the task and employs appropriate and thorough strategies to access applicable information/materials.	Defines the scope of the task and employs a variety of strategies to access applicable information/materials.	Partially defines the scope of the task and employs simple strategies to access a limited amount of applicable information/materials.	Has difficulty defining the scope of the task and employs random or ineffective strategies in attempts to access applicable information/materials.
4c: Evaluate the relevance and reliability of information and its appropriateness for the context.	Considers the importance of a wide array of criteria, including relevance, authority, and purpose, to comprehensively evaluate the reliability and usefulness of information collected.	Considers the importance of multiple criteria, such as relevance, authority, and purpose, to evaluate the reliability and usefulness of information collected.	Considers the importance of relevance to collect information that may not be consistently reliable or useful.	Collects information without effectively considering its relevance, reliability, or usefulness.
4d: Select suitable information and materials and **apply** proper methods in order to accomplish tasks.	Selects an ample array of appropriate information/materials and applies it to fully achieve a specific task.	Selects an array of appropriate information/materials and applies it to achieve a specific task.	Selects and applies some appropriate information/materials to partially achieve a specific task.	Selects and applies limited or inappropriate information/ materials and attempts but does not achieve the task.

This rubric was adapted from the Colorado Commission on Higher Education (CCHE) GT Pathways LEAP rubric for Information Literacy and the Association of American Colleges and Universities (AAC&U) VALUE rubrics for Information Literacy and Reading. This expanded rubric was designed specifically for assessing community college student learning.

STRATEGY 4: COMMUNICATION

Characteristics	Methods
• Transparent • Consistent • Timely • Upbeat • Informative • Concise	• Newsletter • D2L Announcements • Email Reminders • Orientations • Monthly Meetings (Division, All Faculty, etc.)



ASSESSMENT NEWS & TIPS

Pueblo Community College

Assessment of Student Learning Newsletter — **January/February 2018**

2018 Cycle Theme: IMPROVEMENT

The ASL Committee has set three Goals for us this 2018 calendar year:

- In 2017, we focused on advancing our Program-Level Assessment, and in 2018 we will **continue developing/refining PSLOs and departmental rubrics**.
- We will **work closely with Department Chairs** to expand their training and increase their familiarity with the indispensable tools in eLumen.
- We will continue to **grow Part-Time Instructor participation** in assessment.

"The goal of assessment is not just to gather evidence, after all, but to make evidence-informed changes [...] demonstrably improving student learning"
~Banta & Blaich, 2010

New & Improved Reporting Procedure: Improvement Plans

In combination with the simpler form (U:drive link) that we will be implementing for annual assessment reports, Division Meeting time allotted for assessment work has been moved from March to February. The goal is to reduce time spent on the busywork of compiling data and instead shift the focus to interpreting results with practical next steps for improving student learning in the 2018 cycle.

2017 Cycle Recap

Right: % of students achieving Accomplished (3) or Exemplary (4) performance
Target = 70%

Overall Achievement	%
1: Critical Thinking	64.2
2: Communication	63.6
3: Quantitative	74.2
4: Literacy	74.4
5: Professionalism	81.0

Above: Overall performance target achievement rates.

Performance Target Achievement Rates

Left: Overview of instructor/faculty participation rates.

Recommendations

- Increase sample sizes, especially ISLOs with smallest proportion of data: *Communication* (18%), *Textual Literacy* (11%), and *Quantitative Reasoning* (9%)
- Reverse the declining full-time faculty participation rate.
- Expand opportunities for students to develop Effective Communication and Critical Thinking skills.

Resources & Opportunities

Assessment Committee: 3rd Tuesdays 3:30-5:00 (contact for location)
Assessment Office Hours: M/W 1-3pm & by appointment (AB 250W/WebEx)
Valuable Resources: One-Page Guide to Assessment | Assessment Glossary | Institutional Rubrics for Anyone to Use! | Developing Assessment Rubrics | eLumen Essentials Checklist | Planning Help - Who's Assessing What?
BONUS! 2017 Assessment Results - Reports Generated for Each Department!

From the Chair

As we always tell students, our lines of communication are open to you; you just need to reach out if you have questions or concerns. Listed below are the Division Leads, selfless volunteers who are available to respond to your assessment needs! I encourage you to take advantage of all of the resources at your disposal, including myself and the ASL Coordinator, Liz Medendorp. Please reach out!

Contact Information

We are here to support YOU!!!

Arts & Sciences Lead
Kari Lee, English & Communication

Business & Technology Lead
John Jakeman, Culinary Arts

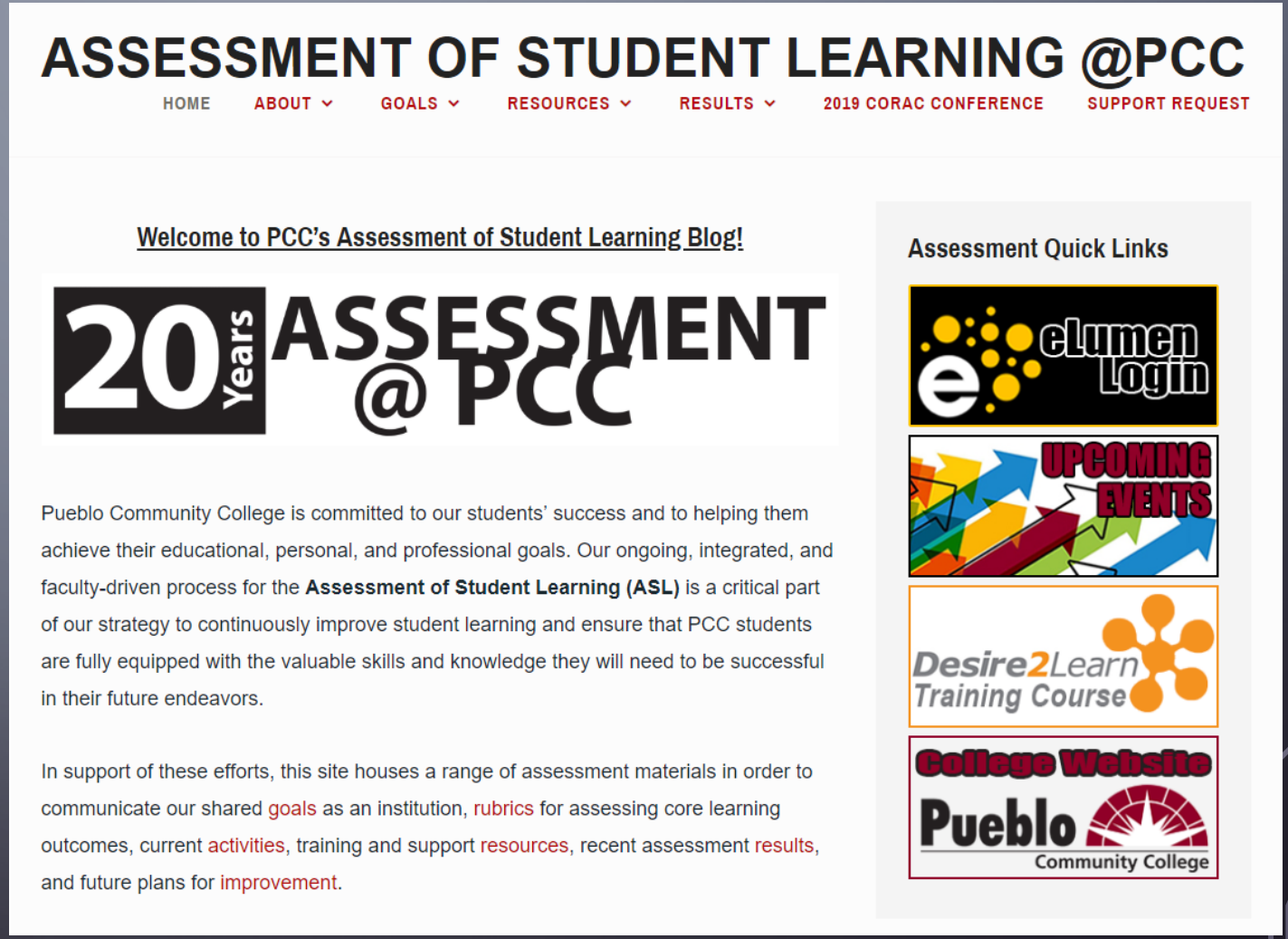
Health & Public Safety Co-Leads
Lynne Ross, Simulation Center
Bonnie Housh, Pharmacy/Phlebotomy

Liz Medendorp
Assessment of Student Learning Coordinator, English Faculty
Liz.Medendorp@pueblocc.edu
eLumenSupport@pueblocc.edu
Office Hours: MW 1:00-3:00 (WebEx)
AB 250W | 719.549.3376

Brad Bowers
History Faculty, Assessment of Student Learning Committee Chair
Brad.Bowers@pueblocc.edu
AB 250Q | 719.549.3104

STRATEGY 5: AVAILABILITY

- Dedicated point person
- Assessment "Office Hours"
- Multiple platforms & formats
- Timely responses
- Welcoming environment
- Online resource archive



STRATEGY 6: ROUTINE

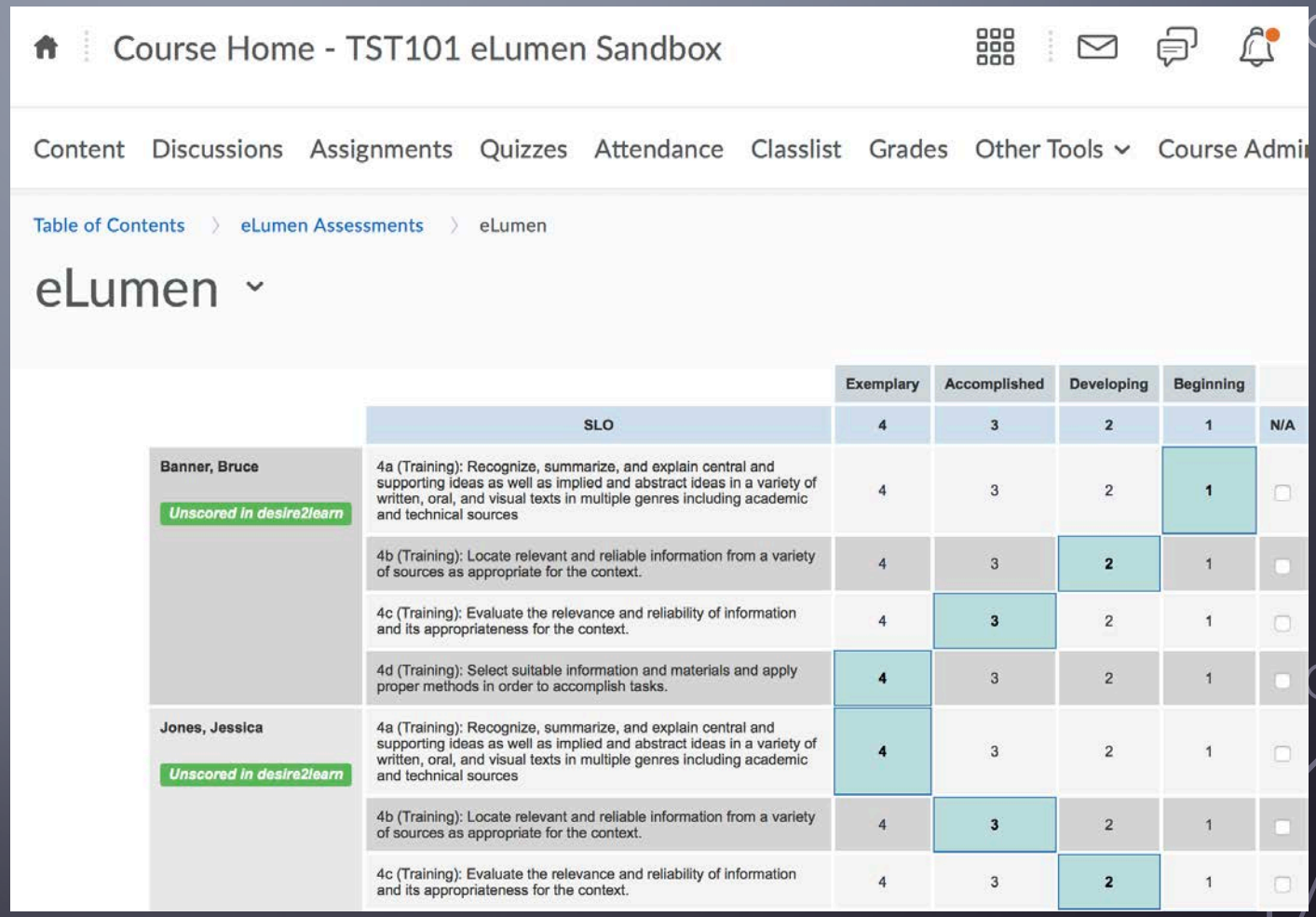
- Clear expectations
- Consistent timeline
- Easily embedded into existing processes
- The “new normal”

SEMESTERLY TASK CHECKLIST

When	What	Who
☑ Week 4	Communicate expectations for participation, department goals and plans, and training opportunities to faculty and instructors	Department Chairs
☑ Week 6	Review past results, identify key findings, and discuss next steps and opportunities for improvement	Within Departments
☑ Week 8	Establish the plan for current semester assessment activities (who, what, and in which classes)	Within Departments
☑ Week 10	Complete the eLumen Planner by distributing rubrics to courses according to the established plan	Department Chairs
☑ Grading Deadline	Evaluate current students’ performance on planned assessments and submit rubric scores in eLumen	All Instructional Staff

STRATEGY 7: SIMPLICITY

- Streamlined process
- Reduced busywork
- User-friendly system
- Ready-made tools
- Support for advanced tasks



	SLO	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	N/A
Banner, Bruce Unscored in desire2learn	4a (Training): Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	4	3	2	**1**	
	4b (Training): Locate relevant and reliable information from a variety of sources as appropriate for the context.	4	3	**2**	1	
	4c (Training): Evaluate the relevance and reliability of information and its appropriateness for the context.	4	**3**	2	1	
	4d (Training): Select suitable information and materials and apply proper methods in order to accomplish tasks.	**4**	3	2	1	
Jones, Jessica Unscored in desire2learn	4a (Training): Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	**4**	3	2	1	
	4b (Training): Locate relevant and reliable information from a variety of sources as appropriate for the context.	4	**3**	2	1	
	4c (Training): Evaluate the relevance and reliability of information and its appropriateness for the context.	4	3	**2**	1	

STRATEGY 7: CELEBRATION

- Spotlight features
- Showcase projects
- Incentives
- Rewarding the work, no matter the results
- Opportunity to improve

Pueblo Community College

Dental Hygiene
2016 National Board Exam

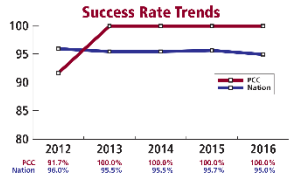
Department/Program: **Dental Hygiene** · Project Dates: **Spring 2017**
Project Leader: **Elsa Eccles, RDH, M.Ed.**

Problem

The Dental Hygiene student must graduate from an accredited institution, pass two exams and submit for licensure to become a Registered Dental Hygienist. One of the exams that the students must take is the National Board Dental Hygiene Exam (NBDHE). The program's goal is to provide a quality education that prepares the dental hygiene student to take and successfully pass this exam.

Plan

The program intends to collect and analyze data based on the performance of the students on this exam. The program goal is to have a 100% pass rate, with 14/14 students scoring at or above the national average in 13/14 categories. If the data determines that students have scored below the national average, the program will make changes to the curriculum to ensure they have the knowledge to be successful in the future.

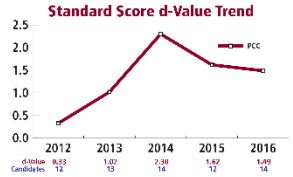


Assessment Activity

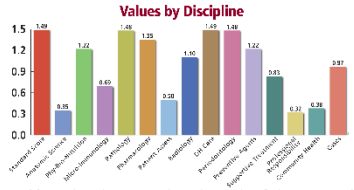
All courses in the Dental Hygiene program contribute to student success on the National Board Exam. Some activities used to prepare the students include: case studies, written and skill evaluations, presentations, projects, papers, peer feedback, formative and summative reviews. Evidence of student learning is gathered and analyzed in the spring when the report from the American Dental Association is received. Findings from a comparative analysis of DEH 266: National Board Review are reported to faculty, students and the advisory board.

Results and Data

In the 2016 examination year, 14/14 or 100% of the students participated in the National Board Dental Hygiene Exam and 100% of the students passed the exam on the first attempt. PCC DH students scored above the national average in 14/14 or 100% of the exam categories. The overall 2016 program average on the exam, D-Value average (with standard deviation = 0), was 1.49 above the national average of 0.



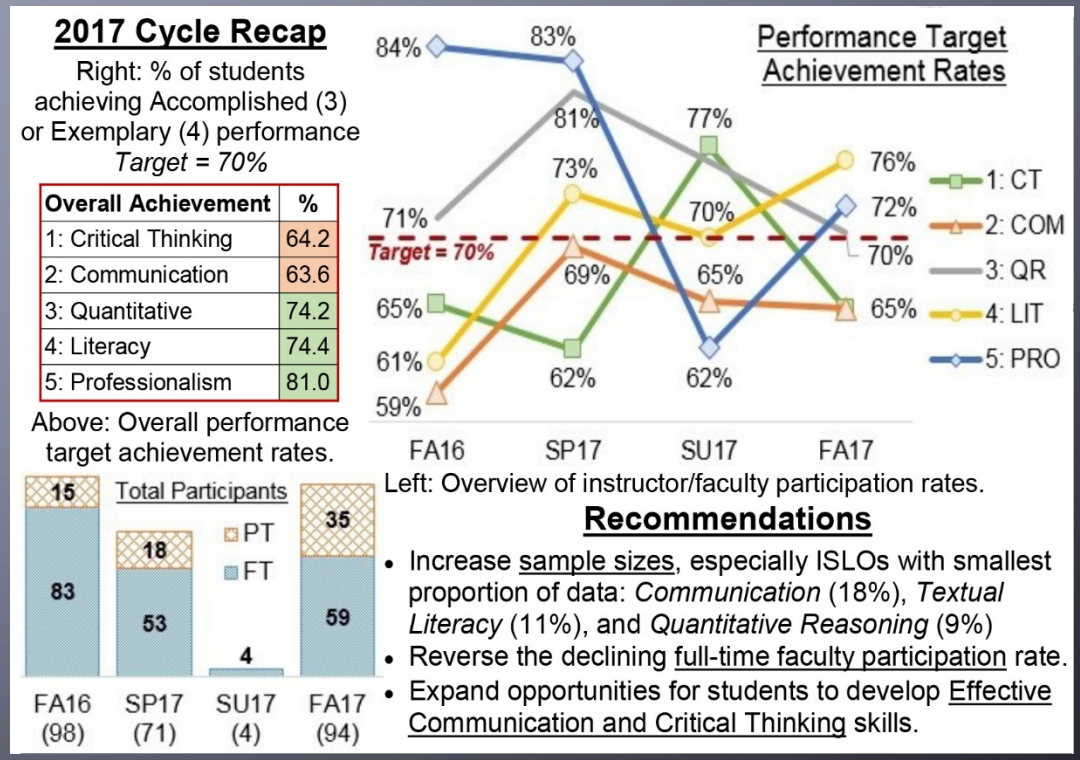
Closing the Loop & Next Steps



Comparing 2016 results with data from the last six years continues to demonstrate that PCC students score above the national average overall, but it is important to also compare subject categories to determine areas in which we score either closer to or below the national average. In 2016, the program identified the following categories as lower-performing areas: Anatomic Sciences, Patient Assessment, Professional Responsibilities and Community. Based on the data, faculty will close the loop by making improvements and curricular changes, including incorporating more case studies, curriculum content, and board review questions in each of the categories to enhance student understanding in those areas.

STRATEGY 8: PURPOSE

- Improvement, Not Data
- Plan, Not Report
- Reminders of the "Big Picture"
  - Purpose = Continuous Improvement
  - Reporting back results & recommendations
  - We evaluate student learning all the time!



SHAMELESS PROMO… JOIN US!

Pueblo Community College

Friday, April 19 | 9 am-3:45 pm

Pueblo Community College, 900 W. Orman Ave.
Hoag Theater inside the Mike Davis Academic Building

Assessment 101:

- What is assessment?
- Where do I start?
- Why are we doing this?
- How do I use the data?
- How do I make it meaningful?
- What does all this terminology mean?

The "Big Picture" about Assessment

Student-Centered: The focus of assessment is student learning and understanding how well our students are learning the skills and knowledge they need to be successful.

Faculty-Driven: The direction of assessment is guided by faculty values for student learning and shared goals for what we want all our students, no matter their program or major, to achieve.

Improvement-Oriented: The purpose of assessment is continuous improvement of curriculum, instruction, and support services in order to enhance learning opportunities.

What is CoRAC? The Colorado Regional Assessment Council (CoRAC) was founded in 2010 to give individuals engaged in assessment of student learning outcomes in Colorado a chance to get to know and share information with each other. The council is free and open to all who are interested in assessment, and is comprised of assessment staff from student affairs, academic affairs, IR, faculty chairs and deans in all 2-year and 4-year public and private institutions from Colorado.

For more information including registration, visit
PCCassess.com/CoRAC2019

COLORADO COMMUNITY COLLEGE SYSTEM

QUESTIONS?

CONTACT

Liz Medendorp

Director of Assessment of Student Learning

Pueblo Community College

liz.medendorp@pueblocc.edu

PCCassess.com

THANK YOU!