Assessment Progress Report
6/12/12

Prepared by Campus Assessment Coordinators
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Assessment is like a dancer's mirror.
It improves one's ability to see and improve one's performance.

Alexander Astin, 1993

In January 2012, Sally Pestana and Tanya Renner assumed most of the responsibilities of the college assessment coordinator, Kristine Korey-Smith. We inherited established learning outcomes assessment practices for our degree programs, a less well-established set of practices for learning outcomes assessment at the course level, and a Course Assessment Scorecard that documented the progress the college had made in course level assessment of student learning.

Our efforts to support and further develop our culture of evidence were guided by the College's Course Level Assessment Plan adopted by the Faculty Senate on November 1, 2010. (Please see Appendix A.)

In addition, in order to ensure that our activities would comply with accreditation requirements, we used the Appendix 1 from the ACCJC Rubric for Evaluating Institutional Effectiveness, *Characteristic of Institutional Effectiveness in Student Learning Outcomes,* to inform our goals. We specifically focused on institutional behaviors detailed by ACCJC that are at the proficiency level of the rubric:

A. Student learning outcomes and authentic assessment are in place for courses, program and degrees.

B. There is widespread institutional dialog about the results of assessment and identification of gaps.

C. Comprehensive assessment reports exist and are completed and updated on a regular basis.

D. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

E. Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.

F. Dialog about student learning is ongoing, pervasive, and robust.

This report will document the progress made through the Spring 2012 semester, results, future needs and our recommendations to meet those needs.

PROGRESS

- Changed the name of the *Course Assessment Scorecard* to *Course Learning Profile* to more accurately reflect that the purpose of the profile is for internal tracking of assessment work completed and that our focus is on the improvement of learning.

- Secured the approval of Faculty Senate for changing the name of the *Course Assessment Report* and *Program Assessment Report* to *Course Learning Report* (CLR) and *Program Learning Report* (PLR) to help reframe the focus from assessment to learning.

- Developed a user-friendly Course Assessment Plan (CAP) template to be completed by appropriate faculty for every KapCC course. The CAP documents both assessment work completed and plans for future assessment over a five-year cycle. Preparing the CAP helps faculty visualize the big picture of ongoing course level assessment.

- Met with all Arts and Sciences Department Chairs and CTE faculty during department meetings to explain the importance of including course competencies AND their respective program SLOs on every class syllabus. This is crucial in the effort to help students understand what those competencies and alignments mean in terms of their educational outcomes.

- Designed and facilitated a three day *Closing the Loop Institute* for 41 faculty in May 2012. See attached Summary Report (Appendix B).

- Inventoried Continuing Education offerings to determine where competencies were already in place. June workshop held to create detailed plans for assessing competencies in those courses.

- Assisted individual faculty and counselors with assessment tasks such as developing assessment tools and analyzing data.

- Updated Faculty Senate and VCAC on assessment progress on a regular basis.

- Collaborated with the Director of the Office for Institutional Effectiveness, other administrators, and members of the self-study committee to provide assessment information needed for the self-study report.

- In consultation with faculty, department chairs, members of CELTT and the Faculty Senate, the Director of the Office for Institutional Effectiveness, the Deans, and the Vice-Chancellor, developed a strategy for archiving assessment data.

- Chaired the Faculty Senate SLOs Assessment Committee. See attached *Activities Report* (Appendix C).

- Consulted with and participated in campus wide efforts to assess general education outcomes, including Cornerstone, Service Learning, and WAC.

RESULTS:

Tremendous progress has been made in helping faculty assess course competencies as documented by completed ***Course Learning Reports***. As important, is the progress that has been made in helping faculty create long term plans for ongoing assessment as documented by completed ***Course Assessment Plans***. (Please see Appendices D and E for breakdowns for CTE and Liberal Arts.)

	Jan. 2012	June 2012
Course Learning Reports	101 (14%)	350 (47%)
Course Assessment Plans	0	366 (50%)

NEEDS with RECOMMENDATIONS:

- Based on the strong participation and very positive response from faculty, we firmly recommend that the *Closing the Loop Assessment Institute* be held on at least an annual basis. (As mentioned above, the report on this training is in Appendix B). We will need to investigate best practices for this training. For example, what is the best format for future institutes? Who should attend? Should we have novice and advanced tracks?

- The TE support for assessment coordinators for disciplines, departments, and priority one courses needs to be continued at the same level as AY2011-2012. This need will likely decrease as the culture of evidence at the college evolves and two resulting outcomes occur: 1) faculty become skilled and confident in their ability to assess their courses, and 2) assessment becomes such an integral part of teaching and learning that the data are clearly important at all levels of administration and there is transparency regarding the relationship between the data and resource allocation.

- Clear direction needs to be given to campus coordinators, discipline coordinators, department chairs and Deans on their respective roles and responsibilities in the overall assessment structure. As part of this process, we should revisit and, in collaboration with all key stakeholders, update the 2010 plan adopted by the

Faculty Senate (*2010 K.C.C. Course Level Assessment Plan*) and the *2007 K.C.C. Principles of Practice: Student Learning Outcomes* documents.

- A transparent policy regarding the role of assessment data in contract renewal and promotion decisions needs to be in place to alleviate the fear many faculty members have mentioned: they are concerned about having assessment data used against them. Without such a policy, the college will eventually lose the opportunity for further quality improvement and the likelihood of data being manufactured to reflect excellence will increase.

- Training for new faculty needs to be mandatory to ensure the college does not lose the progress achieved thus far.

- Regular deadlines for completion of CLRs and PLRs need to be established similar to the model followed for Contract Renewal and Tenure & Promotion applications.

- Faculty workshops on cutting edge topics need to be supported. Some examples are:
    - effective grading (this is essentially what we ask for in the CLRs but offered here as an alternative to traditional grading for individual students, not just aggregated for reporting purposes)
    - developmental rubrics instead of grading rubrics
    - modeling, cognitive dissonance and hands-on demonstrations
    - learning outcomes networks (a strategy for analyzing the ways in which different dimensions of a rubric for measuring a learning outcome correlate with each other)

- A college Assessment Office needs to be established. There are widespread best practices for this. One option that we feel would be viable and that could be established in a relatively short time would be to house this office within OFIE. Three faculty members, one OFIE staff member, and one student helper would constitute the official Assessment Office staff. To continue the collaborative synergy begun during Spring 2012 between the Liberal Arts and CTE campus assessment coordinators, we recommend the new faculty assessment position be composed of three individuals – 6 TEs from Liberal Arts, 6 TEs from CTE, with an additional 3 TE for a General Education assessment coordinator which would include Cornerstone, Writing Across the Curriculum, and Service Learning. Centralizing efforts by the college in this way would clarify communication channels regarding assessment for the entire campus and lend a sense of stability and accessibility. The budget for the faculty TE for this proposal is calculated at the UH Lecturer B rate of $1,442.07 per credit. $1,442.07 x 15 credits = $21,631.05/semester.

- There is a huge potential contribution Curriculum Central could make to the assessment process. The ideal would be for the information on CLRs and the

information in Curriculum Central to be easily transferrable. The process of revising learning outcomes/competencies and linking these revisions to CLRs and/or CAPs would be a huge timesaver for faculty. Since Curriculum Central has been developed by the UH system, perhaps it could be modified to meet these needs? If it is possible, it would provide a great assessment tool for all campuses

- There is wonderful potential progress by working collaboratively with other UH community colleges that are presently investigating commercial software for management of assessment data as well developing their own (similar to the way Curriculum Central came to be). We recommend that this possibility of system wide collaboration be pursued, along with other avenues that could result in technological support to streamline assessment efforts, such as ePortfolio and perhaps Banner.

- Funding through the UH System Office was provided in the past for campus coordinators to meet on a regular basis to share challenges and best practices. Those conversations were invigorating and fruitful and we recommend that collaboration at the system level be supported in the form of face-to-face meetings two or three times a year.

- An incentive/recognition system for rewarding and acknowledging faculty work in assessment needs to be created. One model that would lend itself well to accomplishing these objectives is the "airline frequent flier plan" based on earning and redeeming points. Criteria could be established for earning points that would allow faculty to continually strive for additional assessment expertise and experience, as they moved up through the plan's recognition levels. A second part of the plan may allow them to redeem points for incentives such as technology hardware, software, professional development activities, and more to be used in their teaching and assessment activities.

- We recommend investigating the feasibility of establishing an *Excellence in Assessment Leadership Award,* possibly patterned after the *Excellence in Teaching Award.*

- We recommend that an instructional day be designated for *Excellence in Assessment* during the Fall semester, similar to the *Excellence in Education* day held in March. The day could provide the opportunity for a best practices showcase of work completed, in depth dialog regarding assessment at both the intra-discipline and inter-discipline levels (Kauai CC has done this for several years), training for faculty, staff and administration, and more. A Fall date would provide the inspiration and time needed for faculty to modify current assessment practices for both Fall and Spring courses.

- We recommend establishment of a mentoring/coaching program that would use the expertise of those faculty who are now comfortable with the assessment

process. This would greatly speed up the process of bringing all the faculty and all courses on board with authentic and higher quality assessment work.

- We strongly recommend that meaningful and transparent use of assessment data for important college decisions be widely publicized, in order to help faculty to value assessment.

ACKNOWLEDGEMENTS;

We would like to acknowledge all the hard work of our colleagues that have completed ***Course Learning Reports, Course Assessment Plans,*** and ***Program Learning Reports***. The commitment, time and energy our colleagues have given to this effort has been a huge force in creating a more positive "can do" culture around assessment.

We would like to thank Louise, Mona, Bob, Charles, Patricia, and Frank for all their input and support during the past semester.

We would like to thank Leon for his approval of the Faculty Senate recommendation that the two of us work together on this assignment. We have enjoyed working with each other, and more importantly have used our individual strengths to build a very collaborative approach to our work during the semester. We welcome the opportunity to continue as a team working to help the college move forward in meeting the needs we've presented in this report and implementing the recommendations that are selected for action.