WESTERN DAKOTA TECH

Creating Sustainable Assessment Through Professional Development and Processes

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Learning Outcomes

- Creating a "sustainable" assessment process

- Developing resources

- How we "survived COVID-times and assessment of student learning" AND still surviving!

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About WDT....

- Located in Rapid City, SD
- Associates of Applied Science Technical College
- 32 Programs
- 45-50 Full-time Faculty
- 50 Part-time Faculty
- 840+ FTE
- 1330+ head count
- 12,668 Credit Hours a semester
- Face to Face, Online, and Hybrid course structures
- Dual Enrollment

Foundations of Assessment

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Content Experts V. Curriculum Experts

- Bloom's Taxonomy
- Lesson Plan (Performance Based)
- Rubrics
- Backwards Design
- Learning Domains
- Student Centered Learning V. Teacher Centered Learning
- Accreditation
- How is this accomplished-Academic Support Team

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Evolution of Assessment

"The Beginning" "The Early Years" "The Change" "The Evolution"

Fall 2005
Faculty Development
Focused on
Assessment Training

Spring 2011
Program Quality
Members Attend
HLC Annual
Conference

Spring 2016
Assessment
Coordinator
Positions Created

Spring 2018
Comprehensive
Evaluation

Spring 2020
New Institutional
Outcomes

2003
Creation of Core
Abilities

Fall 2010
HLC Assessment
Institute

Fall 2012
IUPUI Assessment
Institute

Spring 2016
Comprehensive
Evaluation-
Probation

Fall 2016
Begin HLC
Assessment
Academy

Fall 2020
Graduate from
Assessment
Academy

Spring 2022
Mid-Point
Comprehensive
Visit

2008
Comprehensive
Evaluation

Fall 2016.
Program Quality
to Assessment
Committee

Fall 2021
Implementation of
Effective
Assessment Rubric

Campus Understanding of Accrediting Body Standards

- Campus Goal: Move from compliance to excellence
- All members of campus were assigned to a Criterion committee
  - Participate in gathering evidence
  - Encouraged to recommend changes
- HLC Criterion 4 Teaching and Learning: Evaluation and Improvement
  - Faculty
  - Registrar
  - Curriculum and Instruction
  - Admissions

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Administratio n Buy-In

- Assessment Coordinator position
- Commitment to faculty development
- Assessment Academy
- Increase contracted work hours
- IE days (Institutional Effectiveness Days)

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HLC Assessment Academy Project

- Applied to be in Academy Cohort Spring 2016
- Accepted Fall 2016
- Two Strands:
    1) Sustainable Assessment Processes
    2) Sustainable Professional Development

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Creating a Sustainable Assessment Process

PROCESS

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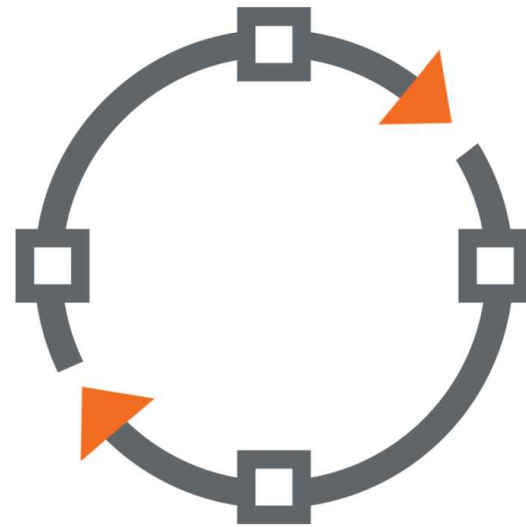
Assessment Academy
Sustainable Assessment Process Strand

- Capitalize and Document Current Processes
- Ability to Evolve with Assessment
- Design Procedures for Programs to Implement Changes
- Develop visuals of the Processes and Procedures

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Document Current Processes

- Identify what we are doing well
- Developing procedures
- Inform the campus of the processes

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"Evolve" with Assessment

- Continuous Change v. Evolution
- Create an Assessment Culture of "evolution"
- Create processes that have the ability to evolve

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	PLO Document	PLO to Core Ability	Master Syllabi SLO Statement	Master Syllabi Assessment Statement	Course Map	Competencies to PLO Document	Website	Catalog	SPOL	Assessment Addendum	WDT-Share	Notes:
Core Ability (Institutional Outcomes)	X			X	X		X	X	X		X	
New Program	X		X	X	X	X	X	X	X	X	X	
Course Change												
Add Course			X	X	X		X	X	X	X	X	If course change effects other programs, it will require all effected areas to be completed by all programs effected
Remove Course					X		X	X	X			If course change effects other programs, it will require all effected areas to be completed by all programs effected
Modify Course												If the changes require a new course number, treat like a new course
PLO Change	X			X	X	X	X		X	X	X	
SLO Change			X				X				X	
Master Syllabi Assessment				X			X				X	
Course Map					X				X	X	X	
Competencies						X					X	

Western Dakota Tech Annual Assessment Process (Academic Year)

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 semster with program faculty (Meetings Begin the 2nd week of the semster through the 4th week of the semester)

Is the plan moving forward effectively?

NO

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

Yes

No

Program Faculty Document Assessment Results in SPOL

Program Faculty Conduct Assessments

YES

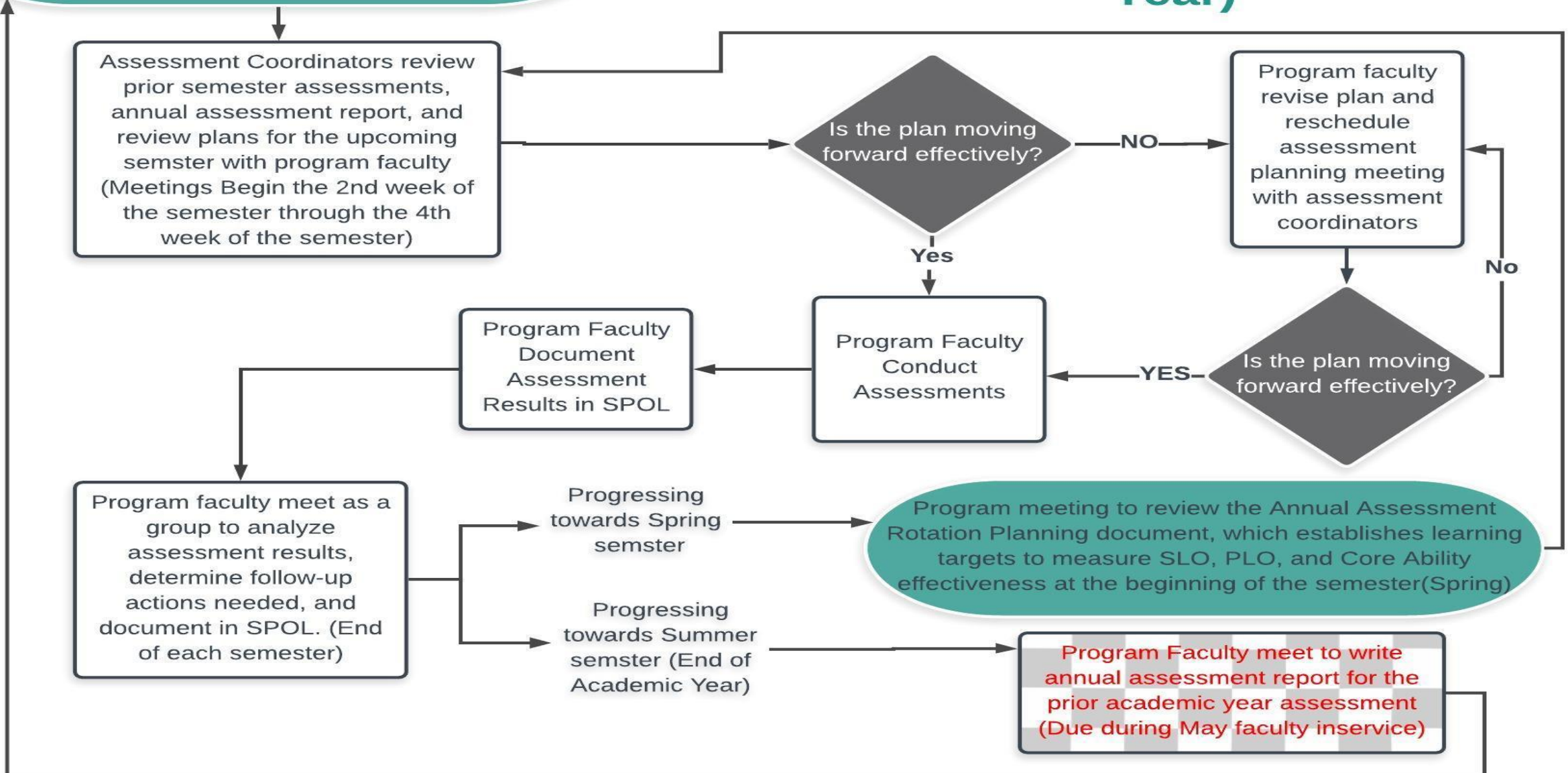Is the plan moving forward effectively?

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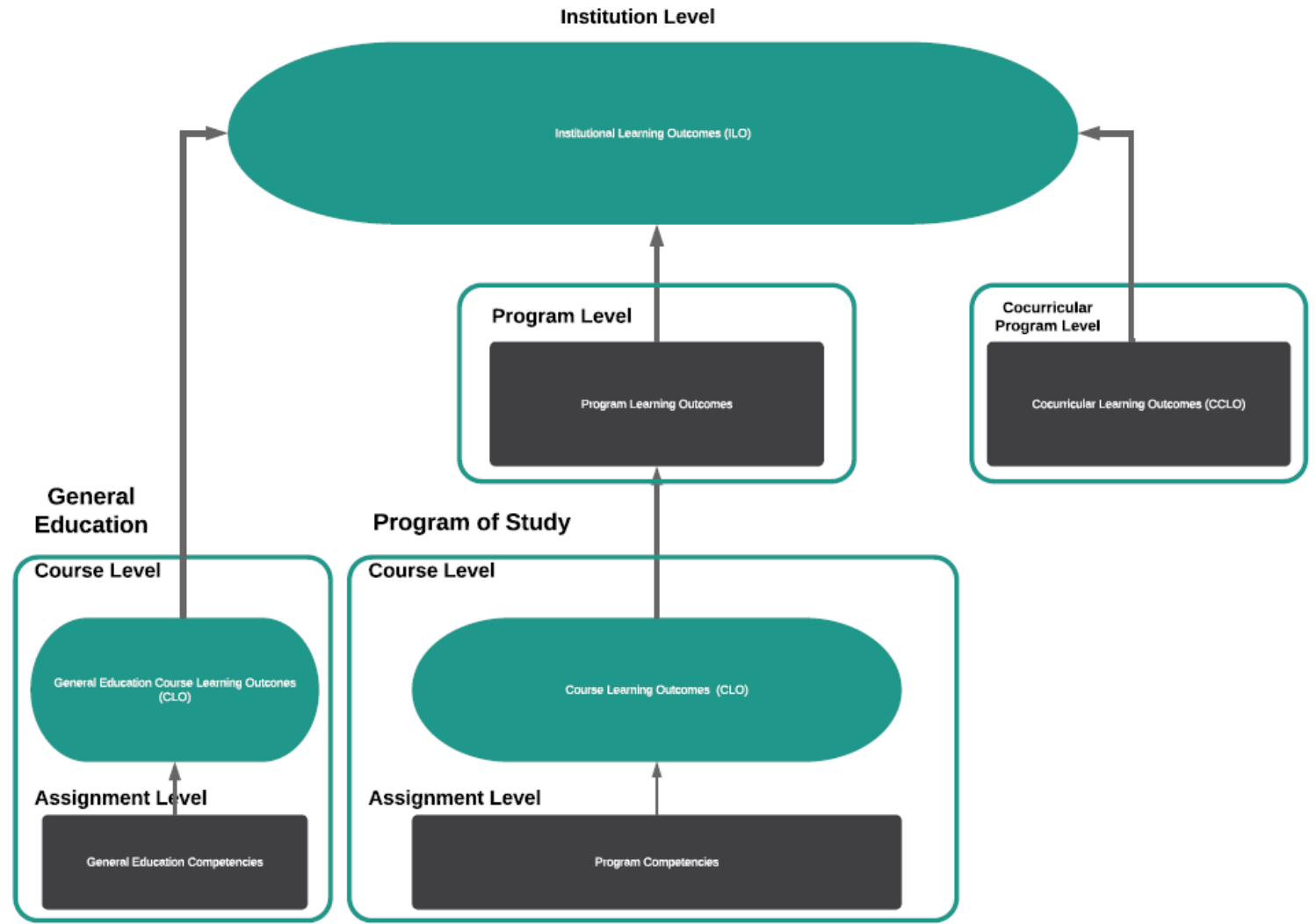
Progressing towards Spring semster

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 semster(Spring)

Progressing towards Summer semster (End of Academic Year)

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

Western Dakota Tech Outcome Map

Institution Level

Institutional Learning Outcomes (ILO)

Program Level

Program Learning Outcomes

Cocurricular Program Level

Cocurricular Learning Outcomes (CCLO)

General Education

Course Level

General Education Course Learning Outcomes (CLO)

Assignment Level

General Education Competencies

Program of Study

Course Level

Course Learning Outcomes (CLO)

Assignment Level

Program Competencies

Annual Assessment Planning Document

Environmental Engineering Technician Program Learning Outcome Annual Planning for 2020-21

Core Ability	PLO	Semester	Mapped Course	Developmental Level	Learning Target
Communicaiton Skills	Demonstrate professional communication skills in the environmental engineering field by using acceptable communication, and by producing accurate and concise documents	F20	BIOL 101/101L (EET Students only)	I	11/15 students (73%) of students will score a 75% or better on the communication skills rubric
Communicaiton Skills	Demonstrate professional communication skills in the environmental engineering field by using acceptable communication, and by producing accurate and concise documents	S21	EET 140	D	14/17 students (82%) of students will score a 85% or better on the communication skills rubric
Communicaiton Skills	Demonstrate professional communication skills in the environmental engineering field by using acceptable communication, and by producing accurate and concise documents	S21	EET 225	M	10/11 students (90%) of students will score a 85% or better on the communication skills rubric
Analytical Skills	Students will be able to : Conduct environmental investigations through	F20	BIOL 101/101L (EET Students only)	I	11/15 students (73%) of students will score a 75% or better on the analytical skills
Analytical Skills	Students will be able to : Conduct environmental investigations through	S21	EET 140	D	14/17 students (82%) of students will score a 85% or better on the analytical skills
Analytical Skills	Students will be able to : Conduct environmental investigations through	S21	EET 225	M	10/11 students (90%) of students will score a 85% or better on the analytical skills

Environmental Engineering Technician Student Learning Outcome Annual Planning for 2020-21

Course	Mode of Delivery	SLO	Semester	Learning Target	Responsible Instructor
BIOL 101/101L	T	Communicate the results of scientific inquiries in	F20	14/17 (80%) of students score 80% or better on the final lab	Kelsey Murray
EET 225	T	Describe the composition of the Earth's atmosphere	S21	9/11 (80%) of students will score an 80% or better on the	Kelsey Murray

Mode of Delivery
O = Online
T = Traditional
HB = Hybrid

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Program Learning Outcomes (PLO)

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Program:

PLO:

Learning Target:

Analysis

1. What was the activity that was assessed (Learning Target)? (Individual)

2. How was the learning target assessed? (Individual)

3. What were the results (Measurement)? (Individual)

4. What does the assessment data mean? (Individual + Program)

Follow-Up Actions

1. What needs to improve as a result of the assessment analysis? (Individual + Program)

2. What are the plans to improve student learning based on your analysis during the next assessment cycle? (Individual + Program)

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Creating Sustainable Professional Development

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Assessment Academy
Sustainable Professional Development Strand

- Design Assessment Curriculum to Train Faculty
- Develop a Training Cycle
- Host and Present at Assessment Workshops

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ED-115 Introduction to Program Assessment
(Online Course)

- Developed by faculty on the Assessment Academy Team
- 4 week online "Introduction" to WDT Program Level Assessment
- Requirement for all new faculty
- Any faculty can take the course at anytime
- Instructed by Assessment Coordinators

18 faculty have completed ED 115

New Faculty Assessment Training Schedule

New Faculty Assessment Training Schedule

	Semester 1	Semester 2	Semester 3	Semester 4
Single faculty program	• Teaching duties only • PD duties	• Complete Intro to Program Assessment online course • Teaching Duties • PD duties	• Begin PLO Assessment • Teaching Duties • PD Duties	• PLO Assessment • Teaching Duties • PD Duties
Multi-faculty program	• Complete Intro to Program Assessment online course (Possibly conduct assessment activities per program faculty planning)	• Begin PLO Assessment	• PLO Assessment	• PLO Assessment
New program	• Training on and develop PLOs, Course Map, Competencies • PD duties	• Teaching duties only • PD duties	• Complete Intro to Program Assessment online course	• Begin PLO Assessment

New Faculty Trainings:

1. ED 115 Introduction to Program Assessment (online)

2. Introduction to WDT Learning Outcomes (Core Abilities, Program Learning Outcomes, Student Learning Outcomes, Course Learning Outcomes, Course Map and Competencies)

3. SPOL Training

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Continuous "Mode of Assessment Training"

- Assessment training included in Faculty Development Days and IE Days (Institutional Effectiveness Days)
- Offer training/help sessions during academic day – various times
- Pre-recorded training
- Mandatory meetings with Assessment Coordinators – beginning of each semester
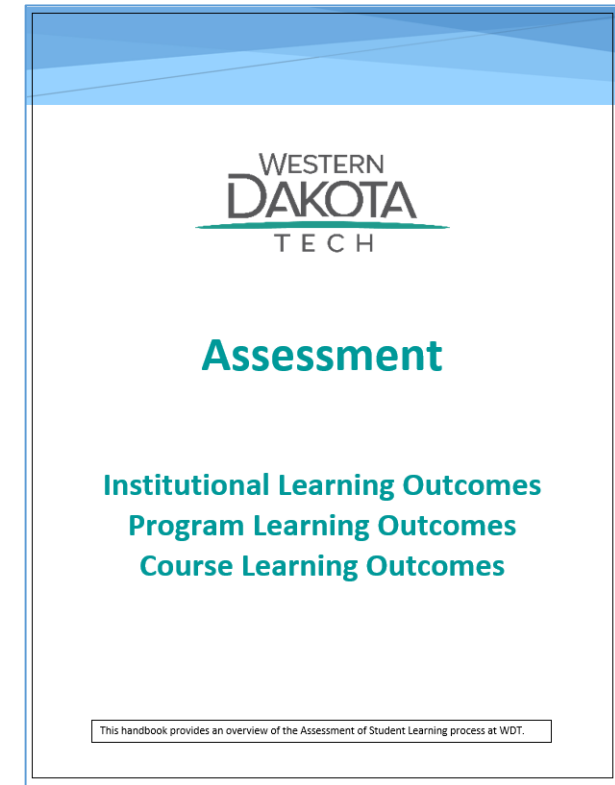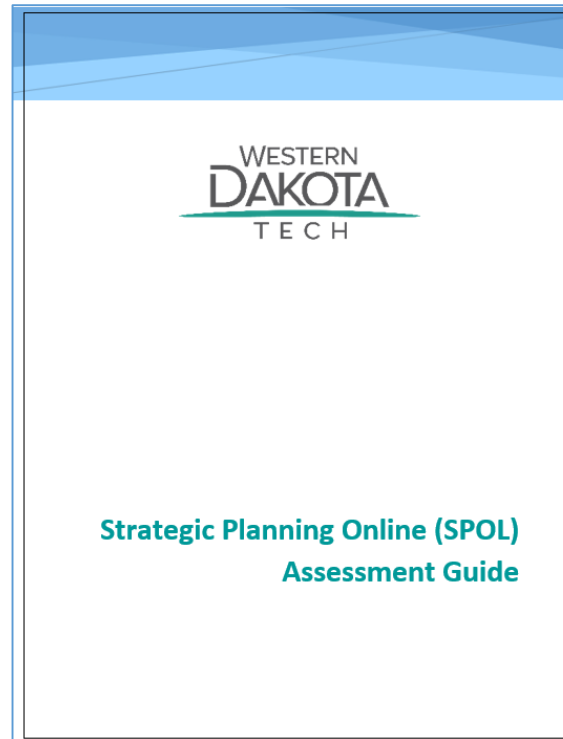
Developing Assessment Resources

WDT Assessment Resources

- Assessment Coordinators
- SPOL - Strategic Planning Online
- Assessment Academy
- Assessment Training Materials/Processes/Guides
- Assessment Committee
- ED 115 – Intro to Program Assessment Course

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Assessment

Institutional Learning Outcomes
Program Learning Outcomes
Course Learning Outcomes

This handbook provides an overview of the Assessment of Student Learning process at WDT.

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Strategic Planning Online (SPOL)
Assessment Guide

What we learned that was not needed!

- Changing the name of the Assessment Committee **does not** lead to a culture of assessment or assessment buy-in
- Focus on "**buy-in by ALL**" at the faculty level
- Celebrate assessment but know your audience!

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Gen Ed / New ILO Assessment "Journey"

Began Spring semester 2019

Gen-Ed Speed Dating!!

- Purpose
    - Connect programs with General Education faculty / GEOs
    - Develop new institutional learning outcomes for WDT
- Programs gather GEO assessment data during 2019-2020
- End of Spring 2020 – Assessment Committee and faculty body finalize new ILOs.

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How did we "survive" COVID 19?
(In the Assessment World)

- Sustainable Processes – did not change whether on or off campus
- Assessment Coordinators – met with programs to adjust assessments
- Virtual Meetings
- Extended assessment due dates
- Included impact COVID had on assessment

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WDT's "Key" Resources

- "Value of" Human Capital in assessment roles/leadership
- Assessment processes that are created by faculty, accepted by the campus, and effective
- Assessment Database (SPOL)

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Questions?

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