

Spring Faculty In-Service 2021

Academic Program Assessment Presentation

Academic Program & Gen. Ed. Assessment Pilots

- Reminders & Updates
- Questions
- Favor

Focus- most crucial skills we want students to obtain by end of program

- Think Program Level not Course Level.
- It is faculty group inquiry not individual/course.
- Every program has to participate.
- We will learn a lot from the pilot about learning and the process.
- We always make it meaningful & manageable.

The Process


1. Assessment Plan (Submitted & Vetted)
2. Assess (Academic Year)
3. Individual Data Stories from Data Collection Points on Map (Reporting)
Nuventive
4. Group Program Data Story - Early fall of next year meet as a group)
Final data story will be entered into Nuventive (applies to gen. ed.).
5. Program Data Stories (Vetted by assessment committee)
(General ed. Data Story vetted by faculty gen. ed. outcome committee)

Important

- Outcomes must be assessed by direct and indirect measures each year.
- Typically assess the highest level of instruction to see if students are meeting the outcome.
- Performance Indicators of each outcome have to be used on a data collection tool to evaluate outcome through student work/demonstration (direct).
- Performance Indicators allow us to use different assignments by creating a shared evaluation/data tool for each outcome.
- However, everyone must use the same data collection tool for each outcome to evaluate.
- Program faculty determine the desired level of performance (rubric threshold).

Psy/Soc Example

- Upon completion of the program, the student will apply theoretical perspectives to individual and social behavior.
- A. Define theoretical perspectives
- B. Identify key components/attributes
- C. Relate the concept to a specific aspect of behavior
- **Direct Measure:** capstone presentation **demonstrating the learning**
- **Indirect Measure:** open-ended question on a survey (data collection tool) – How do you feel the CASC Sociology/Psychology program has prepared you for the capstone presentation on the 5 major theoretical perspectives in psychology? **Students' Perception of Learning**



Used as criteria on shared evaluation tool to evaluate student work from assignments that demonstrate highest level of instruction

Data Story (Reporting) – Individual Faculty Member

(Indirect Info will be Similar)

1. Expected Findings/Unexpected Findings
2. CASC Email
3. Program Year: 2020-2021
4. Explanation of Measure (assignment) Used to Assess (indirect-survey, etc.)
5. Findings (What we found) **Data & Narrative**

Based on the performance criteria,

1. How did the students do? (results from rubric – data evaluation tool)

2. What did they get?

3. What did they not get?

Data

Narrative explaining data

6. Analysis (What it means)
 1. What worked?
 2. What didn't work?
 3. (Gen. Ed. only) Did the assessment process adequately assess the gen. ed. outcome?
 4. What are your biggest takeaways from the assessment?
7. Number Assessed (total & broken by modalities)

Data Story for Program (Joint faculty effort)

- Summary of Findings (What we found from Direct & Indirect)
- Group Analysis (What it means)
- Biggest Takeaways
- Plans of Action for Program
- Resources to Support Action
 - What resources will support action (budget allocation, materials, personnel, donations, outside support)? Why?

If you do not have a plan and/or need help,
we need to talk.

We have good rubrics/tools to start out this pilot!!

I need a favor

This Spring

- Community College Survey of Student Engagement CCSSE
 - Asks questions that assess student behaviors & institutional practices
 - Supports OSRHE requirements of student engagement & satisfaction
 - Supports a few gen. ed. & co-curricular outcomes
 - Supports accreditation by establishing a culture of evidence
- Community Colleges Faculty Survey of Student Engagement CCFSSE
 - Faculty perceptions about students' educational experiences and teaching practices