

Campus Update on Assessment, Spring 2013

Program Student Learning Outcomes

It has been a very productive year for developing program student learning outcomes that are aligned to the institutional outcomes which were approved last spring. Since spring of 2012, many activities have taken place in the area of assessment.

Institutional Level

Technical Certificate student learning outcomes have been developed at the institutional level:

- Apply principles of grammar and vocabulary in documentation for the field of study. (Communication Fluency)
- Apply Mathematical concepts and practices to the field of study. (Quantitative Fluency)
- Locate, gather, organize and evaluate evidence on an assigned topic or question of practice in a work place setting. (Critical Thinking)
- Describe the scope and application of principle features of the field of study, including core practices. (Specialized Knowledge)
- Demonstrate personal and professional ethical behavior. (Specialized Knowledge)
- Demonstrate mastery of the current terminology in the field of study. (Applied Learning)
- Generate substantially error-free products or processes in the field of study. (Applied Learning)

Starting in August, as the Director of Assessment of Student Learning, I met with faculty from each academic program or department to discuss how the new assessment process would be implemented and how each program would develop an assessment plan based on the outcomes and curriculum mapping that had been written in spring, 2012. Most faculty realized that the initial outcomes that had been written needed revising and by, this spring, all baccalaureate programs had listed newly developed/revised outcomes on the respective program sheets. By next year, all associate and technical certificate programs will list learning outcomes on the program sheets.

The Assessment Committee revised the responsibilities for the committee and Faculty Senate approved the change. The committee also developed the new assessment plan template as well as a rubric that will aid in the review of the program assessment plans. The committee held a mini-webinar with Susan Hatfield, an assessment expert, in January to discuss the role and responsibility of the committee to the campus and to each respective department. In March, Susan came to campus and met with each department as well as the General Education Revision Working Group and the Graduate Advisory Council. She reviewed the available learning outcomes and assessment plans for each program. It was a very packed and productive two days for the faculty. As a result of the meetings, program faculty were able to focus on revising program learning outcomes and begin work on assessment plans.

The assessment committee will be reviewing the plans and providing feedback. Some programs have already been assessing courses based on the new outcomes. The majority will begin assessing starting this fall. Additionally, plans are to have course outcomes listed on all syllabi for each program.

General Education

Paul Gaston returned in January to discuss the importance of general education in the curriculum. The General Education Working Group began reviewing the current 10 general education goals and will be revising to the whole program as well as creating learning outcomes that align to the institutional learning outcomes. A survey was sent to faculty requesting input and members of the group attended a General Education Assessment workshop in Vermont in June.

ETS Proficiency Profile

This year we piloted the ETS Proficiency Profile which supports student learning outcome assessment through testing of academic skills. 43% of students contacted completed the profile. The results will be discussed this fall.

Again, it has been an incredibly busy and productive year for assessment and this momentum will continue into the next school year. Thank you all for your participation in this work.

Bette Schans
Director of Assessment of Student Learning