

ASSESSMENT IN ACTION

Volume 1: Issue 3

November 2006



THOUGHT THERE WAS NO SUCH THING AS A **FREE LUNCH**~

WRONG

SCHEDULE A PROGRAM ASSESSMENT MINI-WORKSHOP TODAY AND **FREE LUNCH FOR THE DEPARTMENT.**

FIND A DATE/TIME TO GATHER YOUR DEPARTMENT, CONTACT THE ASSESSMENT COORDINATOR, RECEIVE GUIDANCE HELPING YOUR DEPARTMENT THROUGH THE BEGINNING OR THE COMPLETION OF YOUR PROGRAM ASSESSMENT PLAN.

SCHEDULE TODAY!!!!!!!!!!!!!!

No Outcomes Assessment Committee on Tuesday, December 5. See you in January!

Gen Ed Assessment will meet Thursday, December 14 at 8am in AD 198A

A CULTURE OF EVIDENCE

Q. Does Casper College have a culture of evidence?

The characteristics of a culture of evidence include the following:

- The institution regularly collects systemic, timely, useful, and user-friendly information about student persistence, learning, and attainment—and makes it readily available.
- The institutional culture encourages everyone - governing board members, administrators, faculty, staff, and students—to rigorously examine and openly discuss institutional performance.
- The institution tracks cohorts of entering students to

measure outcomes and identify areas for improvement.

- The institution disaggregates data by student characteristics, such as age, gender, race/ethnicity, and income level.
- The results of student and institutional decisions regarding strategic priorities, resource allocation, faculty and staff development, and improvements in programs and services.
- Beliefs and assertions about “what works” in promoting student learning and attainment are evidence-based.

Source: McClenney, K. and B. McClenney, Student Learning, Persistence and Attainment: A Community College Inventory, 2003.



Instructors—as you are planning your course syllabi for spring semester, please be aware that your class *may be selected* to participate in the “Community College Survey of Student Engagement” (CCSSE) during the week of March 26-March 30, 2007

RESULTS OF TRANSFER STUDENT STUDY

Comparison of Casper College and UW Grade Point Averages (2005)

Transferred		Community	UW First Fall
Credit Hours*	#	College GPA*	Semester GPA
0 <= Hours < 30	21	3.08	2.78
30 <= Hours < 60	51	3.35	3.15
60 <= Hours < 90	59	3.10	3.02
90 <= Hours	25	3.12	3.41
Totals	156	3.17	3.08

Please contact me if you'd like more information on the UW Transfer Report!

DID YOU KNOW?

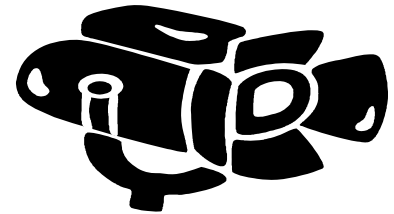
PERKINS REAUTHORIZATION

The US Congress has taken action to reauthorize the Carl D. Perkins Vocational and Technical Education Act of 1998. The new legislation, entitled the Carl D. Perkins Career and Technical Education Improvement Act of 2006 will provide increased focus on the academic achievement of career and technical students, strengthen the connections

between secondary and post-secondary education, and improve state and local accountability. Currently state leaders are drafting the state plan which will provide guidance to Casper College as we think about the administration and allocation of the grant. The Act is reauthorized through 2012.



November Assessment Spotlight



This month's spotlight goes to Jim Sears and Shelly Norvell from Construction Technology. They strongly "built" measurable course outcomes on their syllabi and aligned syllabi with program level outcomes.

Some Frequently Asked Questions About the Assessment of Student Learning

Q. Do we need to assess all of our students on all of our outcomes?

That depends. If your program or number of outcomes is relatively small, it is necessary to assess each student or outcome. With larger programs or number of outcomes it is possible to select and assess a sample of students or outcomes and draw conclusions about

the program based on those data. All outcomes must be assessed within a two-year cycle.

Q. What are some types of data that should be collected?

The ideal data are direct assessment of students' learning that might be drawn from capstone courses, course embedded assessments (e.g., examinations, projects, papers), externally administered examinations (e.g., accreditation examinations), internship performances (e.g., student teaching or clinical practice in

nursing), and evidence from student work in portfolios. Indirect assessments are also helpful and would include student surveys, exit interviews, surveys from employers, and reports from external reviewers. An excellent guide is the Assessment Manual for the University of Wisconsin.

Q. Do we need to use pre- and post-tests? No.

While the results from pre-and post tests are valuable, they answer a differ

ent question—"How much did students learn?" The question to be answered with the assessment of student learning outcomes is simply, "Do students demonstrate that they know or do the program learning outcomes"? We are essentially measuring students' performance against the out-



Q. What kind of statistics would be acceptable in the annual report?

Because the question we are answering is the extent to which our students have demonstrated that they know and can do the outcomes we have specified, most results will be in the form of tabulating the number and percentages of students (e.g., 45 students equaling 84% met outcome # 4).

Q. What happens if students don't do very well on some of the learning outcomes?

It is not our intent to show that all students have met all learning outcomes. Rather, we are demonstrating that we have a "culture of assessment" and that based on the systematic assessment of our students' performance, we are working to improve the quality of student learning.

WEAVEONLINE

What is WEAVEonline?

WEAVEonline is a web-based assessment system that helps manage accreditation, assessment and quality improvement processes for the college.

WEAVEonline increases the college's understanding of and commitment to ongoing planning and evaluation from the level of individual programs up through the entire institution.

At the institutional level, WEAVEonline supports a true culture of evidence by:

Featuring a model of *plan, assess, improve*

Encouraging collaboration across the institution

Emphasizing continuous improvement

Promoting reflection

Supporting evidence-based planning

Optimizing student learning

Facilitates good practice in planning and assessment for faculty and staff by:

Guiding and streamlining assessment and planning processes

Relating program objectives to other institutional and departmental objectives

Providing for communication among individuals and programs

Capturing data in a central location

Encouraging curriculum mapping

Providing access from anywhere at any time

Helps to manage and monitor planning and assessment across the institution by:

Dynamically reflecting the current state of assessment and planning at all levels

Tracking actions over time

Monitoring the costs of program improvements

Facilitating reporting across programs

Archiving data when a cycle is completed

Casper College is currently considering the WEAVEonline program. A group of faculty will be demonstrating the program in May at a General Education Conference. Try it out at: www.weaveonline.com

ASSESSMENT TERMINOLOGY

Learning Outcome—A statement (or collective set of statements) that specifies what a student will know, understand, and/or be able to do upon successful completion of a degree program at Casper College. The collective set of statements may also be known as the programs outcomes for a degree program.

Portfolio—A mechanism that may be used to gather student learning data. Represents a

comprehensive assimilation of materials and/or collection of work samples used to assess student achievement and/or progress related to a) one class, b) several courses, and/or c) all program courses. Evaluation criteria are provided via a scoring rubric or other formal assessment mechanism



“ASSESSMENT” FROM THE
LATIN ROOT *ASSIDERE*,
WHICH MEANS TO SIT
BESIDE.

GENERAL EDUCATION ASSESSMENT AT CASPER COLLEGE

1. DEVELOPMENT OF DETAILED OUTCOMES BY SUBCOMMITTEE FOR EACH GEN ED AREA

2. DEVELOPMENT OF METHODS OF ASSESSMENT

3. ATTENDANCE AND TRAINING AT NATIONAL AND REGIONAL WORKSHOPS

4. DISSEMINATION OF OUTCOMES ACROSS CAMPUS

5. APPROVAL OF GEN ED OUTCOMES BY SPECIFIC ACADEMIC DEPARTMENTS

6. YEAR-1 ASSESSMENT ANALYSES USING NEW OUTCOMES

7. EVALUATION OF GEN ED ASSESSMENT PROCESS THROUGH HLC ACCREDITATION

