

# ASSESSMENT IN ACTION

Volume 1, Issue 1

September 2006

HOW WOULD YOU LIKE TO RECEIVE THE *ASSESSMENT IN ACTION* NEWSLETTER

- VIA E-MAIL
- VIA E-MAIL WITH ONLY A LINK TO THE NEWSLETTER
- PRINTED, DISTRIBUTED THROUGH CAMPUS MAIL
- IF YOU WOULD PREFER TO RECEIVE THIS IN A DIFFERENT FORM, PLEASE E-MAIL DGALLINGER@CASPERCOLLEGE.EDU

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## STAYING OUT OF THAT RUT

WELCOME TO THE FIRST EDITION OF THE CC *ASSESSMENT IN ACTION* NEWSLETTER. ALTHOUGH THE CREATION AND DISSEMINATION OF ANOTHER CAMPUS NEWSLETTER MAY BE MET WITH SOME TREPIDATION, IT IS HOPED THAT THIS FORM OF COMMUNICATION WILL PROVIDE IMPORTANT INFORMATION ON THE "ASSESSMENT HAPPENINGS" AROUND CAMPUS. ALSO, AS ASSESSMENT PLAYS AN INCREASINGLY IMPORTANT ROLE IN SHAPING AND INFORMING CC POLICY AND PRIORITIES, A NEWSLETTER SEEMED TO BE A PERFECT MEDIUM TO PERIODICALLY REPORT DATA AND PRACTICES THAT MAY BE OF INTEREST

*The important question is not how assessment is defined but whether assessment information is used (Palomba & Banta, 1999)*

AND HAVE RELEVANCE TO THE ENTIRE CAMPUS COMMUNITY.

IT IS MY UNDERSTANDING THAT ASSESSMENT PLANS ARE NOW IN THEIR SECOND OR THIRD YEARS OF IMPLEMENTATION - HERE

LIES THE TENDENCY TO GET STUCK IN A RUT OF ROUTINE.

TO AVOID THE RUT, CONTINUE TO THINK OF NEW WAYS TO MONITOR OUTCOMES. HOWEVER, YOU SHOULD KEEP MONITORING YOUR IDENTIFIED OUTCOMES BECAUSE LONGITUDINAL DATA IS ALWAYS VALUABLE. JUST DON'T FORGET TO BUILD ONTO THEM.

TO HELP WITH THIS PROCESS, YOU WILL BE ASKED TO COMPLETE A YEAR-END ANNUAL ASSESSMENT PLAN AND REPORT. FORMS ARE CURRENTLY AVAILABLE ON THE CC ASSESSMENT WEBPAGE AND WILL BE DISTRIBUTED TO PROGRAM DIRECTORS DURING THE MONTH OF OCTOBER. THIS FORM WILL HELP FORMULATE OUTCOMES FOR THOSE PROGRAMS WHO HAVEN'T ALREADY DONE SO AND HELP SERVE AS A GUIDE FOR THE ANALYSIS AND FEEDBACK PORTIONS OF THE PROCESS.

PLEASE CONTACT ME FOR FURTHER INFORMATION AND QUESTIONS.  
DAWN GALLINGER

ASSESSMENT COORDINATOR  
X3038



## OUTCOMES ASSESSMENT COMMITTEE

THE FOLLOWING ARE THE 2006-2007 MEMBERS OF THE OUTCOMES ASSESSMENT COMMITTEE:

HELEN SCHILLING, MARK OXLEY, RICHARD JACOBI, JAMES OLM, FRED KUCK, DOUG NEUBERT, EBBA STEDILLIE, PETE VAN HOUTEN, SCOTT JOHN-

SON, MARTY FINCH, BROOK RUSSELL, JARED BOWDEN, CHAD HANSON, CAMMY ROWLEY, MEGAN GRAHAM, JIM SEARS, BETH FLOYD, GINGER COOPER, AND DAWN GALLINGER.

**EVERYONE IS WELCOME TO ATTEND MEETINGS**

T, October 3, 3pm

T, November 7, 3pm

T, December 5, 3pm

All meetings in CE 207

# ACADEMIC PROGRAM ASSESSMENT REPORTS: TIPS FOR WRITING AND MAKING THE MOST OF THE PROCESS

**NEW TO CASPER COLLEGE: ANNUAL ASSESSMENT REPORT AND PROGRAM IMPROVEMENT PLAN FORM.** ALTHOUGH THE CREATION AND COMPLETION OF YEARLY PROGRAM ASSESSMENT REPORT (S) CAN FEEL LIKE AN EXERCISE IN DRUDGERY, IT IS IMPORTANT TO RECOGNIZE THAT THE REPORT ITSELF IS SIMPLY AN OUTWARD SIGN OF A DEPARTMENT/PROGRAM'S INTERNAL PROCESS OF REFLECTION AND CONTINUOUS IMPROVEMENT. THE FOLLOWING GUIDELINES AND AREAS CAN BE HELPFUL TO CONSIDER WHEN COMPLETING THE REPORT AND ASSESSMENT PROCESS EACH YEAR.

## (1) ASSESSMENT AND REPORT PURPOSE

IT NEEDS TO BE RECOGNIZED THAT ASSESSMENT PROCESSES AND THE YEARLY REPORT ITSELF SERVES AS DOCUMENTATION OF PROGRAM-MATIC CONTINUOUS IMPROVEMENT. THE REPORT SHOULD NOT BE COMPLETED WITH THE INTENT OF REPORTING ONLY POSITIVE FINDINGS. A WELL WRITTEN REPORT CAN HELP DEPARTMENTS UNDERSTAND GAPS BETWEEN WHERE THEY ARE AND WHERE THEY WANT TO BE, HELP IDENTIFY CAUSES OF WEAKNESSES, UNDERSTAND WHERE TO TARGET RESOURCES AND EFFORTS, AND

ELIMINATE INEFFECTIVE PRACTICES.

## (2) COLLABORATION

ASSESSMENT ACTIVITIES ARE BEST WHEN THEY INVOLVE EVERYONE OR AT LEAST A REPRESENTATIVE GROUP WITHIN A DEPARTMENT/PROGRAM. THE RELIANCE OF A SINGLE PERSON (USUALLY THE CHAIR/DIRECTOR) COMPLETING THE REPORT IS A WEAK MODEL.

**Annual Assessment Reports are due to the Assessment Coordinator August 1, 2007**

## (3) REPORT LENGTH/EXPECTATIONS

A WELL WRITTEN REPORT SHOULD FOLLOW THE GUIDELINES IN THE ONLINE FORM. IT NEEDN'T BE MORE THAN 2-3 PAGES LONG. THE KEY IS TO MAKE SURE THAT OUTSIDE READERS (WHO HAVE LITTLE KNOWLEDGE OF YOUR PROGRAM) COULD MAKE SENSE OF REPORTED FINDINGS AND ACTIONS INITIATED AND PLANNED.

## (4) OUTCOMES

IT IS IMPORTANT TO EXAMINE STUDENT LEARNING OUTCOMES THAT

RELATE TO MULTIPLE DOMAINS OF STUDENT DEVELOPMENT (KNOWLEDGE, SKILLS, AND ATTITUDES). IN ADDITION, AN ATTEMPT SHOULD BE MADE TO ARTICULATE THE RELATIONSHIP BETWEEN PROGRAM OUTCOMES AND COLLEGE MISSION AND GOALS.

## (5) ASSESSMENT METHODS

A VARIETY OF METHODS SHOULD BE USED IN ASSESSING LEARNING OUTCOMES. DIRECT LEARNING ASSESSMENTS LIKE TEST AND PROJECT SCORES AS WELL AS INDIRECT AS-

SESSMENTS LIKE SURVEYS CAN BOTH BE HELPFUL IN PROVIDING A PICTURE OF STUDENT LEARNING AND PERCEPTIONS.

## (6) RESULTS

RESULTS SHOULD BE PRESENTED IN SPECIFIC QUANTITATIVE AND/OR QUALITATIVE TERMS AND SHOULD BE EXPLICITLY LINKED TO OUTCOMES.

## (7) PROGRAM FEEDBACK/IMPROVEMENT

PROGRAM IMPROVEMENT SHOULD BE NOTED AND RELATED TO ASSESSMENT RESULTS. IN OTHER WORDS, PLANNED PEDAGOGICAL AND CURRICULAR CHANGES SHOULD BE BASED ON FINDINGS.

## (8) REPORT FEEDBACK

YEARLY ASSESSMENT REPORTS ARE EVALUATED EACH FALL AND A FEED-

BACK REPORT GENERATED AND DISTRIBUTED BY OCTOBER.



FORMS ARE AVAILABLE AT:

■ [http://](http://www.caspercollege.edu/faculty_staff/assessment/criteria4review.html)  
 ■ [www.caspercollege.edu](http://www.caspercollege.edu)  
 ■ [/faculty\\_staff/](http://www.caspercollege.edu/faculty_staff/assessment/criteria4review.html)  
 ■ [assessment/](http://www.caspercollege.edu/faculty_staff/assessment/criteria4review.html)  
 ■ [criteria4review.html](http://www.caspercollege.edu/faculty_staff/assessment/criteria4review.html)  
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# MINI-MESTER SURVEY RESULTS

## Fall 2006 Mini-Mester Survey Results

### Faculty Survey

Participant Group = 25 Surveys returned = 20  
Response Rate = 80%

Survey participants strongly agreed that Students attended Mini-Mester class regularly, were adequately prepared, turned in high quality work (on time) that equaled that of a semester class, and student learning outcomes were met.

Survey participants also agreed that Mini-Mester courses are



effective for teaching, student contact hours in class were adequate, and they were satisfied with pay.

Survey participants found that the Mini-Mester course was slightly more work than a semester class to teach, but faculty probably would consider teaching a course again and definitely would encourage a colleague to teach a Mini-Mester course.

From the survey participants' perspective Casper College should absolutely offer Mini-Mester classes again next May.

### Student Survey

Student Participant Group = 225

Surveys Returned = 26

Response Rate = 11.5%

50% of the students were satisfied with the quality of the Mini-Mester and 50% of the students were highly satisfied with the class. Students would consider taking a Mini-mester class again and would recommend a Mini-Mester course to a friend. Student survey participants would like more classes in the evening and more course options.

Thanks for the feedback!

## ASSESSMENT TERMINOLOGY

**COHORT**—A GROUP WHOSE PROGRESS IS FOLLOWED BY MEANS OF MEASUREMENTS AT DIFFERENT POINTS IN TIME

**CRITERION REFERENCES TESTS**—A TEST IN WHICH THE RESULTS CAN BE USED TO DETERMINE A STUDENT'S PROGRESS TOWARD MASTERY OF A CONTENT AREA. PERFORMANCE IS COMPARED TO AN EXPECTED LEVEL

**OF MASTERY IN A CONTENT AREA RATHER THAN TO OTHER STUDENTS' SCORES.**

**OUTCOME**—AN OPERATIONALLY DEFINED EDUCATIONAL GOAL, PRODUCT, OR PERFORMANCE THAT CAN BE MEASURED

**RELIABILITY**—THE

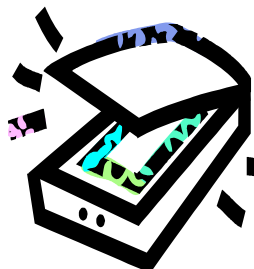
**MEASURE OF CONSISTENCY FOR AN ASSESSMENT INSTRUMENT. THE INSTRUMENT SHOULD YIELD SIMILAR**

**RESULTS OVER TIME WITH SIMILAR POPULATIONS IN SIMILAR CIRCUMSTANCES.**

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

## SCANNING EQUIPMENT AVAILABLE

**Remark Office OMR 6.0** is available to you. The software recognizes optical marks (bubbles and check-boxes) and barcodes. You can design your own forms using any word processor, print



them on your printer, I'll scan your printout, then analyze the data or export the data to the application of your choice! Great for surveys and tests. Equipment and assistance is available in AD 298B.

Try a free demo of the application at

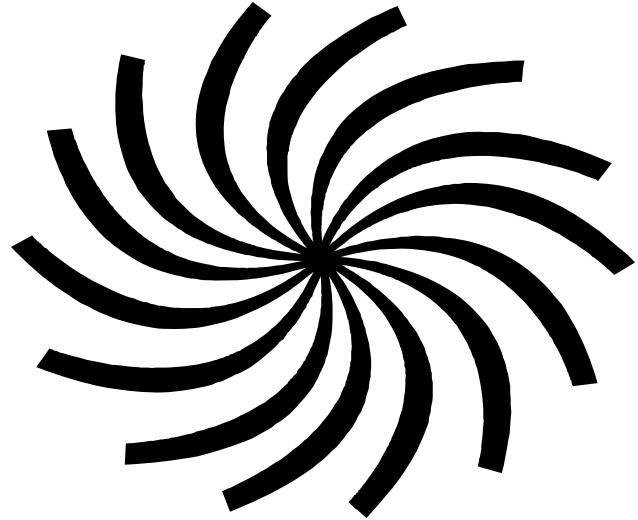
<http://www.principiaproducts.com/office/downloads.html>

See if it will work for your testing or surveys needs.

As always, I'm happy to help get you started.

**CASPER COLLEGE**

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**OCTOBER ASSESSMENT DAZE**

**ON THE WEB  
UNDER  
FACULTY/  
STAFF THEN  
ASSESSMENT**

**OCTOBER  
ASSESSMENT DAZE  
ACTIVITIES**

AS REQUESTED BY THE OUTCOMES ASSESSMENT COMMITTEE, OCTOBER ASSESSMENT DAZE BEGINS THIS MONTH WITH DEPARTMENT/ PROGRAM MEETINGS TO DISCUSS PROGRAM OUTCOME PLANS AND ASSESSMENT ACTIVITIES. MEETINGS WILL BE SCHEDULED THROUGHOUT THE MONTH.

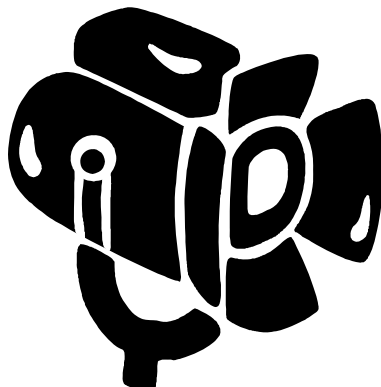
ASSESSMENT APPRECIATION DAZE ARE SCHEDULED FOR THURSDAY, OCTOBER 26 AND FRIDAY, OCTOBER 27. IT IS OUR WAY OF THANKING YOU FOR ALL OF YOUR TIME AND EFFORTS TOWARD ASSESSMENT ACTIVITIES.

**September Assessment  
Spotlight**

This month's spotlight goes to Jared Bowden and the **Physics Department**. Jared has taken an active role in improving the Physics program and writing outcomes that are measurable and tied to the

program mission.

Thank you  
Physics Department!!



**Please share your assessment activities or ideas. Just submit the information by the 20th of each month for inclusion in the next newsletter.**

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**Upcoming**

**Assessment Conferences**

October 19/20 Community College of Aurora, CO—Assessing General Education and Discipline Assessment Plans

October 30/31 Indianapolis, IN—2006 Assessment Institute

November 12/13/14 Washington, DC—CAS National Symposium on Standards, Self-Assessment, and Student Learning Outcomes

February 7/8/9/, Lisle, Illinois—HLC Assessment Workshop

