

*QUESTION: HOW WILL ATTACHMENTS BE PRESENTED? FOR EXAMPLE, THE GE RUBRICS AND REPORTS?*

*Recommendation 4: The Committee recommends that North Seattle Community College complete the development of a student learning assessment process (Standard 2.B), that this process be put into effect so as to encompass all of its offerings and programs (2.B.1) on a regular and systematic basis (2.B.2), and that the College provide evidence that its assessment activities have led to the improvement of teaching and learning (2.B.3) (Policy 2.2).*

Although historically North Seattle Community College's faculty have systematically engaged in classroom assessment practices and participated in the college's Program Review process (which requires all programs to go through a formal review every three years), the college was aware that it lacked a comprehensive assessment plan that effectively integrated assessment at the classroom, program and institutional levels for the improvement of student learning (Recommendation #4, Spring 2007 site visit report). To respond to this recommendation from the evaluation team, and more importantly to continue shifting from a teaching-centered institution to a college focused on the improvement of student learning, North Seattle Community College, beginning in the fall of 2007, initiated seven distinct, yet inter-related strategies, aimed solely at improving student learning:

- 1) A cyclical, multi-phased assessment plan focusing on the General Education skill outcomes (dealing constructively with issues of diversity and conflict; critical thinking; quantitative reasoning; working and communicating effectively in groups; communication through writing; and information literacy and technology literacy);
- 2) A redesign of the college's Program Review process focusing more intentionally on specific program learning outcomes, the assessment of student learning, and the resulting changes based on evidence of student learning;
- 3) A systemization of the college's quarterly Collaboration Days providing a college-wide assessment cycle focused on student learning at the classroom level (fall quarter), at the program level (winter quarter) and at the institutional level (spring quarter);
- 4) Continued engagement in the work initiated by national educational consultant, Dr. Ruth Stiehl (The Learning Organization) in 2006-07 including the mapping of all professional technical programs (over 45 credits), developing robust and measurable learning outcomes, examining student work to make improvements to the curriculum and document improved student learning;
- 5) Continued collection of the Assessment Loop Form sent quarterly to all faculty asking for evidence of changes made to classroom curriculum based on assessment of student learning;
- 6) Extensive analysis of "student success" data as part of a federal five-year Title III grant ("Strengthening the Institution") submitted in Spring 08 responding to the Washington State Board of Community and Technical College's Student Achievement Initiative which asked colleges to analyze data on student achievement at their college and develop strategies to increase student achievement in these specific "momentum" points; and
- 7) The development of an annual faculty professional development calendar through the college's Teaching and Learning Center with specific workshops, trainings and speakers focused on assessment and the improvement of student learning.

## 1. A Cyclical, Multi-Year General Education Assessment Plan

As stated in the college's 2007 Self Study, North Seattle Community College's General Education Learning Outcomes were developed in the mid-90's through a faculty-initiated effort putting the college on the academic map as one of first community colleges to create an outcomes-based Associate of Arts degree. However due to a long period of leadership changes, this leading-edge work was dropped and the understanding of how to effectively teach and assess general education, and therefore improve student learning across the curriculum in these areas, became blurred for the majority of the faculty, especially those who came to the college after 1995.

Beginning in Spring 2007, then interim Vice President of Instruction, Dr. Mary Ellen O'Keeffe, along with the office of institutional effectiveness, initiated a cyclical, multi-year, college-wide assessment plan focusing on the systematic collection of evidence of student learning in the area of the six General Education skill outcomes. The goal: to improve student learning in the General Education learning skill outcomes for students in both the transfer degrees and professional technical certificates (over 45 credits). The plan entails multiple levels of faculty engagement and institutional analysis with the ultimate goal to embed ongoing cycles of college-wide assessment into the culture of the college for the improvement of student learning:

### **YEAR 1: 2007-08**

- ✓ Administered a nationally-normed survey, CCSSE (Community College Survey of Student Engagement) which includes a question for students to respond to regarding the degree the college has contributed to the knowledge, skills and personal development of various general education learning outcomes;
- ✓ Sent a team of faculty to AAC&U's General Education Institute in spring 2007;
- ✓ Charged this team of faculty with leading year-long work groups focused on creating clearer and more measurable criteria for each of the six General Education skills (fall 2007), developing rubrics (winter/spring 2008), assessing student work using the rubrics, and making recommendations on the validity of the rubric (summer 2008);
- ✓ Performed a college-wide faculty survey to clarify regarding the extent to which faculty introduce, reinforce, and emphasize these six General Education Learning Outcomes in their courses (fall 07);
- ✓ Invited Dr. Peggy Maki, AAC&U educational consultant, to speak on assessment of student learning at the annual faculty retreat (winter 2008); and
- ✓ Invited more participation from faculty to help implement the college-wide assessment plan by sending a new team of faculty to AAC&U's General Education Institute (spring 2008).

## **YEAR 2: 2008-09**

- ✓ Hold an afternoon all-faculty meeting following Convocation Day to share the General Education Assessment Plan with faculty and with all employees at President's Day (the first day of the academic year for all employees) to select three of the six skill outcomes to focus on for the 2008-09 academic year;
- ✓ Host General Education Learning Outcomes workshops through the college's Teaching and Learning Center for faculty who have these three outcomes in their classes to discuss effective learning activities and assessment methods;
- ✓ Invite faculty who have these outcomes to participate in year-long Faculty Learning Groups to:
  - develop a prompt to administer in randomly-selected classes (fall 08)
  - collect samples of student work (winter 09)
  - assess student work using the rubrics (winter 09)
  - suggest actions based on student learning at the various educational levels (0-45 credits and 45-90 credits) (spring 09)
- ✓ Examine and discuss the data from the nationally-normed survey, CCSSE (Community College Survey of Student Engagement), administered in 2007, and specifically student responses to Question 12 which asks students to quantify the degree to which the college has contributed to their knowledge, skills and personal development in various general education learning outcomes;
- ✓ Document any changes in teaching and learning practices using the Assessment Loop Form; and
- ✓ Charge the Curriculum and Academic Standards Committee (CAS) with condensing the 18 General Education outcomes into fewer, more easily assessable outcomes (year-long task).

## **YEAR 3: 2009-10**

- ✓ Implement actions recommended from year 2;
- ✓ Continue the cycle of assessment by focusing on the other three general education skill outcomes by gathering student work, assessing student learning using the rubrics and documenting level of institutional effectiveness; and
- ✓ Re-sample the classes identified in 2008-09 using the same prompt to determine whether the changes made have improved student learning;
- ✓ Re-administer the CCSSE to determine whether baseline data has changed due to improvement of teaching and assessment practices in the area of general education skills.

**Do we want to add a table here of the college assessment plan – which includes CCSSE, etc.**

## **2. Davene's program review info goes here**

## **3. Quarterly Collaboration Days Focused on the Improvement of Student Learning**

Initiated in 2006-07 to provide faculty with one non-instructional day a quarter to focus on assessment, Collaboration Day was redesigned for the 2008-09 academic year with a block of time set aside in the afternoon to more intentionally guide faculty through a process of engagement in assessing student learning at the classroom, program and college-wide levels:

- **Fall Quarter: Focus on Classroom Assessment** – Faculty meet with other faculty who teach similar course learning outcomes, look at samples of student work, discuss more effective learning strategies, and make changes based on evidence of student learning.
- **Winter Quarter: Focus on Program Assessment** – Faculty meet with other faculty in their program to work collaboratively on program level assessment and continue implementing the three-year action plans developed in their most recent Program Review.
- **Spring Quarter: Focus on Institutional Assessment** – Faculty participate in the college-wide General Education Assessment Plan by looking at samples of student learning collected from the classes randomly selected to participate in the General Education skill outcomes assessment.

The goal of the redesigned Collaboration Day is to assist faculty in developing greater understanding of how effective assessment of student learning occurs at all three levels, and how the assessment information gathered at the classroom level impacts overall program effectiveness and therefore student success, and how program level assessment is an integral part of college's overall assessment of student learning and institutional effectiveness.

## **4. Continued Support for Program-Level Assessment**

To prepare for the ten-year site visit, the college engaged Dr. Ruth Stiehl, author of *The Mapping Primer*, *The Outcomes Primer* and *The Assessment Primer*, to come twice to the college to lead faculty in mapping their programs, developing robust learning outcomes, and creating effective assessment strategies. Although most programs participated, some were further along than others. To continue assisting this process of program assessment, the college hired two faculty in 2007-08, under the leadership of the director of institutional effectiveness, to work with the faculty in five professional technical programs in the Health and Human Services and the Business, Engineering and Information Technology divisions:

- Pharmacy Tech
- Information Technology for Healthcare
- Medical Assisting
- Accounting

Business

The program assessment process included:

- Completing or updating the program curriculum map;
- Strengthening program learning outcomes to ensure they were clear and assessable;
- Determining assessment points for specific outcomes within the program curricula;
- Looking at samples of student work related to a specific outcome ; and
- Identifying curricular changes based on evidence of student learning.

The reports detailing the program assessment work done by these five programs are included at the end of this report.

The college is committed to continue supporting this level of program assessment in 2008-09 with the nursing program.

#### **5. Continued Collection of the Quarterly Faculty Assessment Loop Form**

Jack

#### **6. Analysis of Student Achievement and Strategies Identified to Increase Student Success**

**Tracy/Jack**

#### **7. The Development of an Annual Faculty Development calendar**

With the hiring in 2007-08 of a part-time faculty development coordinator in the Teaching and Learning Center with expertise in curriculum design and assessment, the college deepened its commitment to teaching and learning and specifically assessment through faculty development.

This coordinator has joined a newly-organized team of staff from around the college who meet monthly to coordinate professional development for all employees (“Professional Development Operations Team”). The outcome from this group has been the development of an annual calendar addressing the four areas with the college’s “Framework for Professional Development”:

- Teaching/Learning
- Diversity
- Technology
- Leadership/Community

The schedule of workshops/trainings for the 2008-09 Teaching and Learning calendar includes:

**Fall 08**

*Classroom Assessment:* Small Group Instructional Dialogue (SGID) training

*Classroom Assessment:* Designing Curriculum Backwards – from outcomes to learning activities to assessments

*Classroom Assessment:* Pedagogy 101—a year-long cohort for new faculty (part- and full-time) to learn about, practice, and apply best practices in teaching, learning and assessment

*Institutional Assessment- General Education:* workshops on the three identified general education outcomes skills with an invitation for faculty to participate in a year-long faculty Learning Groups (FLGs) to investigate three of the learning outcome

**Winter 09**

*Classroom Assessment:* Small Group Instructional Dialogue (SGID) training

*Classroom Assessment:* CATs (Classroom Assessment Techniques)

*Classroom Assessment:* Pedagogy 101 faculty cohort

*Institutional Assessment -General Education/Faculty Learning Groups:* Developing and administering prompts in randomly-selected classes to determine level of student learning in the three general education outcomes

**Spring 09**

*Classroom Assessment:* Small Group Instructional Dialogue (SGID) training

*Classroom Assessment:* Assessing Collaborative Learning in Student Seminars

*Classroom Assessment:* ongoing Pedagogy 101 faculty cohort with demonstration of learning at the Making Learning Visible Symposium

*Institutional Assessment - General Education/Faculty Learning Groups* will look at samples of student work and make recommendations for change

Needs conclusion