

## Quality through Assessment Committee

To: President Gilmour  
Date: October 2013  
Re: Annual Assessment Report

The original charge to the Quality through Assessment Committee (QTA) included the submission of an annual assessment report; here provided is the report for the 2012-13 academic year. It follows QTA's report on its annual goals submitted to you June 2013 and now resident on the website.

QTA continues to support the College Strategic Goal 6: *Embrace a culture of assessment and data-driven decision making*. The committee continues to work in close collaboration with the Assessment, Research, and Planning Office which functions as the official repository for data and documentation collected across campus as well as through institutional surveys.

This annual report continues the practice of focusing on assessment of services in support of student learning, highlighting the activities within the Student Affairs and Academic Affairs divisions. That focus gains significance as QTA continues its work on the Middle States recommendation: *continue to use the recently adopted assessment plan to analyze its results, to implement its action plans, and to assess their impact as a mechanism to demonstrate that the assessment results at the course level are used to improve student learning*.

We thank you for your support of our activities, including your addition of the annual Assessment Award.

### Student Affairs Division

The division includes an assessment-focused strategic goal: *Continue to develop a division assessment plan that supports the planning and budgeting process and is grounded in operational and learning outcomes*. Its annual assessment report demonstrates the commitment to this strategic goal.

Each of the eleven departments within the division submitted an executive summary that includes

- The assessment goal, purpose and methods
- The related College Goal/priority area
- The results
- Conclusions
- Implications for planning and budget

Among the 21 assessment activities reported are several that focus on revised practices within the division; e.g., initiation of free membership to the campus fitness centers and dining services use of eco-friendly containers. Other assessments are related to recommended follow-

up to previous year's findings; e.g., learning community expansion. The division assessments also gathered satisfaction-with-services data from students.

Two key assessments provided direct data and relate directly to the focus on improving student learning:

Career services developed pre and post tests to determine the effectiveness of the resume development workshops, involving 398 students, in 26 workshops offered in fall and spring semesters. The increase in students' post-test scores indicates measurable and significant knowledge gains in the sampling of both semesters. The assessment identified areas for improvement; work thereon will be undertaken as part of standard office activity in the coming year.

A shared project – Hydro-Culture Garden – involved Dining Services, the Horticulture program, and School of Hospitality in achieving multiple purposes: offering healthy menu options through hydro-culture, supporting sustainable efforts, and cost-saving in both dining services and LeJeune Chef. Students involved in the planting, cultivation, and harvesting of the produce gained knowledge about costs and production through direct experience; indirect observations noted that in the campus eateries, students chose the “campus lettuce” over standard/purchased lettuce on salad bars; an annual cost saving of \$2,000 was realized. While the latter was not as significant a cost saving as anticipated, the second year of this project will likely increase that cost saving, especially as the sale of the excess produce is expected to increase, given the now-established repeat buyers.

Most of the other assessment activities focus on departmental services ranging from using game day promotions to increase student attendance at sports events, to the provision of early move-in for students with autism spectrum disorders to ease adjustment challenges. Both are new programs, and the assessments provided direction for subsequent years.

#### Academic Affairs Division

This report represents the previous organization of the schools, using the then-current titles. Each of the eight submitted both the Annual Assessment Report template along with a summary narrative.

The following assessment-related accomplishments are noteworthy:

- The current form of Program Review has completed its first three-year cycle, for all programs except those launched since 2010-11. Modifications of the process and templates continue to improve the reporting. Action on recommendations includes phase out of some programs (e.g., Graphic Communication) or significant program restructuring as was the case with Computer Aided Design.
- One program that underwent two program reviews focused directly on student learning outcomes. Post-first review, the Network Specialist concentration underwent minor

modifications. The second review “tested” those changes in courses and determined that broader alterations were necessary. A wholesale program revision addressed the needs.

- Another example of post-assessment focus occurred with Dental Hygiene. Both the course assessments and the accrediting body feedback noted the need for increasing student exposure to pediatric and geriatric clients. Three courses were modified resulting in an 85% increase in the numbers of the targeted clients treated.
- The first cycle of core goal assessments has been completed. Implementation of the resulting recommendations is ongoing. Planning for the repetition of the original three core assessments (Communication, Information Literacy, Computing Literacy) in AY 2013-14 was completed; use of the same assessment mechanisms will facilitate a “test” of changes that followed the initial assessments.
- Five program accreditations with three accrediting bodies were reaffirmed:
  - Civil Engineering Technology, Surveying, and Plastics and Polymer Engineering Technology (TAC ABET)
  - Construction Management (ACCE)
  - Occupational Therapy Assistant (ACOTE)
- Program Reviews numbered fifteen across the eight schools; as the findings indicate, work on curriculum revisions will begin this AY.

In addition, these program or course-specific assessments were completed with the intent of improving student learning:

- The Paramedic faculty who focused on the program goal related to psychomotor knowledge determined unsatisfactory student accomplishment. The assessment led to adjusting course content and level of accomplishment.
- In Physician Assistant, a course mapping process was undertaken to eliminate redundancy and/or inadequate topic coverage.
- Ten major courses from three majors underwent close assessment resulting in significant changes to improve student performance: revision of course outcomes and time-on-topic as well as revised assignments and re-ordered course contents.
- Thirteen courses underwent close scrutiny in Integrated Studies; one result was the change in cut-off scores on the SAT essay results for placement into ENL 111.
- As the assessment of the computing literacy core continues to be connected to CSC 124 classes offered each semester, the availability of comparative data continues to result in revisions so as to improve student learning. The to-date most significant change came with the decision to shift to an e-book in that course.
- The librarians in the Madigan Library have developed Bibliographic Instruction-related assessments for both in-person classes and for online classes in addition to the e-tutorials. In addition, all of the student e-services have been migrated successfully to conform with PLATO, the new Learning Management System .

The inclusion of these examples is intended to demonstrate the scope of activity within Academic Affairs. Additional examples may be found in the program reviews and assessment-related reports available on the portal site.