

AIHEC CAO's Meeting

**Relatedness and Understanding:
Completing Assessment at the
Institutional, Program and Course
Level**

Presenter

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 - PhD – Organizational Behavior and Management
 - Master's – Management with an emphasis in Information Technology
 - Bachelor's – Business Education
- Wachinkiya Yuha Win – Lakota name
- 34 years working at a Tribal College
 - 20 years at Sitting Bull College
 - 14 years at Fort Berthold Community College
- HLC Consultant Evaluator

Sitting Bull College (SBC)

- Chartered by the Standing Rock Sioux Tribe
- Located on the Standing Rock Sioux Reservation in south central North Dakota and north central South Dakota ~ Main campus located in Fort Yates, ND ~ Additional sites located in McLaughlin and Mobridge, South Dakota
- Began as Standing Rock Community College (SRCC) on September 21, 1973
- On March 6, 1996, the Standing Rock Sioux Tribal Council voted to officially amend the charter, changing the college's name to Sitting Bull College (SBC)
- One of the original five tribal colleges established
- Accredited through the Higher Learning Commission of the North Central Associations of Colleges and Schools – 10 years (2014-2024) – Open Pathway

Program of Study

- **MASTER OF SCIENCE DEGREE**
 - Environmental Science
- **BACHELOR OF SCIENCE DEGREE**
 - Business Administration ~ Elementary Education Environmental Science ~ Secondary Science Education
 - Special Education ~ Early Childhood Education ~ General Studies
- **ASSOCIATE OF ARTS**
 - Business Administration ~ General Studies ~ Pre-Engineering
 - General Studies – Nursing Transfer ~ Native American Studies
- **ASSOCIATE OF SCIENCE**
 - Business Administration/Management ~Criminal Justice
 - Early Childhood Education ~ Environmental Science
 - Human Services Technician ~ Information Technology
 - Office Technology Practical Nursing ~ Teacher Education
- **ASSOCIATE OF APPLIED SCIENCE**
 - Building Trades
 - Energy Technician
 - Office Technology
- **CERTIFICATE**
 - Building Trades
 - Information Technology
 - Office Technology
 - Electrical ~ Welding ~ CDL ~ Concrete ~ Oil Drilling

Demographics

- Board of Trustees
 - Eight members – one elected from each district on reservation
- Personnel
 - 26 Full-time Faculty
 - 23% - Ph.D. 31% Native American
 - 58% - Masters 62% Caucasian
 - 5 PhD Candidates
 - Average Length of Service – 7.77 years
 - 60 Full-time Staff

Student Demographics

- 300 to 275 Students Average Enrollment per Semester
 - Largest Programs of Study – Practical Nursing, Business Administration, and General Studies
- 60% Female/40% Male
- 93% Native American
- 86% Single
- 29 Average Age
- 60 Percentile for Student Persistence from Fall to Spring Semesters
- 40 Percentile for Student Retention from Fall to Fall Semesters
- 10-14% Graduation rate for an Associate Degree – within three years
- 60% Graduation rate for a Bachelor's degree

Assessment - Why

- Assessment is often considered:
 - “burdensome”
 - “a chore”
 - “an add-on” to faculty responsibilities

Burning Question – Why do we ~~have to do~~
need to do assessment.

Accreditation Requirement

HLC 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has **clearly stated goals** for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution **assesses achievement** of the **learning outcomes** that it claims for its curricular and co-curricular programs.
3. The institution uses the **information gained** from assessment to **improve student learning**.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the **substantial participation of faculty and other instructional staff members**.

Assessment: What it can do for you

A culture of assessment is defined as "an organizational environment in which **decisions are based on facts, research, and analysis, and where services are planned and delivered in ways that maximize positive outcomes and impacts for customers and stakeholders**" (Lakos and Phipps 2004, p. 352).

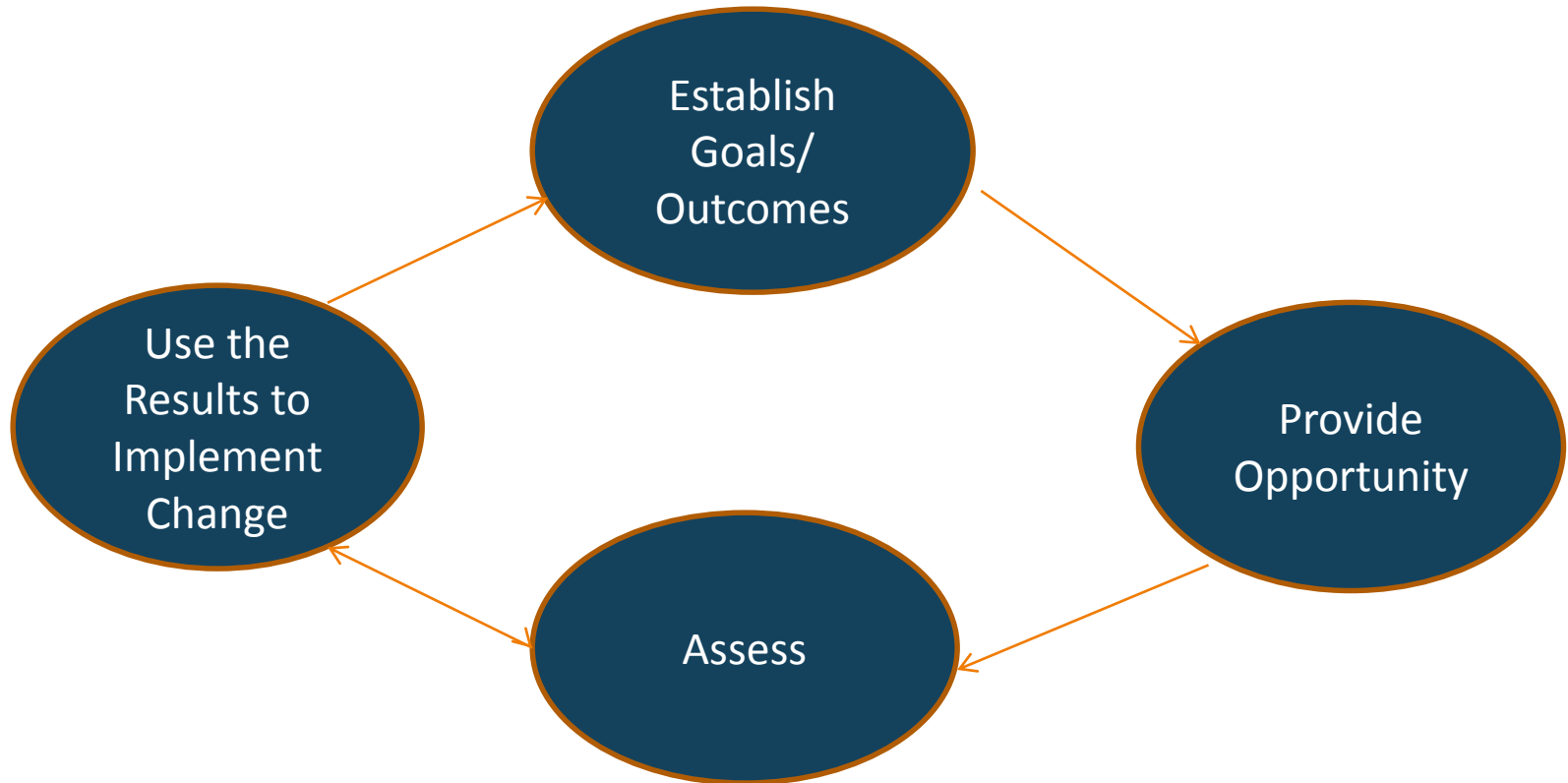
A culture of assessment can **guide meaningful change on a continual basis** (Lakos and Phipps 2004; Smart and St. John 1996). Creating this culture requires **continuous learning, strategic decision making, prioritization of the allocation of scarce resources, and organizational and individual accountability** (Lakos and Phipps 2004).

Reasons for Assessment

- As educators we have a commitment to students:
 - to provide quality education,
 - to set high expectation for learning,
 - to confirming learning is taking place, and
 - to develop effective practices for the future

Diagram for Assessment

Feedback loop



Goals versus Outcomes

- Goals (Intended)
 - What do you want your students to know upon completion – need to connect to mission
 - Broad and general
 - Institutional
 - General Education
 - Program
- Outcomes (Achieved)
 - Describe essential learning that students have achieved and can reliably demonstrate at the end of a lesson or program.
 - Detailed, specific, and measureable.
 - Realistic

Cognitive Process for Student Learning

- **Remembering** – define, duplicate, list memorize, recall, repeat, reproduce
- **Understanding** – Classify, describe, discuss, explain, locate, recognize, report, select, translate, paraphrase
- **Applying** – Choose, dramatize, demonstrate, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
- **Analyzing** – appraise, argue, compare, criticize, differentiate, distinguish, examine, experiment, questions, test
- **Evaluating** – appraise, argue, judge, defend, select, support, value, evaluate
- **Creating** – Assemble, construct, create, design, develop, formulate, write

The assessment process should include the full range of the cognitive process and should be describe using action verbs.

Course Assessment

- Learning outcomes at course level – what a student must be able to do at the conclusion of a course.
 - The best outcome will include a description of the conditions (“when given x, the student will be able to....”) and the acceptable performance level.
 - Outcomes should use verbs that are measurable or that describe an observable action.
 - Examples – to write, to recite, to identify, to sort, to solve, to construct, to demonstrate, to build, to compare
 - Verbs to avoid – to know, to understand, to appreciate, to grasp, to enjoy, to believe.

http://wac.sfsu.edu/sites/default/files/student_learning_outcomes.pdf

Program Assessment

- Approach to determining program assessment
 - “Ideal Graduate”
 - Knowledge, abilities, values, attitudes
 - Questions to ask?
 - What should the student know at the completion of the program (cognitive)
 - What should the student be able to do at the completion of the program (performance/skills)
 - What should the student care about at the completion of the program (affective)

Program Assessment

- Consistency in learning – sequencing of courses within program
- Ongoing practice of learned skills – program outcomes should be introduced, reinforced, and practiced through course work
- Recommend curriculum mapping to distinguish between course and program outcomes
- Tied to College mission

Desired Learning Outcomes

- Evidence of when and how well students achieve a desired outcome
- Direct Evidence:
 - Tests/quizzes, papers, course assignments, presentations, simulations, portfolios, capstone courses
- Indirect Evidence:
 - Student surveys, employer surveys, focus groups, follow-up studies, retention and transfer student studies, exit surveys, internships, job placement statistics
- Course assessment – direct
- General Education/Program assessment – direct and indirect
- Institutional assessment – indirect

SBC Success for Assessment

- Completed at all levels
 - Course – completed each semester
 - Program Assessment – Based on program outcomes completed May of each year – reported to Assessment Committee
 - General Education – completed each semester per course work and General Education Outcomes completed May of each year and reported to the Assessment Committee
 - Program Review – Completed every five years and reported to the Curriculum Committee
 - Student Services – Enrollment Management plan completed May of each year and reported to the Assessment Committee
 - Strategic Plan – Completed each year through Standing Committees – Reported annual to Board of Trustees – Use to set future goals.

SBC Assessment Strategies

Course Assessment



- Grades
- Daily Assignments
- Verbal Feedback
 - Quizzes
 - Attendance
 - Projects
 - Tests
- Course Evaluations
- E-Portfolio Assignment

Program Assessment



- Internship/Employer Interviews/Ratings
- CTE Programs
- Advisory Committee Meetings
- E-Portfolios
- Projects
- Presentations
- Program Standardized Tests

Institutional Assessment



- Student Satisfaction Inventory
- Pre/Post COMPASS Scores
 - CAAP
- Graduate Exit Interviews
- Graduate Exit Surveys
 - Alumni Surveys
- Enrollment Management

Annual Plan Program/General Education

Program Outcomes	Measurement Tool (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned and what they didn't learn)	Action or Recommendation
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Examples –Program Assessment

- Program Outcome: The student will manage and maintain a database, such as SQL or Microsoft Access.
 - Measurement Tool: The instructor will administer a final project that assesses all the skills learned throughout semester, scored on a percentage basis at the completion of OT 271 or CSCI 133.
- Program Outcome: The students will gain a working knowledge of a tractor trailer and basic skill driving.
 - Measurement Tool: The instructor will evaluate student skills used on the open road and on a closed course where driving skills will be tested (backing, cornering, and parking, etc.). The students will practice driving the truck with an enclosed trailer carrying different weights. This portion will be a pass/fail for on the road. This portion of the course will provide them with enough experience to pass the CDL driving portion.

Example –Program Assessment Outcomes

Program Outcome: The student will practice holistic, safe, technical nursing care in meeting the health care needs of individuals and families across the lifespan, regardless of cultural background.

Measurement Tools:

- The instructor will observe a student do a full health assessment on a clinical patient during the final clinical experiences (spring semester).
- The instructors will evaluate student performance on an end of program case study using a competency rubric at the end of their Nursing Care Across the Lifespan course.
- The instructors will administer the HESI Test to the graduating students during the Capstone course (April/May).
- The students will take the NCLEX-PN Licensing Exam within 6 months of graduating.

Example –Program Assessment

- **Program Outcome : Students will gain a working knowledge of the Constitutional and legal foundations of American law.**
- **Relevant Courses:**
 - CJ201 Introduction to Criminal Justice
 - CJ215 Criminal Procedure
 - CJ225 Introduction to American Courts
 - CJ230 Criminal Law
 - CJ235 Criminal Evidence
 - CJ260 Ethics in Criminal Justice
 - CJ297 Criminal Justice Internship/Capstone Experience
- **Electives:**
 - CJ253 Juvenile Justice
 - CJ270 Introduction to Corrections
 - CJ265 Trial Techniques

Example –Program Assessment

- Measurement Tools:
- Students' skills and knowledge are evaluated using the first segment of the comprehensive exam written specifically for this purpose and subjectively categorized by the instructor according to the skills and knowledge measured as they relate to Outcome One. The Outcome 1 segment of the assessment instrument will be subject to ongoing re-evaluation and editing.
- The Outcome 1 segment of the exam consists of sixty-five (65) questions worth seventy (70) points.
- To provide indirect assessment data, students will take a short survey with segments addressing subjective attitudes and perceptions relating to Outcome 1.
- In addition, a general hypothetical scenario designed to evaluate the student's general understanding of skills and concepts relative to Outcome 1 will be presented to all students upon completion of all program course work.

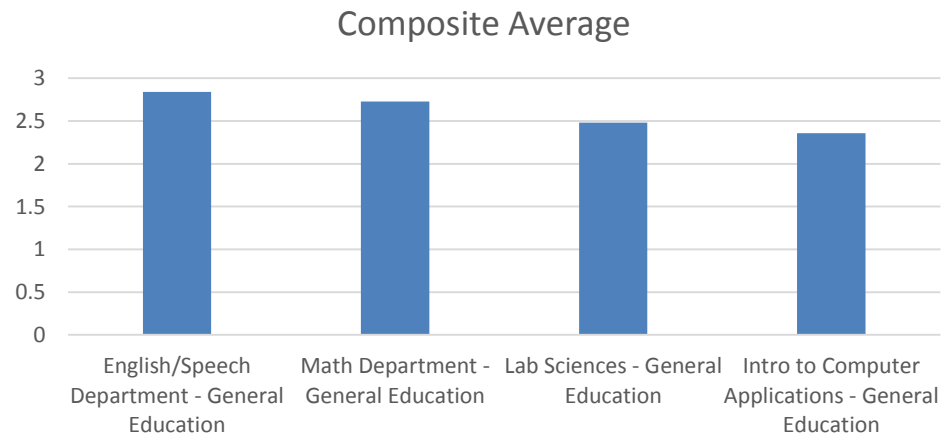
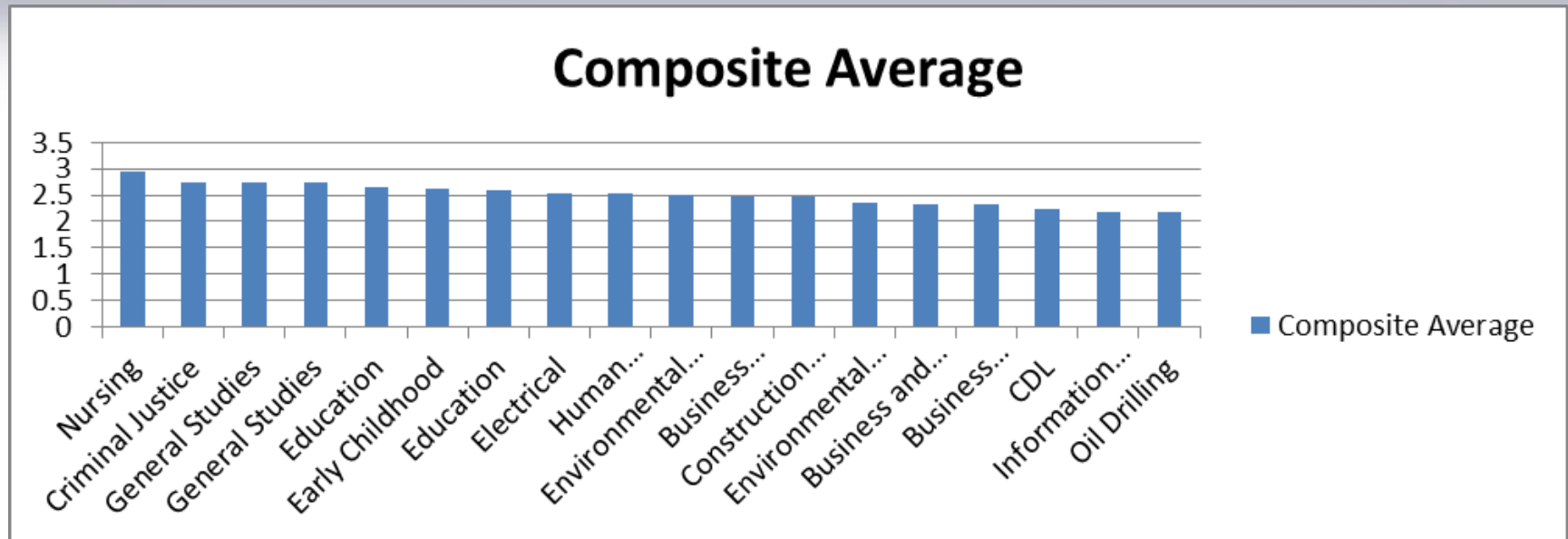
Rubric for Annual Review of Program/General Education Plans

Performance Criteria	No Evidence 0	Emerging 1	Developing 2	Achieving 3	Comments
Program Outcomes		Competencies/program outcomes are unclear	Over 50% discipline/program outcomes are clear and understandable	Over 75%competencies/ program outcomes are clear and understandable	
Measurement Tools		Measurement tool is not clear on answering the "Who, What, How, and When"	Measurement tool is over 75% clear on answering the "Who, What, How, and When"	Measurement tool clearly answers the "Who, What, How, and When"	
Measurement Styles		Competencies/Outcomes only have indirect measures		Competencies/Outcomes have direct and indirect measures	
Measurement Goal (Expected Results)		Measurement goal is not clearly stated and is not obtainable	Measurement goal is either not obtainable or not clearly stated	Measurement goal is clearly stated and obtainable	
Findings (Actual Results)		There are no actual results for all of the measurement goals.	There are over 50% actual results for all the measurement goals.	There are 75% of results for all measurement goals.	

Rubric Continued

Performance Criteria	No Evidence 0	Emerging 1	Developing 2	Achieving 3	Comments
Analysis of the Results		Analysis states the relationship between actual and expected results	Analysis states the relationship between actual and expected results and describes what it means	Analysis states the relationship between actual and expected results and describes what it means. Strengths and opportunities for improvement are identified	
Recommended Action(s)		Outcomes have actions identified	Outcomes showing concerns have recommended actions listed	Outcomes showing concerns have detailed recommended actions assigned to individuals to be accomplished by a given date. Data analysis is interpreted to justify recommended actions.	
Results of Last Year's Recommended Actions		Some actions implemented	All actions implemented	All actions implemented as assigned and completed on time. Analysis of effectiveness included.	
Strengths					
Opportunities					

Web Based Scoring



Considerations

- Assessment of student learning does not need to show perfect students
- Outside environments affect learning
- Assessment needs to show in what areas the institution
 - Excels
 - Needs help
 - and
 - Discuss what institution plans to do about it!

Lessons Learned

- Assessment needs to begin with the institution's mission statement, vision, values, purpose, and the institutional, general education, and program outcomes
- Assessment needs to be wide spread across the institution – including student services
- Assessment needs to be the core of institutional activities and strategic planning
- Assessment feedback collected provides the support for future planning and resource allocation
- Assessment takes time and requires change
- Assessment requires good data collection techniques and the ability to abstract data from records management system

Summary

- Assessment involves transformational change. It can not be accomplished by doing more but rather by changing what you are doing.
- Assessment is continuous improvement:
 - Set or review goals,
 - Determine means of assessing
 - Collect and analyze evidence
 - Adjust, improve, innovate

Thank You

- For additional information
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