

NPCC Fall 2010/Spring 2011 Assessment of Student Learning Report

This report summarizes the assessments completed and reported for the Fall 2010 and Spring 2011 semesters.

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Fall 2011



Fall 2010/Spring 2011 Assessment Report

This report provides a summary of assessment submissions for the Fall 2010 and Spring 2011 semesters, as well as a summary of the actions taken by the Assessment Team to improve the process. The report captures General Education Assessment and Course Level Assessment submissions for both semesters. Program Assessment is provided per academic year following graduation. The Program Assessment information submitted in June 2011 is data from the May 2010 graduating class.

In an effort to establish how well the assessment process was progressing, faculty were asked to again submit Course-Level Assessment, General Education Assessments, and Program Assessments in Fall 2010 and Spring 2011. After a two year cycle of submissions, it was evident towards the end of Spring 2011 that the assessment of student learning was still considered more of a compliance activity. The concern of the Assessment Coordinator and Executive Vice President was that faculty were only completing the forms and submitting to the Assessment Coordinator and not collaborating or sharing with other faculty within their division. There were pockets of collaboration and sharing occurring, but the practice was not happening in every division.

In an effort to change the direction of assessment of student learning from “an exercise in compliance” to a meaningful and useful activity for each division, the Executive Vice President and Assessment Coordinator met in the late Spring 2011 semester to discuss how to revise the process. They wanted to shift the data collection and reporting responsibility to the divisions. This would hopefully eliminate the “compliance activity” of individual faculty simply submitting forms to the Assessment Coordinator, and would instead encourage sharing and collaboration within each division.

The current process involved faculty sending the assessment forms directly to the Assessment Coordinator and many times they bypassed the Division Chair. The Division Chairs were not aware of who had submitted assessments and who had not. And, the concern was that once the form was completed and submitted, the assessment activity was forgotten.

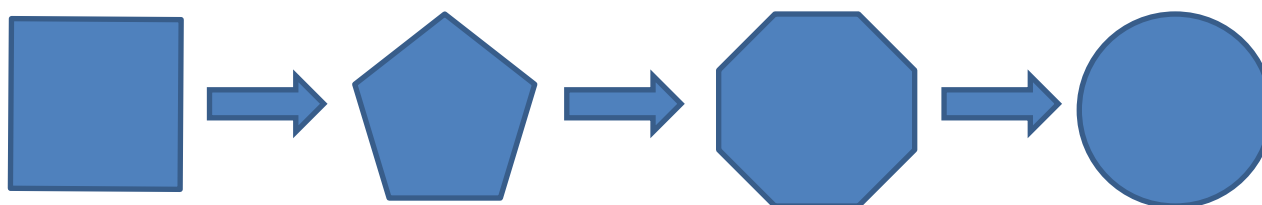
The Executive Vice President and the Assessment Coordinator met with the Division Chairs at the end of the Spring 2011 semester to discuss the idea of the divisions being responsible for establishing the assessment activities to be conducted within their division, sharing the results within their division, and housing their assessment findings and data in the division. The divisions should have ownership of their plan for assessing student learning that should include course-level assessment, general education assessment, and program assessment. How they conduct the assessments, gather the results, and report the results would be decided among the faculty in the division. Conducting assessments in this manner would be more meaningful for the faculty. The Division Chairs were also asked to review their division’s mission statements, objectives, and goals and to make sure they have been updated on their NPCC Division Webpages.

To help facilitate with the revision of the process, the Executive Vice President recommended that a team attend a workshop conducted by the Higher Learning Commission in July 2011. The Executive Vice President, Assessment Coordinator, Health Sciences Division Chair, a Math Faculty, and a Communication and Arts Faculty attended the HLC July 2011 workshop, *Making a Difference in Student Learning: Assessment as a Core Strategy*. Two team members also attended the early pre-workshop, *Successful Data Analysis and Use*.

One function of the workshop was to allow team members the time to collaborate on the next steps to be taken once they were back on campus. The team spent time outside of workshop sessions developing a

goal statement and steps for initializing a revised assessment process beginning in Fall 2011. The theme “NPCC Assessment Rolls forward...” and seven process steps emerged as follows:

NPCC Assessment Rolls forward.....



Goal: To increase the level of responsibility of each division for implementing, sustaining, and expanding assessment strategies by:

- meeting with Division Chairs to communicate the proposed plan, convey expectations, supply resources, and initiate dialogue (prior to fall 2011 semester with EVP and members of team who attended the July 2011 Assessment Workshop)
- developing a climate survey concerning assessment to share with Division Chairs, then ask attendees at the Fall 2011 Faculty/Staff Workshop to complete. After the survey is complete, share the results with faculty.
- extending an invitation to faculty for a roundtable gathering regarding student learning with the goal of forming a Student Learning Committee (roundtable will be offered as a breakout session at the Fall 2011 Faculty/Staff Workshop)
- announcing the proposed transition from an Assessment Coordinator to Division led assessment practices (EVP will announce at the Fall 2011 Faculty/Staff Workshop)
- assigning a committee to revise the current Board policy of faculty responsibilities (Fall 2011)
- requesting instructors of multiple section classes to collaborate and develop a standardized set of objectives and learning outcomes to be included in course syllabi (Fall 2011)

A key component in the development of the theme for assessment was the discussion that occurred among the team members. It was this discussion that was most valuable and would need to be continued once the team was back on campus. The Assessment of Student Learning Team returned to campus and met again on August 3rd to debrief and to plan their next steps of going forward with assessment. At this meeting, the team developed a climate survey to be distributed and completed at the Faculty meeting on August 16 (Appendix A).

In addition to the proposed changes would be the announcement that the Assessment Coordinator had accepted a full-time faculty position in the Business Division beginning August 15 and would be transitioning out of the Assessment Coordinator role for the next two semesters. And, because of the proposed changes of assessment being coordinated within each division and the hiring of a new Institutional Research position, the decision was made not to fill the Assessment Coordinator position.

On August 10, the team met with the Division Chairs to communicate the proposed plan and initiate dialogue concerning assessment. The Division Chairs were provided the goal and steps developed by the team and a copy of the climate survey that would be given to faculty on August 16. They were also reminded that each division had been provided an Assessment Toolbox and new resources would be added to the toolbox in the Fall.

As one of the breakout sessions at the August 15 Faculty/Staff Workshop, three of the Assessment Team members facilitated an Assessment of Student Learning Roundtable attended by several faculty representing almost all of the academic divisions. They discussed assessment practices they are currently conducting in their classrooms and shared information.

At the August 16 Faculty Meeting, the Executive Vice President announced that the Assessment Coordinator had accepted a full-time faculty position in the Business

Division and would be transitioning for the next two semesters out of the role of Assessment Coordinator and what affect this change would have on NPCC's assessment processes. The EVP requested that all faculty anonymously complete the Assessment of Student Learning Survey (Appendix A) and that the results would be shared with all faculty as soon as the survey was tallied.

On September 7, the Assessment of Student Learning Team met to review and discuss the survey results and plan their next steps. The results showed that 70 faculty completed the survey and they indicated that they have a good broad general knowledge and acceptance of assessment. The survey responses also indicated that faculty use a wide variety of strategies in their assessment efforts. The results (Appendix A) were sent via email to all faculty on September 9 with an invitation to attend the next Assessment & Student Learning Roundtable scheduled on September 14.

Ten faculty from seven out of eight divisions attended the September 14 Assessment & Student Learning Roundtable (Appendix B). The faculty discussed creating an Assessment Repository in ANGEL, how assessment processes are changing at NPCC, the transition of the Assessment Coordinator's role, course evaluations, and the formation of an Assessment & Student Learning Committee and its function. The next Assessment & Student Learning Roundtable is scheduled for October 20 and will have an "Adopt-a-CAT" theme (Appendix C) that will showcase several classroom assessment techniques.

The Assessment of Student Learning team met on October 5 and discussed the next steps for the team, who should be invited to the next HLC Assessment Workshop in Spring 2012, the October 20 roundtable, and scheduled a meeting to develop a report for the upcoming HLC visit that would map the results of the CCSSE and SENSE surveys to each of the criterions. The team will meet on the morning of October 20 to look at the data to create the report.

The following tables represent the Course-Level, General Education, and Program assessments completed in the Fall 2010 and Spring 2011 semesters. The actual forms (Appendix D shows a copy of the forms used by faculty to report their assessment) submitted by faculty show the assessment method used and the results of the assessment.

Fall 2010 Course-Level Assessment		
Division	Fall 2010 Submissions	Recommended Changes
Business	3	-Continue to focus on the individual student weaknesses as the course progresses
Communication/Arts	7	-Due to changing technology, this course (K-12 Technology) will updated each semester according to technology trends in the K-12 environment. Podcast creation and Gradebook training will be added in the coming semester. -Planning on acquiring more support materials, demonstration materials and updating any dated information I feel necessary to make the class relevant for students. I will also stress the importance of attending the performance requirement of the class more strongly next time. -Considering revising the Literary Research Paper to a topical research paper so students can develop a more thorough understanding of the process of integrated research, rather than simply of literary research to better prepare them for other classes. I am also going to integrate an online version of the handbook into my classes on a trial basis to see if students respond to it more than the traditional handbook. -Curriculum is usually adjusted as needed to accommodate educational terms. -Next time I will begin teaching MLA citation practices earlier in the semester. I assumed that the students already knew how to do most of the citation procedures, but in actuality they did not. We had to backtrack and talk about the basics of MLA formatting and then move forward to more complex concepts.
Health Sciences	2	-No curriculum changes at this time.
Learning Acceleration	10	-The exit requirement for Reading II was raised for the fall semester from 11.0 to 11.9. It is being raised again to 12.6 for the spring semester. This is to meet state mandates. -Continue to motivate and encourage students with new activities and lessons to help them connect to the learning. -This semester, additional in-class practice time was devoted to individual and group work with signed numbers. I will continue this approach in the spring to see if success rates continue to remain high. -Students still need to attain more retention of the material in order to do well in future math courses. I will work at providing more practice and drill on the skill assessed. -A review nearer to the date of testing will be beneficial. -Maybe – students need to sharpen their “solving equation skills” from Module 1.
Math/Science	4	-Since this objective is “tested” from its introduction to the end of the course, I will make sure students clearly understand this and that they are expected to work on this objective over this period of time. -It seems to me to take a student from a status of complete ignorance to an 88% (average) knowledge level is indicative of an adequate curricular format.
Nursing	12	-Possibly reworking the wording on the rubric under the critical thinking section. -I made changes in the curriculum this year, from last, and have seen positive results. I will continue to monitor the performance of this skill. -Students will be required to perform a skills check off before going to clinical in Spring 2011 to re-evaluate competency of this skill. -Will role model and role play more communication responses in classes rather than just teaching principles and concepts. Will work to have students practice more

		<p>application of principles and concepts.</p> <ul style="list-style-type: none"> -When the content is taught next year, we will focus more on the specific cultural considerations that students need to be aware of. We will also implement the use of cultural case studies. -With the electronic medical record implementation at institutions of health care, the totals are computed by the electronic record. The student would now need to enter the amounts taken in and excreted by the client, and the computer program completes the process. The focus would now be on making sure the intake and output are inputted into the electronic medical record. -Possibly reworking the wording on the rubric under the critical thinking section. -I will continue requiring this experiential learning opportunity for my Mental Health Nursing students.
Social Sciences	6	<ul style="list-style-type: none"> -The material should be broken down into more manageable sections. -I will probably spend less time on the textbook section of the class and more time on the Atlas and map section. -I may add some classroom discussion periods that are worth a large amount of points, more structured discussions to get the students to interact more. -The only thing I would consider doing differently is to possibly add some more structured discussions such as inner-circle, outer-circle. -I plan to continue using the research and report out on personality types. -I may include more real-life studies.
Technical	4	<ul style="list-style-type: none"> -None at this time

Fall 2010 General Education Assessment			
Division	Fall 2010 Submissions	G.E. Objective Assessed	What did you/division learn from this activity? - or - Recommended Curricular Change(s)
Business	1	1.1 Utilize appropriate communication technology	-Reinforces how to evaluate our teaching methods and assessment activities.
Communication/Arts	1	1.3 Present ideas and information orally and in writing in accordance with academic standards	-To include assessment items that encourage writing and oral communication of key concepts; these are more frequently just multiple choice items on exams. Curriculum is driven by national standards from accrediting agencies and preparation of students to master the objectives required in the national licensure exam at program completion. Our instructors always seek to refine their instructional methods to better prepare their students.
Learning Acceleration	2	Critical thinking	-I find it interesting that all the students demonstrated appropriate reasoning and critical thinking skills, but many do not follow or practice these skills. Many of these students scored low in emotional intelligence and did not raise their scores or only slightly raised their scores after the end of the course re-evaluation. I believe I will spend more time on emotional intelligence strategies. -I learned that the longer the students have to discuss the case study, the more in-depth their answers are. I also learned that students need to be guided through the critical thinking process when there is not an emerging leader in their group. I think we should have a similar story (The Purchased Paper) to give at the beginning of the semester so we can see exactly how far or much learning has happened in the 10 weeks.
Nursing	1	Think Critically: 3.1 Read, Understand, and Analyze Complex ideas	-When students are prepared for class and lab it was evident that they had read the course requirement. By participating in lab the student developed an understanding to analyze the situation more effectively. Beginning Spring Semester 2011, all students will be required to demonstrate Basic Nursing skills, including nasogastric tube insertion, before entering into their medical surgical clinical II experience.

Spring 2011 Course-Level Assessment		
Division	Spring 2011 Submissions	Recommended Changes
Business	9	<ul style="list-style-type: none"> -As a division, there has been a discussion of reducing the weight of the homework in the final grade calculation. A definite decision will be made later. -I will begin requiring students to use the online homework software, which will account for 10 percent of their semester grade. Previously I've made it optional, counting it as ten percent if it helped them, and not counting it if it hurt them. -I also plan to try a different format in one section. I will require students to watch my teaching videos outside of class. We'll spend most of the class time in small groups working homework problems. I'll move among the groups, answering questions and giving tips as needed. Then I'll summarize the principles and techniques at the end of the class period. -The content of the curriculum may change, if needed, to reflect changes in the laws/regulations within the Banking industry. -I will spend more time in orientation to emphasize the chapters must be read not just in time for the tests. -More exercises with two-variable data tables.
Communication/Arts	11	<ul style="list-style-type: none"> -Perhaps integrate the use of more visuals and use other electronic forms – PowerPoint for one. -Possibly use more YouTube usage as a demonstrative tool. -I will modify the way I teach documentation styles based upon the outcome of this semester's final papers. Sharing common mistakes that students tend to make often resonates with those who are currently undergoing the curriculum. I usually just show the correct way to cite sources, but perhaps showing common mistakes in citing will make an impression upon students who are just learning how to cite effectively. -Changing texts in the Fall, but that is not due to the students' outcome.
Health Sciences	15	<ul style="list-style-type: none"> -While not satisfied with the level of performance on this objective, I feel the objective was clear and fair as was the corresponding exam question. The steps of the procedure were listed both in the text book and in the power point. The students in the class who study and are generally prepared did, overall, as expected on this test item. I do not plan on any curricular changes at this time. I will, however, remind students that test reviews (given by instructors) are not mandatory! -A change I can make next semester to reinforce the spelling and pronunciation of medical terms is to have students verbally spell and pronounce the words in lieu of doing these assignments in written form. -Adding more patient care scenarios (to HW assignments) -I would add another Data Management assignment – students should have previously completed the Scavenger Hunt II assignment. -More experience with yearly reports.
Learning Acceleration	11	<ul style="list-style-type: none"> -I am definitely going to change my assignment structure: I will assign and students will complete more journal assignments in class. Also, I will offer some variety in assignment completion requirements. Some assignments that are typically done on the computer may now be done by hand. -I continued to devote extra class time to individual and group work with signed numbers. Overall success rates were slightly higher, though the percentage of students making A's dropped slightly in the Spring. Overall, however, I believe the success rates would continue to remain higher than in the past if I continued to devote this additional class time to signed numbers which are so crucial to students' success in Beginning Algebra. -Possibly more emphasis on subtraction with borrowing, which was a point of

		<p>weakness with many students.</p> <p>-Although the data was successful, I continue to look for new strategies/ideas that make the teaching and learning process more effective.</p> <p>-The students really enjoyed the group work and collaborative learning environment. I will incorporate more group activities into the daily lessons.</p> <p>-I like the outcomes that I have had on this skill, but I always look for ways to improve.</p> <p>-The question is how do we keep people. This semester the reading classes (both I & II) lost over 40% of their students! We do well with those who stay but I don't know what we can do to retain more of them.</p>
Math/Science	8	<p>-No curricular changes are considered. Several instructors teach the sections of this course and this objective is a foundational part of the study of chemistry. Instructional methods and classroom assessment are chosen by the individual instructors and changes may be contemplated in that aspect of the course.</p> <p>-I do intend to alter my presentation of Trigonometric Equations so the concepts can be visualized by students. I will be looking for ways to ask questions about trigonometric equations which require students to use theorems and concepts. Only partial credit will be awarded for correct answers with no supporting paper and pencil techniques. No credit will be given if there is the smallest error and no work is provided.</p> <p>-I do intend to alter my presentation of sample size for the mean so the concepts can be visualized by students. I will be looking for ways to ask questions about statistic problems which require students to use theorems and concepts. Only partial credit will be awarded for correct answers with no supporting paper and pencil techniques. No credit will be given if there is the smallest error and no work is provided.</p> <p>-I do intend to alter my presentation of functions so the concepts are more realistic to students. After presenting basic concepts of functions I will ask students to show me an example of a function from their life. I will be looking for ways to ask questions about functions which require students to use theorems and concepts. Only partial credit will be awarded for correct answers with no supporting paper and pencil techniques. No credit will be given if there is the smallest error and no work is provided.</p> <p>-Yes, more of same. This simple outcome provides a touchstone for more complicated concepts.</p>
Nursing	6	<p>-The RN faculty as a whole are reviewing/revising their teaching strategies in classroom and clinical to focus on this skill.</p>
Social Sciences	7	<p>-I might give more points to the short answer/essay questions to encourage/motivate students to write or complete the questions.</p> <p>-I'm going to teach perspectives in "layers" – foundation understanding, building to theories and then applications.</p> <p>-In the future, I will begin early in the semester, to demonstrate and have the students use basic techniques of analysis.</p> <p>-Next semester I intend to at the outset employ more questions and answers.</p>
Technical	4	None

Spring 2011 General Education Assessment			
Division	Spring 2011 Submissions	G.E. Objective Assessed	What did you/division learn from this activity? - or - Recommended Curricular Change(s)
Business	1	Think Critically	-Results are shared with the division. Many other courses also use the same objective. The new textbooks contain the same "Explore" steps.
Communication/Arts	1	Think Critically	-Learned that debates need to be structured and organized (my first attempt did not go as smoothly as I had planned) but were very worthwhile because they had the students engaging each other and thinking critically about difficult subject matter.
Social Science	1	2. Reason scientifically and quantitatively. 2.4 Apply scientific methods to the inquiry process.	-Assumptions cannot be made regarding students' knowledge of the abstract concepts commonly used in the social sciences. However, this activity raised rate of correct answers by 50% over previous semesters. Results have been shared. Only to require "correction" of missed answers by individual students after tests are graded, a type of correction correct.

Program Assessment Fall 2010/Spring 2011			
Division	Program/Degree Assessment	Changes Made to Program	Recommended Curricular Changes
Communication/Arts	AAS Visual & Media Arts	Added live action, motion graphics and animation	Need to expand in the areas of live action, motion graphics and animation. Limited due to lack of equipment, software, and space.
Health Sciences Learning Acceleration Math/Science	Certificate of Proficiency in Medical Coding	Effective fall of 2011 prepare for ICD-10 coding change	Require A & P I & II instead of Basic A & P
	AAS Health Information Technology	Effective fall of 2011 prepare for ICD-10 coding change	Require A & P I & II instead of Basic A & P
	AS in MLT		Interest in adding an additional clinical week to the blood bank and microbiology clinical rotations.
	AS in Radiologic Technology	Deleted ALH 1302 Introduction to Health Science and replaced with MLT 1002 Phlebotomy	Keep the number of students at 12. Increase the veni puncture experience.
	Technical Certificate in Basic EMT		Continue to monitor the program. No changes at present.
	AAS in EMS		Continue to monitor the program. No changes at present.
Nursing	Associate in Science in Nursing	<p>RN Program degree plan was changed in fall 2011 to implement in fall of 2012. These changes included “Chemistry for Non-majors be designated as a required course in the AD nursing curriculum and that the elective be dropped from the curriculum plan. Change to be effective for the fall 2012 admission cycle.” Discussion ensued with the following major discussion points:</p> <ul style="list-style-type: none"> • Chemistry for Non-majors would supply the foundation knowledge for many critical nursing concepts. • Faculty who participated in the TEAS testing stressed the need for a strong Chemistry knowledge base. • Consensus was that high school Chemistry was insufficient in meeting our needs. • IOM report called for increased percentages of nurses prepared at BSN level. A curriculum without Chemistry would present a barrier to students going on at the BSN level. <p>RN Program degree plan for LPN to RN students was changed in fall of</p>	<p>RN and PN Programs along with the Health Science program will continue to work on the interdisciplinary simulation. We are going to repeat the one from last year with refinement and also would like to design one that will be appropriate for first semester nursing students and include the CNA.</p> <p>RN and PN Programs are implementing the electronic medical record. Students will have the opportunity to work with the NPCC Neer Perfect EHR that mirrors the records at both of the local hospitals.</p>

		<p>2011 to implement in fall of 2012. A motion was made to require a 3-credit hour course in the LPN-to RN advance placement curriculum options.</p> <p>Discussion points included:</p> <ul style="list-style-type: none"> • Current LPN-to-RN curriculum options are either 60 or 62 credit hours; thus allowing a 3-credit hour course to be added without exceeding the 72 hour limit. • Computer course requirements could be satisfied by Intro to Computing I, II, and III (each course 1 credit hour for a total of 3 credit hours) or equivalent transfer course. • Competency to be developed by Business Division. 	
	Practical Nursing	None	<p>RN and PN Programs along with the Health Science program will continue to work on the interdisciplinary simulation. We are going to repeat the one from last year with refinement and also would like to design one that will be appropriate for first semester nursing students and include the CNA.</p> <p>RN and PN Programs are implementing the electronic medical record. Students will have the opportunity to work with the NPCC Near Perfect EHR that mirrors the records at both of the local hospitals.</p>
Social Science	AAS in Criminal Justice	None	<ol style="list-style-type: none"> 1. Committee member K.Hoffman has created guidelines for Juvenile Probation Officer Internship which will be offered, beginning with Fall 2011 semester. 2. A jail standards component will be added to the introduction to corrections course with the Fall 2011 semester. 3. All Criminal Justice courses will be offered online in the future starting with Fall 2011 semester. Courses will be offered with alternating semesters as is accomplished with traditional courses. 4. A future goal is to include Conversational Spanish in the degree program. More discussion and planning is needed before this can be accomplished.
Technical	Technical Certificate	The curriculum in Automotive Service undergoes constant changes to keep	Hybrid Technology is being considered for introduction into the course(s).

	Automotive Service Technology	pace with current technology. The course is designed to meet NATEF Standards.	
	Technical Certificate in Welding	None	To place every student in a job after graduation.

Conclusion

The Assessment of Student Learning is an evolving, ever-changing process. Faculty continue to search for better ways to assess their students and the learning that occurs in the classroom.

The following recommendations/changes should be considered to improve the assessment process:

1. Create an Assessment & Student Learning Committee with representation from each Division.
2. Create an Assessment & Student Learning Community in ANGEL.
3. Continue to hold monthly informal Assessment & Student Learning Roundtables and/or assessment of student learning events each month during the Spring and Fall semesters.
4. Conduct a survey at the end of Spring 2011 to learn faculty perception of assessment.
5. Institutional surveys should be absorbed by Institutional Research.
6. Encourage adoption of the Oklahoma General Education Test (OGET) by Institutional Research (see recommendations in the Fall 2009/Spring 2010 report) to assess general education knowledge in students who have completed 30+ hours of general education classes. Establish guidelines for administering the test.

The following recommendations and changes were submitted in the **Fall 2009/Spring 2010** Assessment Report. An update of the recommendations/changes is provided in red.

1. A review of the Associate of Arts, Associate of Liberal Studies, and Associate of Science degrees (all degrees were reviewed and degree

plans updated and are now available in the Counseling Center).

2. Development of a matrix that provides evidence of general education courses in each degree (in progress).
3. Development of a follow-up survey of students who graduate with an AA, AAT, ALS, and AS degree six months following graduation (December or January) (this survey has not been developed – should be considered a responsibility of Institutional Research).
4. Begin the process of Institutional Assessment of college departments in the summer of 2011 (a survey will be developed to send to the departments in Fall 2011 to gather what processes are currently being completed to assess their area).
5. Encourage faculty to collaborate and develop general education assessments within their respective divisions that provides evidence of student learning. An example of an ideal assessment would be that all Comp I faculty collaborate to decide on a common assignment/quiz/or question on a test, etc. they would all use to assess one of the general education objectives. After gathering the results of the assessment, the faculty would share their findings and then make recommendations for improvement if needed. And, while they are meeting to discuss their findings, they can decide what they will assess the next semester (currently in progress).
6. Complete an audit of the program assessments for evidence that graduates of the program are being surveyed within 6-9 months following graduation; assist with the development of graduate follow-up surveys and employer surveys (in progress).
7. Research standardized general education assessments for graduating students (recommend OGET) (recommend this be handled by Institutional Research)

8. Work with the Director of Online Learning to develop evaluations specifically for online classes (currently working with the Director of Online Learning to develop evaluations in ANGEL).

Appendix A

Assessment of Student Learning Survey

and

Results of the Survey

Your Division: _____

Name: ANONYMOUS

Check the statement that best describes your.....

1. Knowledge about assessment's role in the Improvement of Student Learning.

- 0 a. Little or no knowledge. May have heard the words or name.
- 4 b. Know some pieces, a few basics, it's not "new news." (6%)
- 21 c. Know basics, understand general purposes and ideas, but doesn't use systematically. (30%)
- 45 d. Knowledgeable, use assessment results to improve student learning. (64%)

2. Enthusiasm Level for Using Assessment Strategies to Improve Student Learning.

- 0 a. Strongly and vocally opposed to assessing and documenting student learning.
- 1 b. No interest or uninterested, but likely to be compliant or acquiescent. (1%)
- 30 c. Interested, willing, and cooperative, but will let others lead. (43%)
- 39 d. Engaged and enthusiastic enough about assessment of student learning to make it happen. (56%)

3. Understanding of Assessment Processes & Strategies Needed Campus-wide to improve student learning.

- 0 a. See only my own job, own function, and its autonomy; see no value in institutional reporting or analyzing assessment data beyond my own job.
- 3 b. See assessment of student learning almost exclusively as a faculty function, or at most a departmental one. (4%)
- 43 c. Understand the uses and value of information on student learning at the institutional level. (61%)
- 24 d. Actively implement the use of information derived from assessment of student learning as an indicator of institutional effectiveness. (35%)

4. Share with us any specific non-graded techniques (assessment) that you use to determine if your students are learning?

- In-class small group activities
- Muddiest Point
- Pre-tests/Post-tests
- Cooperative learning projects
- Discussion forum on ANGEL – critical thinking
- One-minute papers
- Passing out exam questions well before the test!
- Class discussions
- Lab work

- Accrediting bodies state specific objectives that students must meet. The results are reviewed to determine if the program meets the standards. A list in each area (subject) is given where certain topics must be met by each student.
- Our program accrediting body (NATEF) requires course level class/lab task list assessment. Previous year job placement rates with employer feedback also is used as an indicator of the quality of our instruction.
- Hands-on
- Hands-on activities, on a regular basis
- Critical thinking questions during class. Case studies that are presented during class simulation scenarios.
- Active assessment of students use of learning objectives in the clinical area.
- Math skill acquisition for safe medication administration - utilize how well students do.
- Skill competency through-out the curriculum, just not one time focus on communication, skills & safety.
- Interdisciplinary simulation
- Skills assessment check-offs
- Medication administration
- Classroom activities
- Interdisciplinary simulation activity
- Demonstration of skills/check-offs
- In class activities
- Interdisciplinary scenario (simulation)
- Classroom discussion
- Using audience response card
- Pausing for questions during lecture
- Embedded assessment questions in classroom.
- Case studies that require the application of learned knowledge.
- Active learning project = application activity
- Patient care of specific patient populations to solidify content
- In clinical and class – give situations/scenarios & have student verbalize and/or implement (apply) knowledge.
- Observe the application of knowledge with patients
- Class – inject 2-3x a class – a question on PP where students have to choose priority answer then discuss why others are not priority
- Clinical questioning and paperwork
- Return demonstrations, simulation activities, classroom discussions
- Use exit HESI test & graduate & employee surveys to address critical thinking, communication, specific nursing skills plus competency of graduates.
- Do “action plan” each spring that includes review of aggregated & trended data with changes in nursing program or learning activities.
- Use critical thinking questions during lecture simulations in lab.
- Text quizzes on text website.
- Use of an overall submit matter assessment worksheet at the start and end of the term, not graded.
- Quiz at beginning of course. Same quiz at end.

- “reset the attention curve” by assigning in-class problems and observing each individual student as they attempt to solve the problem.
- Observe student: 1) focus while in lecture/presentation; 2) interested & cooperative during lab/class.
- Non-graded & non-announced pop quizzes. Student group work & discussions.
- Walk around, check for understanding on an individual basis, or give a non-graded assignment. Sometimes, I use active learning groups and use those groups to sort for “understanding”.
- Use a non-graded skills test at beginning and end of semester.
- Five critical incident questionnaire; polling questions on content; cast studies/discussions; feedback from students.
- Muddiest point
- Muddiest point; 1-minute paper; Jeopardy Review
- Cooperative learning activities with individual accountability.
- Cooperative learning activities; discussion.
- Lab practicals/do one, teach one.
- Drinking water instead of cokes; weight loss or inches; energy level is up due to exercises; cardio, flexibility, strength...I do assessments on each student!
- Group work (some); What Do You Think Note (one-minute paper)
- Think-pair-share. Plan to use clicker technology in classroom, scenario/case studies where students must properly assess & treat patients.
- In some classes, use final projects as assessment of learned objectives.
- Daily quizzes; oral Q/A sessions to close class; group problem solving presented to class; CAT’s –muddiest point.
- Through group & class discussion, using the Socratic method, leading them to draw a conclusion and seeing them get there, sometimes eventually. The light comes on!
- Pre-test & post-test in Lit classes.
- Q & A based on research and communication
- Critical listening exercises to determine understanding of math points and the specific supporting facts, statistics, testimony given from research.
- My students team-teach a component of the course or section & are “graded” by the class. I see what they don’t know at the beginning of the semester, which helps me know what they learned later.
- 1) Journals (change to 1 minute writing); 2) discussion/class participation;
- We work with students one-to-one, so we do assessment daily.
- 1-minute paper – muddiest point
- Unsolicited comments from students; formal surveys by email; informal surveys in class, show of hands.
- PreTest & PostTest in Business English courses.
- Assess the course objectives at the end of the semester. Did we meet the objectives? Yes, no, not sure. Intro to Computing I, Intro to Computing II, & Intro to Internet faculty choose to assess a general education objective in all classes.
- Pre/Post test. Student graduation assessment.
- Ungraded “quizzes” over difficult material; open group discussions; group teaches by student

5. What changes in your instructional methods, if any, stemmed from the results of the assessment?

- Revision of activities
- I adjust my lesson plans and lecture content regularly.
- My courses change regularly based on assessment results.
- Students are more introspective.
- The use of PowerPoints as an aid to understand the text and material.
- If the requirements are not met, the program must change to meet requirements. If all requirements are met, the program must keep with the changes in requirement lists and changes in technology.
- My methods change as needed by student feedback and testing results. The course content is what is most affected by NATEF, employer feedback, and advisory team recommendations.
- Slow down, let students help students.
- We change class objectives and activities based on results.
- Looking at progressive of math skills for all semesters in nursing.
- Have now expanded pass initial math competency test to look at unit test percentage of students getting math questions correct to evaluate sustained knowledge application.
- We were just doing skills during fundamentals then found out that the students were struggling in clinical so that is when we instituted competency through-out the curriculum.
- Remediation of skills
- Increase in “hands on” experience with medication administration
- Researched additional teaching/learning strategies for student-centered learning to enhance student participation & engagement.
- Change back to a face-to-face class versus on-line with skills needed for the profession; a face-to-face class was what students requested.
- From assessment of students’ learning and plan my lessons and add learning activities that meet students’ needs.
- Less lecture with more active learning student led instructions although some students DO NOT like this type of learning and prefer lecture!
- None. Have made many changes over the years – based on workshops attended outside of institution
- Changes in paperwork & how we teach it.
- Provided more practice time for the students before their return demonstrations.
- Added exercises on quality improvement, safety.
- Increased clinical simulation
- Will be adding short segment tutorial videos to complex topics as evidenced by poor 1st time scores. Will have a pre and after course assessment.
- Perfected weak areas – mine.
- By observing each student attempting to recreate a process, I can determine if a particular topic has been sufficiently covered.
- Some things remind/reinforce what things I do already.
- I try to be more “thorough” and “clear” in presentation of new material via animated PowerPoint.
- So far, results are good. No specific changes.
- I have moved from lecture to using polling questions. I have broken content into smaller pieces based on student comments.
- Focus on student understanding.

- I reduced the number of graded assignments.
- Many
- Change lifestyle's behavior
- Revise class/course outcomes; revise projects & assignments
- Positive feedback from students encourages me to use above methods more often!
- None
- New class instruction and activities to present links b/w to pics & real world
- More use of technology in the classroom
- Moved from teacher centered instruction to student centered – they participate in the instruction
- Expand/include more examples of credible, current evidence via quotes/paraphrases, statistics & an explanation etc. with the Author/Title (or sponsor of web page) verbally identified.
- Based on what info I receive at the beginning of the semester. I know what to focus on more or less during the semester.
- Keep working with individuals till they do understand the process.
- 1) Change from end of year journals to 1 Minute writing with summary/muddy areas. 2) Pay attention to student responses and make change.
- Some projects were changed.
- More team/classwork assignments; final project rather than final exam.
- (Almost all of them) – online homework, changes in weighting of grades
- This is not the answer you're looking for....but (the majority) most students improve their scores from the Pre-Test to the Post-Test, so I assume that some skill level of improvement as occurred – not as much as it should/need to – but, my hope (based on scores) is that some improvement has occurred from beginning of semester to end of semester.
- Changed the way a couple of objectives were stated on the syllabus; faculty collaborated with each other on objective assess in Intro classes.
- None. Unless asked.

Appendix B
Assessment & Student Learning
Roundtable Notes

Assessment & Student Learning Roundtable

Wednesday, September 14, 2011

The roundtable was attended by:

Tamara Abernathy (PN)

Tena Brown (Bus)

Nannette Crane (CA)

Wade Derden (SS)

Joan Henry (CA)

Dana Lambert (HS)

Dawn Marshall (SS)

Kelly Pickett (MS)

Janetta Ritter (Bus)

Mel Welch (HS)

Discussion held included:

- ❖ The creation of an Assessment Repository in ANGEL.
- ❖ How Assessment of Student Learning is changing at NPCC
- ❖ Change of an Assessment Coordinator to control of assessment in the division
- ❖ An Assessment & Student Learning Committee:
 - Who should serve on the committee?
 - What is the purpose of the committee?
 - What is expected of those serving on the committee?
 - What does the committee expect to accomplish?
 - Need a good definition of Assessment
 - Would like to have representation from all divisions on the committee (all divisions present at the roundtable except for Technical and LAD)
- ❖ Course evaluation and assessment of student learning are two different functions
- ❖ Request for the general education objectives to be emailed to faculty
- ❖ Assessment Web page is being reviewed and revised

Appendix C
Adopt-a-Cat
October 20, 2011



What is a CAT (Classroom Assessment Technique)?

In the Angelo and Cross *Classroom Assessment Techniques* book (Angelo and Cross), the term Classroom Assessment is “an approach designed to help teachers find out what students are learning in the classroom and how well they are learning. This approach is learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice.” (5-8)

Angelo and Cross base their model of Classroom Assessment on seven assumptions: (7-11)

1. The quality of student learning is directly, although not exclusively, related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching.
2. To improve their effectiveness, teachers need first to make their goals and objectives explicit and then to get specific, comprehensible feedback on the extent to which they are achieving those goals and objectives.
3. To improve their learning, students need to receive appropriate and focused feedback early and often; they also need to learn how to assess their own learning.
4. The type of assessment most likely to improve teaching and learning is that conducted by faculty to answer questions they themselves have formulated in response to issues or problems in their own teaching.
5. Systematic inquiry and intellectual challenge are powerful sources of motivation, growth, and renewal for college teachers, and Classroom Assessment can provide such challenge.

6. Classroom Assessment does not require specialized training; it can be carried out by dedicated teachers from all disciplines.
7. By collaborating with colleagues and actively involving students in Classroom Assessment efforts, faculty (and students) enhance learning and personal satisfaction.

Five suggestions for a successful start: (31)

1. If a Classroom Assessment Technique does not appeal to your institution and professional judgment as a teacher, don't use it.
2. Don't make Classroom Assessment into a self-inflicted chore or burden.
3. Don't ask your students to use any Classroom Assessment Technique you haven't previously tried on yourself.
4. Allow for more time than you think you will need to carry out and respond to the assessment.
5. Make sure to “close the loop.” Let students know what you learn from their feedback and how you and they can use that information to improve learning.

The following is a listing of Classroom Assessment Techniques (CATs) in the book that....

Assess prior knowledge, recall, and understanding:

1. Background Knowledge Probe
2. Focused Listing
3. Misconception/Preconception Check
4. Empty Outlines
5. Memory Matrix
6. Minute Paper
7. Muddiest Point

Assess skill in analysis and critical thinking:

8. Categorizing Grid
9. Defining Features Matrix
10. Pro and Con Grid
11. Content, Form, and Function Outlines
12. Analytic Memos

Assess skill in synthesis and creative thinking:

13. One-Sentence Summary
14. Word Journal
15. Approximate Analogies
16. Concept Maps
17. Invented Dialogues
18. Annotated Portfolios

Assess skill in problem solving:

19. Problem Recognition Tasks
20. What's the Principle?
21. Documented Problem Solutions
22. Audio- and Videotaped Protocols

Assess skill in application and performance:

23. Directed Paraphrasing
24. Applications Cards
25. Student-Generated Test Questions
26. Human Tableau or Class Modeling
27. Paper or Project Prospectus

Assess students' awareness of their attitudes and values:

28. Classroom Opinion Polls
29. Double-Entry Journals
30. Profiles of Admirable Individuals
31. Everyday Ethical Dilemmas
32. Course-Related Self-Confidence Surveys

Assess students' self-awareness as learners:

33. Focused Autobiographical Sketches
34. Interest/Knowledge/Skills Checklists
35. Goal Ranking and Matching
36. Self-Assessment of Ways of Learning

Assess course-related learning and study skills, strategies, and behaviors:

37. Productive Study-Time Logs
38. Punctuated Lectures
39. Process Analysis
40. Diagnostic Learning Logs

Assess learner reactions to teachers and teaching:

41. Chain Notes
42. Electronic Mail Feedback
43. Teacher-Designed Feedback Forms
44. Group Instructional Feedback Technique
45. Classroom Assessment Quality Circles

Assess learner reactions to class activities, assignments, and materials:

46. RSQC2 (Recall, Summarize, Questions, Comment, and Connect)
47. Group-Work Evaluations
48. Reading Rating Sheets
49. Assignment Assessments
50. Exam Evaluations

**Don't be a
scaredy-cat!**

**Adopt-a-CAT and
you may find it
makes a great new addition to your
classroom. Which one will you adopt?**



Works Cited

Angelo, Thomas A. and Cross, K. Patricia. Classroom Assessment Techniques, A Handbook for College Teachers. San Francisco: Jossey-Bass, Inc., 1993.

Appendix D

Assessment Reporting Forms

Course-Level Assessment

General Education Assessment

Program Assessment

National Park Community College

Fall 2011 - Course-Level Assessment (CLA)

Part I

Date:

Semester: Fall 2011

Course & #:

Instructor's Name:

Course Objective: (as it appears on syllabus)

Measurement Method: (how do you measure the student learning for this objective)

Part II – Evaluation

Based on your professional judgment, how well did your students master this outcome?

Are you considering any curricular changes regarding this outcome?

Instructor's Signature:

Date:

National Park Community College – Fall 2011 General Education Assessment

Instructions: Please provide information concerning the General Education Assessment activity and submit to the Assessment Coordinator.

Part I

Date:

Semester: Fall 2011

Division:

Name(s) of Faculty involved in the General Education Assessment activity:

List the General Education Assessment Goal and Objective being assessed:

Why assess this Goal/Objective (significance)?

Name of Course(s) in which the General Education Goal and Objective is being assessed:

Explain the assessment activity below (assessment activity):

Measurement Method: (how do you measure the student learning for this objective)

Part II – Evaluation

Did the G.E. Assessment provide evidence of student learning? Please explain below.

What did YOU/DIVISION learn from this activity? Were the results shared/discussed with faculty in the division?

Are you/division considering any curricular changes regarding this outcome? If yes, please list in the space provided below.

Name of faculty submitting this report:

NPCC Phone Ext.:

Date report submitted to Assessment Coordinator:

Instructions: The information in this report refers to the students who graduated in May 2011 from your program.

Part I – Complete for each degree

Date:	Semester(s): Fall 2011/Spring 2012	Program area (Division):
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List the name of the degree/technical certificate/certificate of proficiency:

How many students graduated in May/Summer 2011 with this degree/technical certificate/certificate of proficiency?	Do you know the number of graduating students who obtained jobs after graduation in this field?	Are the graduates required to take a licensure exam to work in the field?
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How many students were eligible to take the licensure exam?	Are you provided the results of the licensure exam?	How many students passed the exam?
How many students actually took the exam?		How many students failed the exam?

Does this program area have an Advisory Committee? If yes, did the committee meet at *LEAST* one time in the past academic year (Fall 2010/Spring 2011)? Please list the meeting dates below:

Did the Advisory Committee provide feedback/recommendations for this degree/technical certificate/certificate or proficiency? If yes, what were they?

Did you survey the graduates and employers of the graduates within 6-9 months following the 2010 graduation? If yes, *please attach the results of the surveys to this form.*

Did the surveys provide any feedback that the division will address within the next year? If yes, what was the significant feedback provided by the survey(s) and how will you use it to make changes to the degree/technical certificate/certificate of proficiency?

Were changes made to the curriculum for this degree/technical certificate/certificate of proficiency and why?

What are the future goals for this degree/technical certificate/certificate based on need of the service area or recommendations received from the community/advisory committee, etc.?

Has the faculty in the division completed an assessment during the Fall 2010/Spring 2011 semesters of the goals and objectives for this degree/technical certificate/certificate of proficiency? If yes, please attach the assessment completed.