

Assessment of Student Learning
Strategic Work Plan 2012 – 2015
Draft (11/25/13)

The purpose of this plan is to outline the fundamental direction of assessment planning at FDLTCC from 2012-2015. Its structure reflects our current areas of focus, however the areas of focus and the actions under each may change based on changes driven by evaluation and related decision making and by shifting priorities caused by unforeseen circumstances.

2012-2013

Course level

1. Finalize revision of course outlines. (Next year of course outline review will be 2015-2016)
2. Document MnTC goals and outcomes within General Education courses.
3. Map MnTC goals and outcomes for MnTC.
4. Implement common rubric for Ability to Communicate fall semester for a minimum of one course outcome for one course/instructor across campus (both adjunct and unlimited). Use TracDat to aggregate data.
5. Develop a common rubric for assessing Information Literacy and Technology. Spring 2013 gather data on one course outcome for one course/instructor (both adjunct and unlimited). Use TracDat to gather and aggregate data.
6. Review assessment results for Ability to Communicate and revise common rubric as needed.
7. Develop a common rubric for assessing Problem Solving to be used Fall 2013.
8. Work with faculty to assess and improve online and hybrid course offerings by introducing them to the Quality Matters rubric.

Program Level

1. Evaluate overall progress and effectiveness of program level goals and assessments of student learning.
2. Embed program-level student learning goals and outcomes in program review.
3. Collect data on licensure exam pass rates and job placement results for programs.

Institutional Level

1. Align student learning assessments from the course and program level with the college's strategic plan.
2. Give General Education Assessment tool in the spring to assess student knowledge of Competencies Across the Curriculum (CACs). Report results.
3. Incorporate Assessment of Competencies(CACs) across the Curriculum into assessment processes throughout the campus.
4. Provide financial support for Center for Teaching and Learning (CTL) monthly lunches.
5. Provide release time for faculty assessment coordinators.
6. Send assessment coordinators and appropriate administrators to Annual Higher Learner Commission annual meeting.
7. Send faculty to additional assessment training as appropriate.

8. Provide training for faculty and staff in using Trac Dat.
9. Continue to use Duty Days for disseminating information to faculty and providing opportunities for faculty to complete assessment related assignments and assess their impact on teaching and learning.
10. Have at least three faculty and/or staff complete the introduction to Quality Matters.
11. Have at least two faculty and/or staff complete the Peer Review training and become Certified Quality Matters Peer Reviewers.
12. Report and discuss data related to retention projects.
13. Determine goals and next actions for retention projects.
14. Participate in the yearly budget decisions using the college's Budget Wheel.
15. At least twice a semester send out Assessment Connection updating faculty, staff, and students on assessment work.
16. Create and disseminate throughout the campus posters of CACs. Include translation into Anishinaabemowin.
17. Discuss and evaluate results of CCSSE and SENSE data.
18. Develop plans and goals to address areas of improvement based on CCSSE and SENSE data.
19. Collect anecdotal evidence of classroom assessment of student learning.
20. Encourage faculty and staff attendance and participation at regional conferences related to teaching and learning.
21. Complete accreditation for College in the Schools (CITS) through ??????

2013-2014

Course level

1. Report results of mapping MnTC goals and outcomes.
2. Discuss options for filling in any gaps in MnTC goal areas and outcomes.
3. Review assessment results for Information Literacy and Technology and revise common rubric as needed.
4. Implement common rubric for Problem Solving fall semester for a minimum of one course outcome for one course/instructor across campus (both adjunct and unlimited). Use TracDat to aggregate data.
5. Review assessment results for Problem Solving and revise common rubric as needed.
6. Develop a common rubric for assessing Culture. Spring 2013 gather data on one course outcome for one course/instructor (both adjunct and unlimited). Use TracDat to gather and aggregate data.
7. Work with faculty teaching online and hybrid courses to begin implementing the Quality Matters rubric in their courses.
8. Update course list online and in the catalog to clearly identify courses that are being offered.

Program Level

1. Develop a cycle for reviewing programs every three years.
2. Continue evaluating program level goals and assessments of student learning. Begin developing a process for assessing goals that are common to courses within the program.
3. Collect data on licensure exam pass rates and job placement results for programs.

4. Diversify program options by implementing new academic programs including two year degrees, one year programs, certificates, and non-credit courses. Assess ongoing success of current program options.
5. Update program list on the web site to clearly reflect options currently being offered. Review program planners and information provided to students in our catalog.

Institutional Level

1. Assess alignment of student learning assessments from the course and program level with the 2013-2016 Strategic Plan.
2. Develop a plan to update alignment where needed.
3. Review General Education Assessment tool. Revisit questions and document source material. Determine relevance of questions. Revise the tool and give spring 2014.
4. Continue to incorporate CACs across the college.
5. Provide ongoing financial support for CTL.
6. Provide release time for faculty assessment coordinators.
7. Send assessment coordinators and appropriate administrators to Annual Higher Learner Commission annual meeting.
8. Participate in the yearly budget decisions using the college's Budget Wheel.
9. Evaluate the retention project and set goals and next actions.
10. Participate in Self Study committee gathering data and preparing for HLC site visit in October 2014.
12. Share new HLC criteria for Self Study with faculty at Duty Day
13. Discuss and evaluate results of CCSSE survey.
14. Develop plans and goals to address areas of improvement based on CCSSE data.
15. Collect anecdotal evidence of classroom assessment of student learning
16. Diversify methods of education delivery including cohorts, online, blended, and community education options. Assess success of various methods of delivery and revise options as needed.
17. Survey needs of employers and evaluate offerings based on that information. Create programs/certificates/course to address those needs.
18. Assess and evaluate current offerings through CITS. Work with high schools to create a pipeline of success from K-12 to the college.
19. Assess and evaluate technological needs of faculty, students, and administrations, and continue to provide funds to update both hard ware and software in keeping with future technological needs.
20. Assess and evaluate the role that grants perform in providing funding and directing curriculum needs to insure that they are in keeping with the Strategic Plan and Mission of the college.

2014-2015

Course level

1. Use revised common rubric for Ability to Communicate and gather assessment information for all courses taught fall semester.
2. Use revised common rubric for Information Literacy and Technology and gather assessment information for all courses taught spring semester.
3. Review results of information gathered fall semester for Ability to Communicate and determine next course of action regarding collecting data.

4. Review assessment results for Culture and revise common rubric as needed fall semester.
5. Continue assessment of online and blended/hybrid courses and work to provide training and increase participation of faculty in use of the Desire to Learn (D2L) platform.
6. Assess academic course rigor for alignment with the college's educational needs and goals.

Program level

1. Evaluate overall progress and effectiveness of program level goals and assessments of student learning.
2. Conduct program reviews of designated programs. Implement suggestions resulting from program review.
3. Collect data on licensure exam pass rates and job placement results for programs.
4. Collect data on future program development needs and develop courses and programs as deemed necessary, specifically focusing attention on developing a sustainability emphasis that may become a four year bachelor's degree in sustainability.

Institutional level

1. Assess alignment of student learning assessments from the course and program level with the 2013-2016 Strategic Plan.
2. Develop a plan to update alignment where needed.
3. Review General Education Assessment tool. Revisit questions and document source material. Determine relevance of questions. Revise the tool and give spring 2015.
4. Continue to incorporate CACs across the college.
5. Provide ongoing financial support for CTL.
6. Provide release time for faculty assessment coordinators.
7. Send assessment coordinators and appropriate administrators to Annual Higher Learner Commission annual meeting.
8. Participate in the yearly budget decisions using the college's Budget Wheel.
9. Evaluate the retention project and set goals and next actions.
10. Collect anecdotal evidence of classroom assessment of student learning
11. Collect assessment data required for yearly updates to HLC.
12. Assess current partnerships with businesses and high schools. Evaluate those partnerships and revise or develop those partnerships as needed.
13. Diversify methods of education delivery including cohorts, online, blended, and community education options. Assess success of various methods of delivery and revise options as needed.
14. Survey needs of employers and evaluate offerings based on that information. Create programs/certificates/course to address those needs.
15. Assess and evaluate current offerings through CITS. Work with high schools to create a pipeline of success from K-12 to the college.
16. Assess and evaluate technological needs of faculty, students, and administrations, and continue to provide funds to update both hard ware and software in keeping with future technological needs.
17. Assess and evaluate the role that grants perform in providing funding and directing curriculum needs to insure that they are in keeping with the Strategic Plan and Mission of the college.

(12/16/13)