

Institutional Assessment Update

Professional Development Day 2 – Faculty and
Instructional Administrators – August 31, 2010

Welcome

□ Introductions

- Core Ability Team Co-Chairs
- Core Ability Teams
 - CA Team Leaders
 - CA Team Rubric Development Teams
- Resource Individuals in the Office of Curriculum & Assessment

□ Overview of the Institutional Assessment Presentation

- Performance Based Learning (PBL)
- Historical Perspective & Key Points in the Timeline
- General Overview of Assessment
- Faculty Assessment Workbook & Artifact Development

Assessment at Schoolcraft College

- Schoolcraft College supports a **performance-based learning (PBL)** model of **curriculum development**. This model focuses on the intended outcomes of student learning at three levels:
 - Institutional
 - Program
 - Course

Assessment at Schoolcraft College

- The focus shifts away from “what do I teach?” toward “**what will the students be able to do?**”
- It aligns assessment, teaching, and learning with the **intended outcomes.**

Assessment at Schoolcraft College

- The focus is on



Student Learning

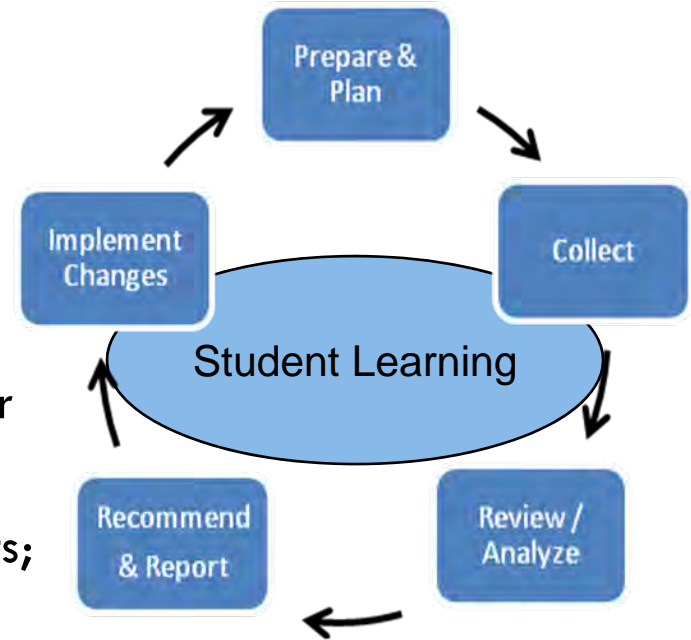
Assessment Process

- Assessment is a part of a continuous quality improvement process that includes the analysis of the current curriculum in order to
 - ▣ **Prepare and Plan** for the assessment;
 - ▣ the **Collection** of the assessment items [or artifacts];
 - ▣ the **Review and Analysis** of the artifacts;
 - ▣ the development of **Recommendations and Reports** that may impact the institution or curriculum;
 - ▣ and the **Implementation of Changes** that lead to continuous quality improvements.

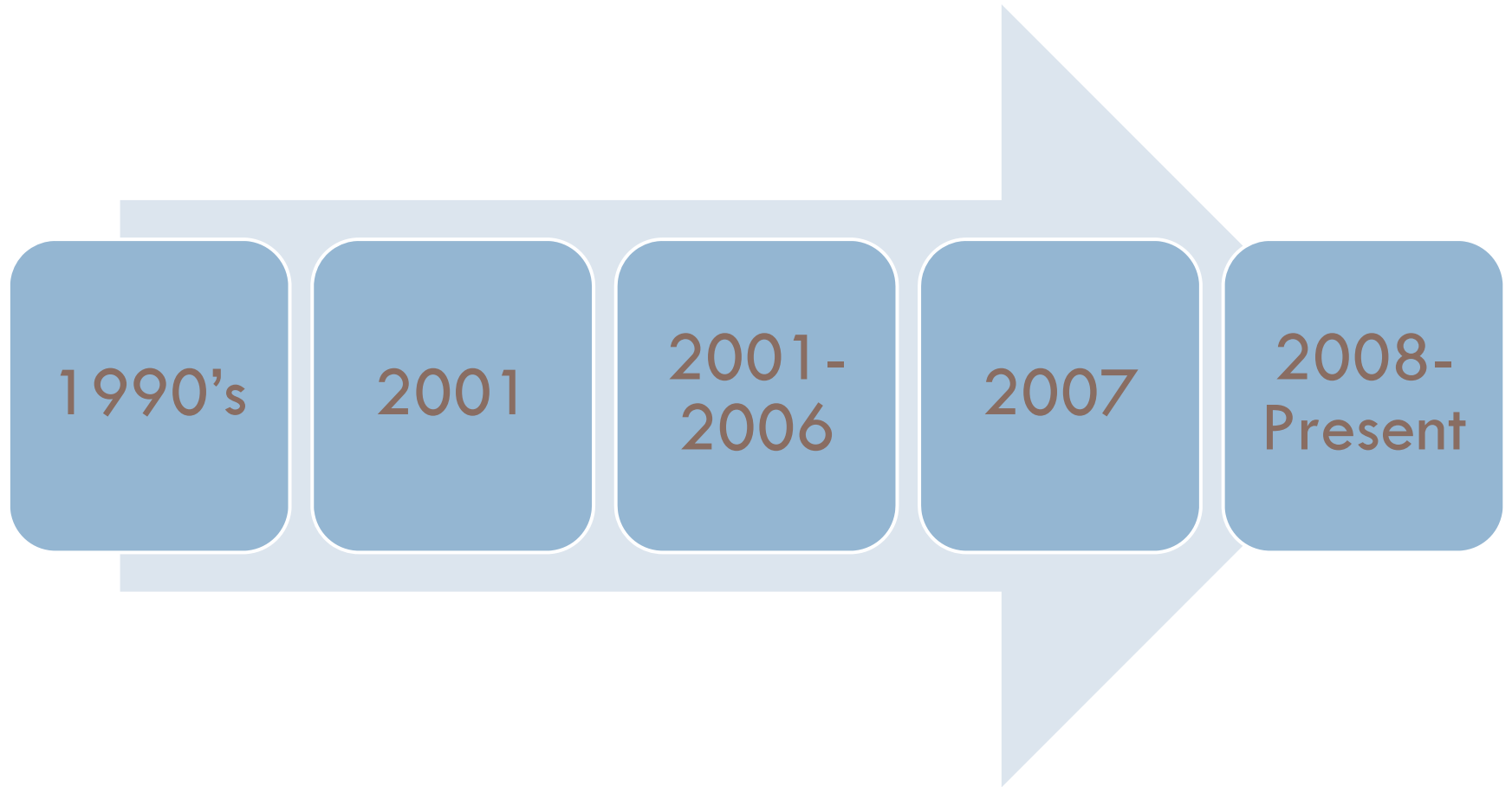


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Key Points in Schoolcraft's Timeline



1990-2001



1990's

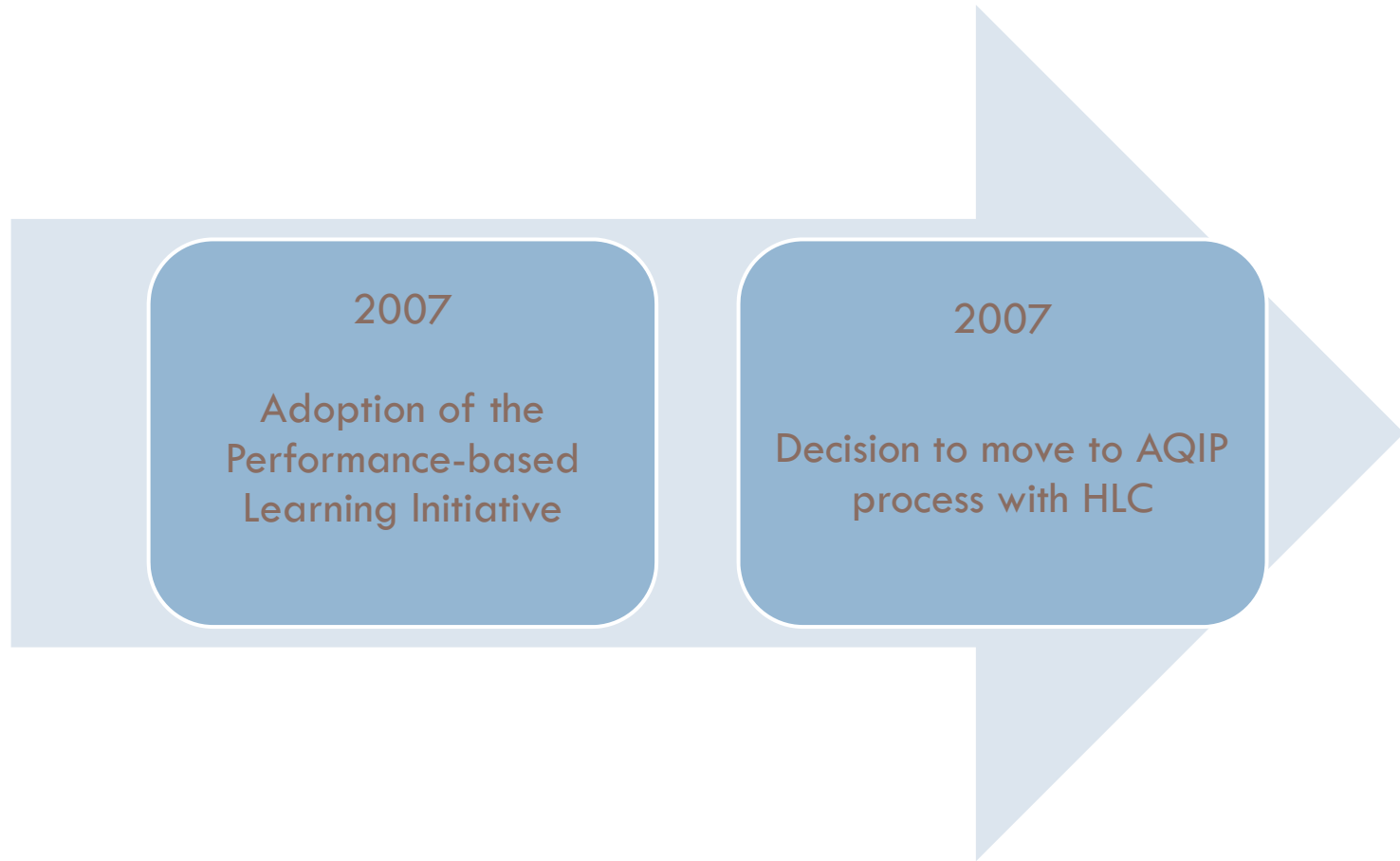
The College was at the cutting edge in terms of defining General Education goals and integrating them throughout all programs – career and transfer.

2001

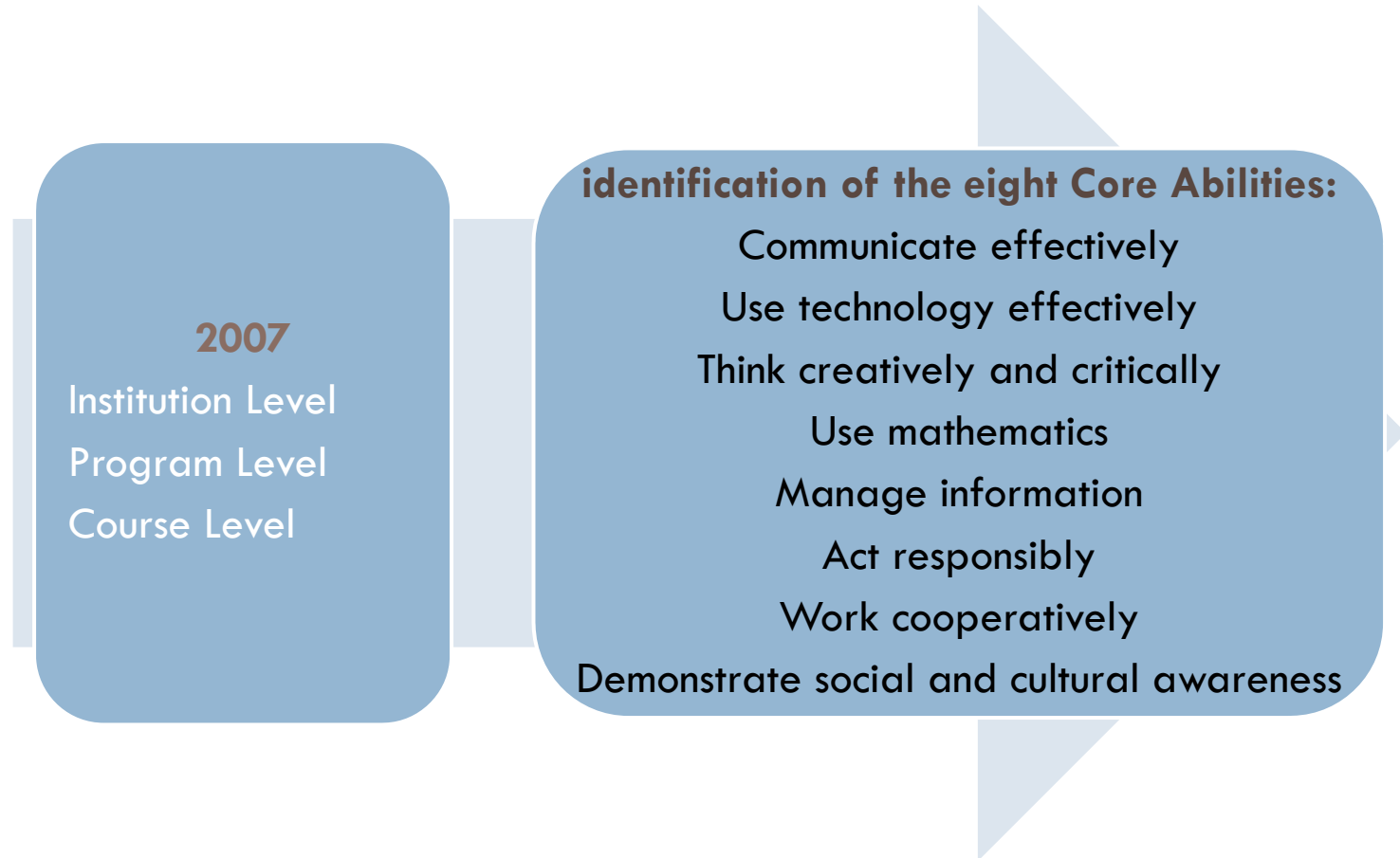
HLC site visit.

HLC Required the implementation of a comprehensive assessment program.

2007



2007



2007-present

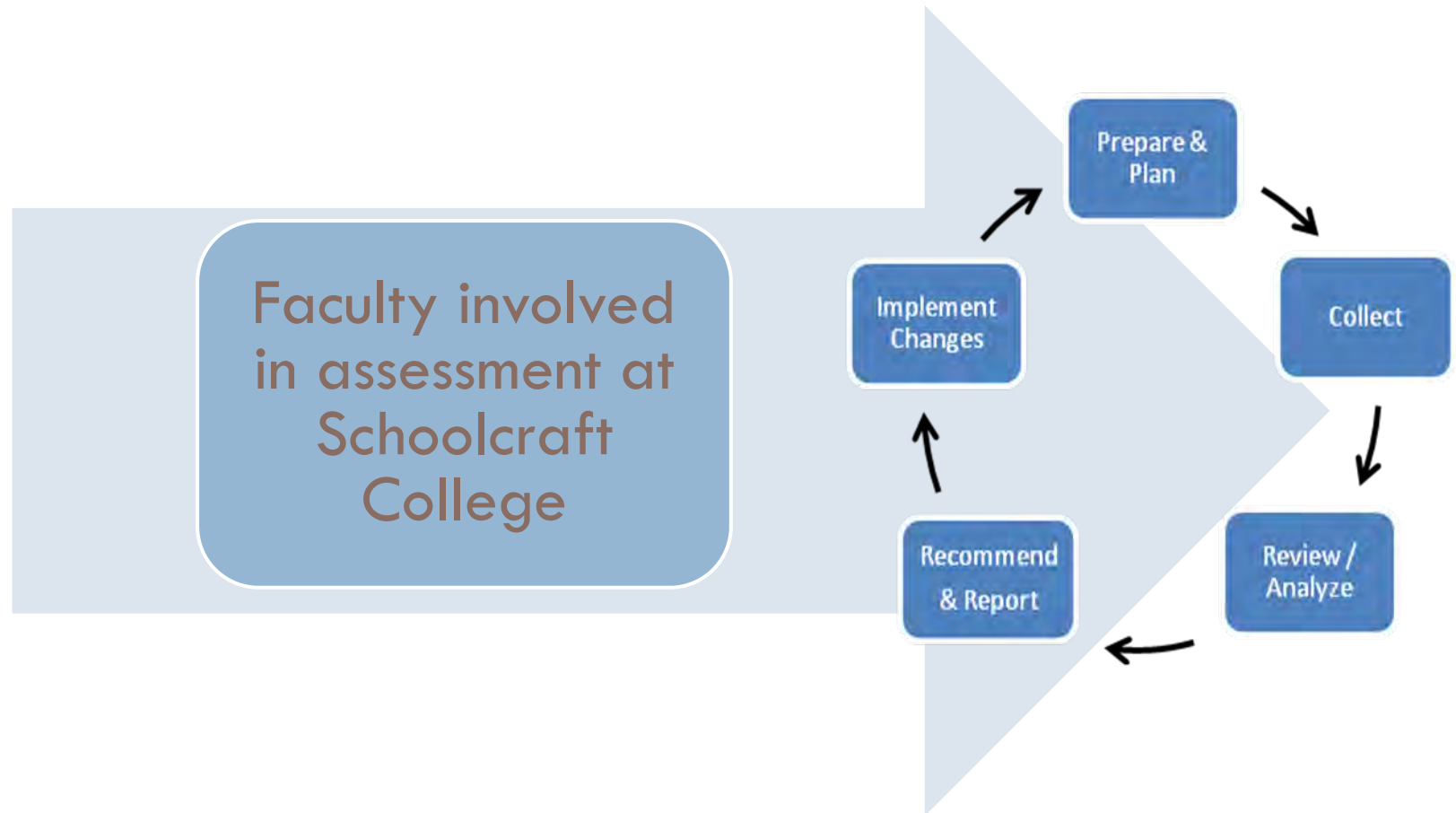
2007 - 2009

- Indicators written for Core Abilities
- Program Outcomes Written
- Exit Learning Outcome Matrices developed
- Core Abilities integrated - all courses
- Course Objectives to Course Competencies

2010

Formation of Institutional Assessment Team.

1990-2010

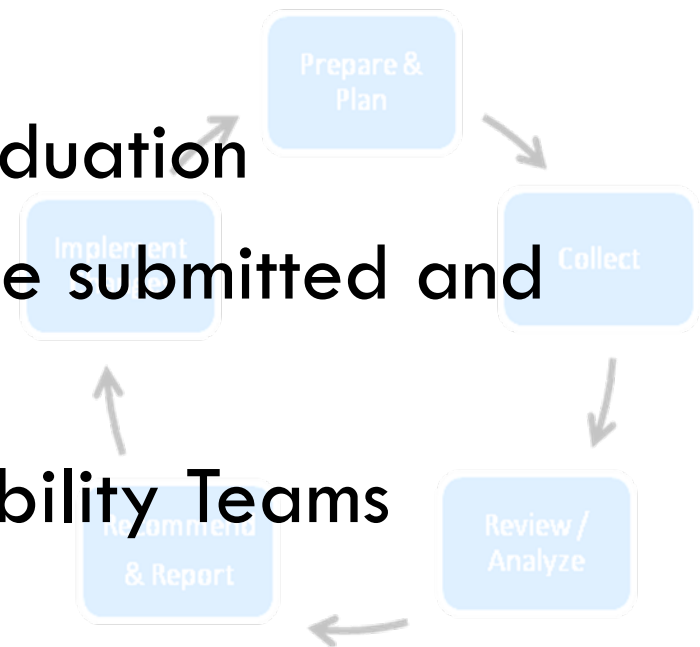


Institutional Assessment

- Institutional Assessment Team formed in Fall 2009
 - ▣ Development of Institutional Assessment Framework
 - ▣ Development of Core Ability Rubrics

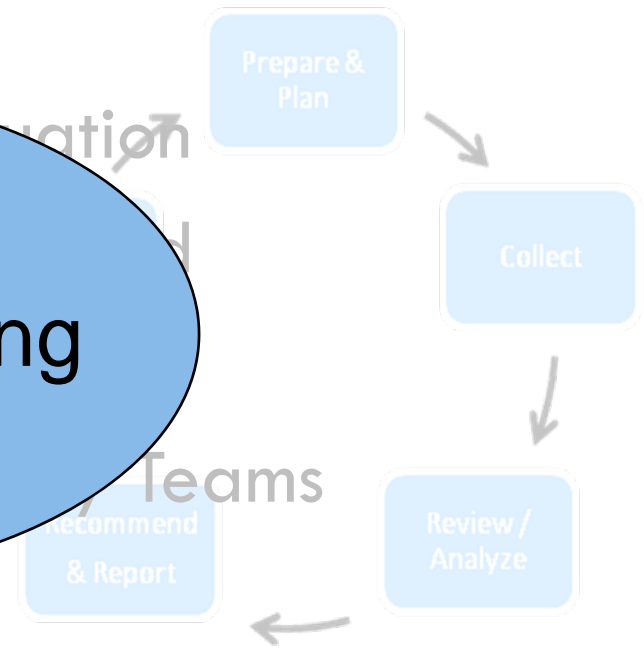
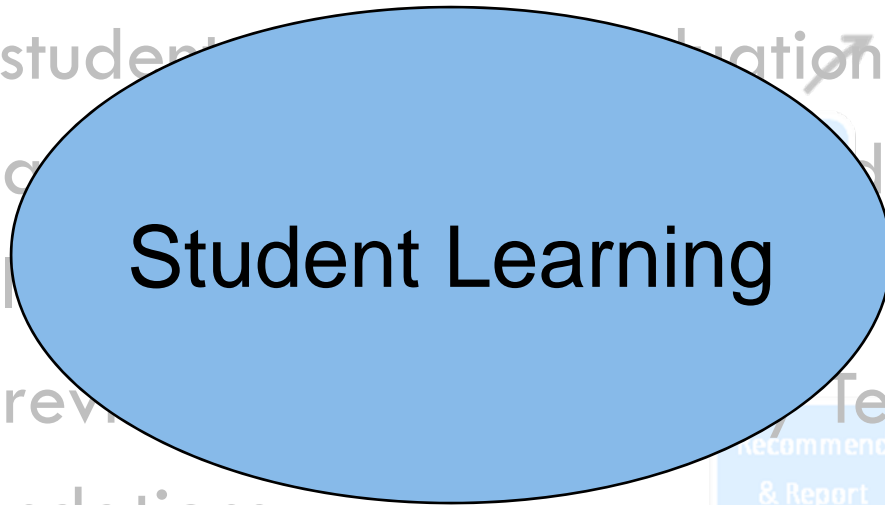
Institutional Assessment-Framework

- Identification of course sections with the Core Ability being assessed
- Focus on students close to graduation
- Student produced artifacts are submitted and collected
- Artifacts reviewed by Core Ability Teams
- Recommendations made
- Implementation
- Start again!



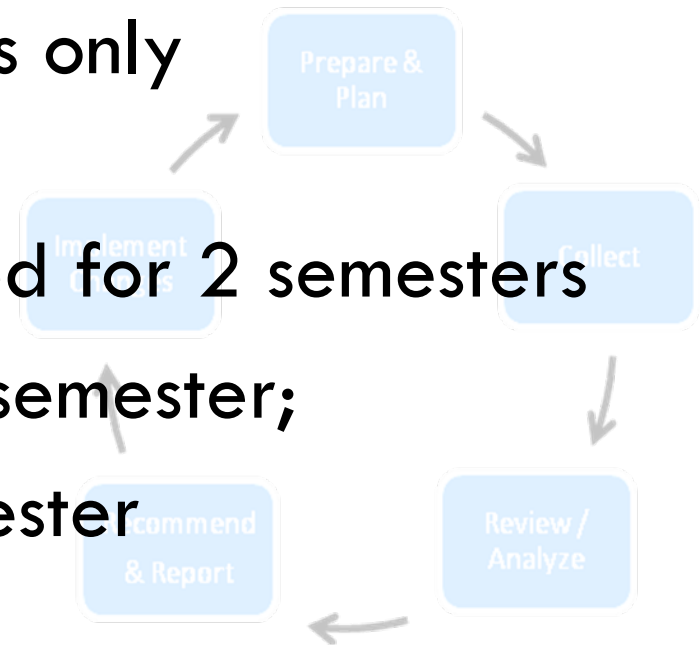
Institutional Assessment-Framework

- Identification of course sections with the Core Ability being assessed
- Focus on student learning
- Artifacts of student learning
- Core Ability
- Artifacts reviewed
- Recommendations
- Implementation
- Start again!



Institutional Assessment-Framework

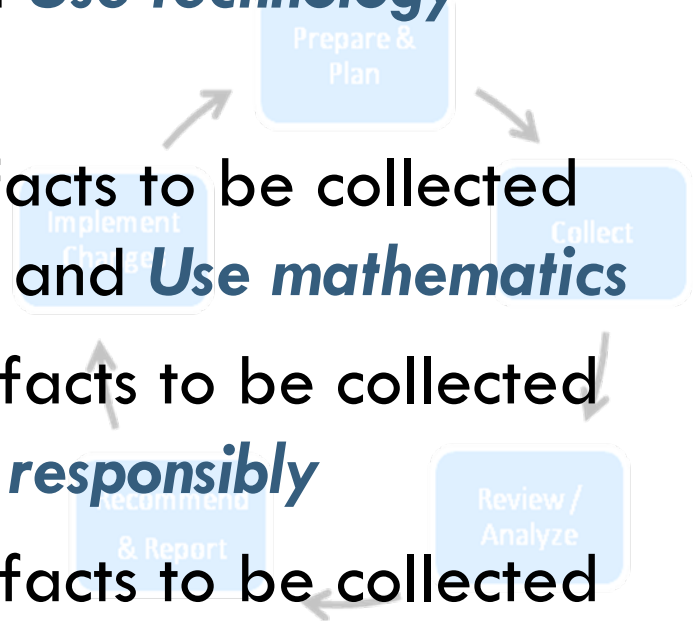
- 8 Core Abilities assessed in a cycle
- Collection of artifacts occurs only in fall and winter semesters
- Each Core Ability is collected for 2 semesters
- Artifacts are collected one semester; assessed the following semester



Institutional Assessment

Artifact Collection Timeline

- **Fall 2010 & Winter 2011** – Artifacts to be collected for *Communicate effectively* and *Use technology effectively*
- **Winter 2011 & Fall 2011** – Artifacts to be collected for *Think creatively and critically* and *Use mathematics*
- **Fall 2011 & Winter 2012** – Artifacts to be collected for *Manage information* and *Act responsibly*
- **Winter 2012 & Fall 2012** – Artifacts to be collected for *Work cooperatively* and *Demonstrate social and cultural awareness*



Identifying Core Ability ARTIFACTS?

- Moving forward...
 - ▣ Thinking about your current assessments
 - ▣ Thinking about your artifacts

What is an ARTIFACT?

- An artifact is a product developed or completed by the student as directed through a course assignment that represents the student's performance.

Talking Points

- Anonymity – Faculty & Student
- No repercussions to faculty
 - Not evaluative
- Not meant to identify individual faculty, courses, departments, or programs
- Evolving Process

Artifact Identification

- Work with your Department Representatives or Chairs to consider:
 - [Institutional Assessment Workbook](#)
 - Pages 8-10
 - Pages 11-20
 - How will I identify artifacts that are appropriate to our discipline and to my individual course?
 - What constitutes an artifact that is measurable and authentic?

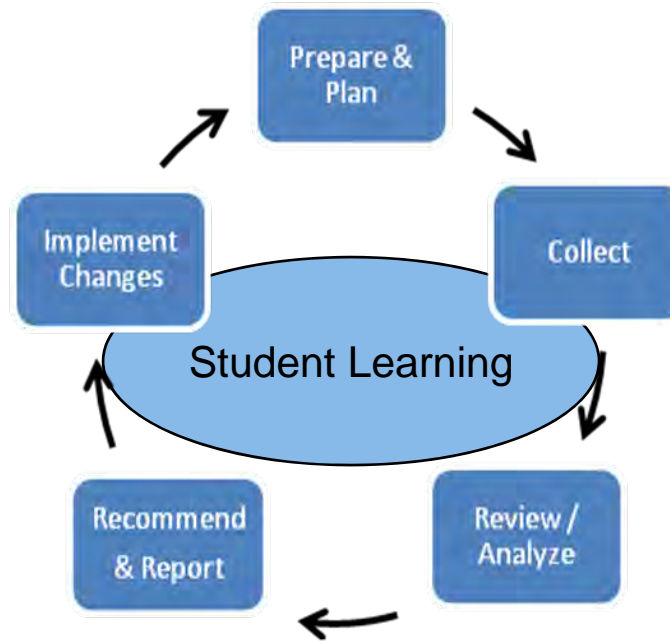
More ideas found in the [Assessment Resources for Faculty](#) on the Schoolcraft College - Office of Curriculum & Assessment webpage at

http://www.schoolcraft.edu/oca/core_abilities.asp

Next Steps...

- Get started with your Instructional Administrator, Department Representatives or Chairs at:
 - ▣ Administrator's Meetings
 - ▣ Discipline Meetings
- Also, look for the following opportunities:
 - ▣ Apply the practical application of Dr. Tate's strategies from the 2010 Faculty Professional Development Workshops
 - ▣ Future professional development offerings
 - ▣ Additional learning via <http://www.schoolcraft.edu/oca>

Thank you!





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