



United Tribes Technical College
Academic Year 2016 - 2017
Assessment of Student Learning Committee Report

I. Members:

- Lisa Cantlon (Chair)
- Erik Cutler
- Mandy Guinn
- Mark Turner
- Scott Graeber
- Sherry Messmer
- Lisa Azure (ex officio)
- Monte Schaff (ex officio)

II. Meeting Dates:

- September 16, 2016
- October 4, 2016
- November 28, 2016
- February 17, 2017
- March 31, 2017

III. Committee Purpose:

The United Tribes Technical College (UTTC) Assessment of Student Learning Committee (ASL), serving United Tribes Technical College, is committed to improving student learning. The purpose is to develop, coordinate, and monitor academic assessment activities as it relates to the improvement of student learning.

IV. Summary of Activities:

i) What went well and why?

- ❖ The committee developed bylaws in the fall of 2016 and based on additional discussions revised them in March of 2017 to reflect the need for the committee to have additional oversight to monitor the participation in assessment activities.

- ❖ The ILOs were revised and finalized based on additional faculty input during the January professional development sessions and performance indicators were developed for each ILO.
- ❖ The course results summaries (CRS) were revised and completed using Qualtrics. In the past the CRS allowed instructors to document any information they deemed important. The new instrument provided prompts to guide instructors in completing the assessment. This change will allow for additional standardization in the results as well as more in-depth responses.
- ❖ The ALS committee assisted with the agenda and the organization of the January professional development workshop presented by Dr. Susan Murphy, HLC Scholar. The workshop provided a follow-up from her previous session on program outcomes and curriculum mapping. All of the programs reviewed their curriculum maps and developed performance indicators for the outcomes. All participants had the opportunity to contribute to the ILO performance indicators. Each program also followed a template to develop a three semester program outcome assessment plan. An assessment report was completed by all programs at the end of the spring semester.
- ❖ The committee developed a writing rubric in the fall which was used in an inter-rater reliability activity. Instructors used the rubric to evaluate two papers and recorded their results in Qualtrics. As part of the December professional development the faculty were broken into groups and repeated the activity sharing their results. There were a number of concerns with the instrument and how to use it to assess the writing. The discussion provided a number of suggestions including the need to revise the rubric to make the expectations more clear, provide directions for the process of using the rubric (none or little were provided), identify particular courses in which to use the rubric (but not as many as we did). The process had its challenges however the resulting discussion was valuable and got everyone thinking and talking about writing and the need to raise the bar.
 - All courses that were identified in the curriculum map as assessing written communication added a statement regarding the assessment of writing to their syllabus. A new writing rubric was developed to assess the three performance indicators that all instructors agreed on. The rubric was used by instructors to assess a writing assignment and the results were compiled by the director of institutional assessment.

ii) What was not accomplished that the Committee expected to accomplish? What will the Committee do differently next year?

- ❖ The committee did not finalize an assessment timeline for the ILOs which will be priority for the fall.

- ❖ The committee did not establish goals for the 2016-17 academic year which resulted in some lack of direction. In the past goals have been established but they were lacking a timeline and didn't identify the responsible party.
- ❖ Members will be asked to identify potential meeting times based on their fall schedule. A meeting schedule for the will be developed by the committee chair and invitations will be sent by end of the first week of the fall semester. A regular meeting schedule will reduce the cancellations due to lack of quorum or schedule conflicts.
- ❖ The committee will develop goals during their first meeting including a timeline and lead.
- ❖ The committee will need to take more of a leadership role with assessment activities. The new by-laws should support this role.
- ❖ A timeline for assessment documents and a brief description of the processes will be developed and distributed to all instructors to reduce confusion. For example the midterm formative evaluations link will be sent two weeks prior to midterms, summaries of findings disseminated by the Friday of the week following midterms and due the following Friday to department chairs. The final documents will be sent to the ALS committee no later than three weeks after midterms. The ALS committee will then meet to review the findings.

V. Recommendations for the Committee for Academic Year 2017 – 2018:

- ❖ Establish a monthly meeting schedule during the first week of the semester and add additional meetings based on workload.
- ❖ ALS committee will meet regularly (as determined by the committee) to review assessment documents, make recommendations, and ensure compliance.
- ❖ Develop ALS committee goals during the first meeting. Each goal will include a timeline for completion and an identified lead.
- ❖ Sub-committees will be identified as needed to work on goals.
- ❖ The meetings will be dedicated to assessment work and information will be distributed through email where applicable.
- ❖ The ALS committee will take on a leadership role with all assessment activities related to student learning.