

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

A Report on the 2012-2013 Assessment Cycle

Submitted to the
Northland Pioneer College Instructional Council

by the
Assessment of Student Knowledge (ASK)
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November 2013

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DEPARTMENTAL REPORTS (ON ASK PAGE IN MYNPC EMPLOYEE TAB UNDER ASK)

Biology
Administrative Justice/ Fire Science/ NATC
Automotive
Chemistry
Community Education
Computer Information Systems
Cosmetology
Early Childhood Development
English
Fire Science
General Education
Humanities
Industrial Maintenance and Operations
Mathematics
Medical Assisting Program
Nursing
Spanish
The Learning Cornerstone
Welding

OVERVIEW of the 2012 – 2013 ASSESSMENT CYCLE

The Assessment of Student Knowledge (ASK) subcommittee of the Instructional Council (IC) was formally established in May 2008 and revised April 2012 (Appendix 1).

During the 2012 academic year, subcommittee meetings were not regular due to sabbatical and subsequent family medical issue on the part of the chair, but the processes and momentum established in previous years kept the assessment process moving forward. Reports were made to IC each semester and in December work was done by the committee as requested regarding HLC criteria related to ASK. The assessment cycle continued for departmental/program assessment projects with yearly reporting. Assessment is in progress for all six general education outcomes and continues to grow and evolve. A page for ASK within MyNPC has been established and content from the previous ASK webpage is in the migration process.

After discussion by ASK and consultation with the VP of Learning the committee decided to exit the Assessment Academy. Participate in the Results Forum, the final piece of the academy, was delayed until June 2014 due to afore mentioned chair issues and schedule conflicts of other committee members who may have filled in. The project for the HLC Assessment Academy is to establish the assessment of the General Education Program. The subcommittee's proposed student learning outcomes (SLO) for the General Education (GE) program were adopted by IC in December 2008 (appendix 2). ASK has continued to expand assessment of the six learning outcomes of general education. Significant expansion in assessment of Scientific Inquiry and Information Literacy is taking place. Assessment of Diversity has had some initial beginnings, but is an area for further exploration and assistance. Refer to the General Education summary and individual departmental reports to view assessment projects related to each outcome.

The assessment process at NPC begins with the development of assessment tools. Each department is asked to discuss & plan an Assessment of Student Learning project during October on "Planning Day." ASK decided to again request each department to meet, review their report from the previous cycle, discuss, and develop a plan. ASK requested each department to submit a brief summary of their plan. Assessment instruments are collected according to their plan. Departmental members evaluate the student work collected during following spring semester. Most of the evaluation takes place on "Reading Day," when departmental members collectively read and discuss student work. Departments have about a month to then write and submit a report to ASK. This is followed by "Dialog Day." On Dialog Day faculty and other interested members of the college community meet to discuss the results derived from the individual departments and to share ideas about revising assessment tools and implementing curricular changes.

Figure 1 displays the general model for assessment along with the 2012-2013 dates for Reading Day and Dialog Day. This information was included in the Planning Day memo produced in Appendix 3. Materials related to Reading Day are in Appendix 4.

Dialog Day was well attended and resulted in productive discussion of learning outcomes with faculty members from across the college. There are always many beneficial discussions and insight gained from the faculty time together focusing on student learning and success. This is where new faculty and department chairs are able to learn and understand the assessment process at NPC and then initiate and/or support

the process in their individual areas. The Dialog Day agenda and a report on the Dialog Day conversations are included in Appendix 5.

The ASK subcommittee notes that Northland Pioneer College continues to progress in assessment of student learning. Departmental reports are generally focused and substantive, providing a baseline for developing strategies to improve student learning. Additional Departments submitted reports this year we continue to work towards 100% participation.

The assessment cycle will continue according to the following schedule:

Planning Day – September scheduled individually by departments with plan outlines due to ASK chair by October 15th.

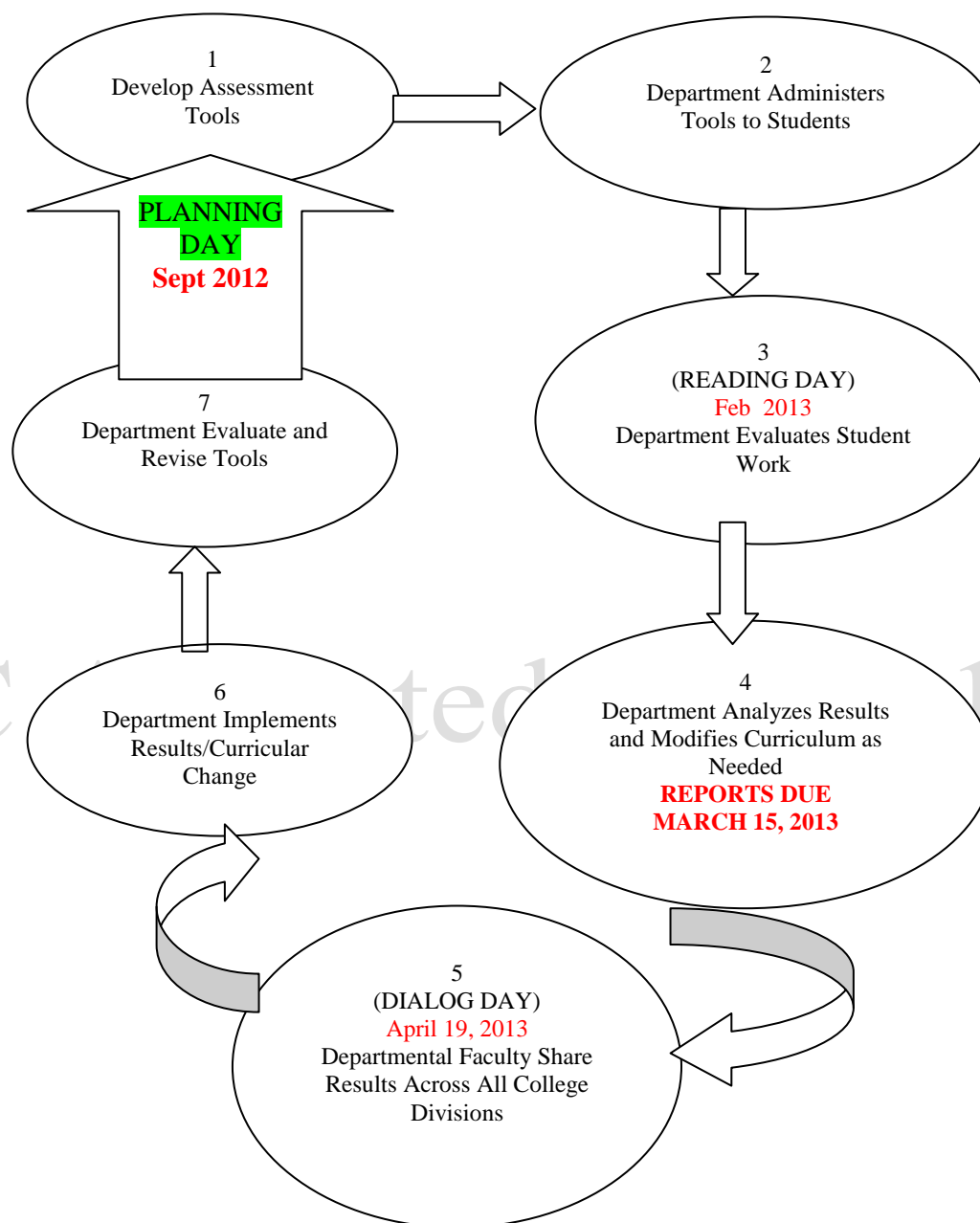
Reading Day – February 2014

Departmental Reports due by March 21, 2014

Dialogue Day – April 11, 2014 at SCC

IC Accepted 11-22-13

NPC's GENERAL ASSESSMENT MODEL
2012-2013



ASK REPORTS received 2012-13

<u>Department reports:</u>	Department Chair	Planning Day Report	Plan for General Education Submitted	Reading Day Scheduled	Departmental Report Received
AIS/BUS	Hunter, Janet	2/20	NA	x	No
AJS/FRS/NA TC	Bishop	2/15/13	NA	x	Yes
ATO					Yes
BIO	Smith, David Hutton, Cynthia Jacob, James	vague	2/12		Yes
Chemistry	Hodgkins, Tom	Via phone 2/13/12	In Progress		Yes
CIS	Keith, Kenny	2/13	In Progress	x	Yes
Community Education	Aceves, Loylin		NA		Yes
Construction	Wilk	responded	NA	Plan for next year	
Cosmetology	Reidhead,	2/13	NA	x	Yes
DOC	Brown	yes	NA	x	
ECD	Endfield, Claude	3/1 essays & tracking of CDA	NA	3/1	Yes
EDU	Jackson, Rickey Johnson, Sandy		NA		No
EMT	Browne-Wagner, Lynn		NA		No
ENL	Jones, Ryan	2/15/13	Yes	x	Yes
FRS	Bishop, Stuart	2/14/13	NA	x	Yes
GEO	Hassard, Andrew				No
GLG	Porch, Randy		?		No
HUM	Solomonson, Mike	2/13	Yes	x	Yes
IMO /[ITP]	Keith, Kenny	1/14/12	NA	x	Yes
MAT	Mack, Gary	yes	4/12 Yes	x	Yes
MDA/HES	Hanson, Karen	2/28/13	NA	Plan for next year	Yes
NAT	Jamison, Susan		NA		no

<u>Department reports:</u>	Department Chair	Planning Day Report	Plan for General Education Submitted	Reading Day Scheduled	Departmental Report Received
NUR	Erdman, Peg		NA	yes	Yes
SBS	Hassard, Andrew	x	Updating	planning	No
SPA	Harris	x	In Progress		Yes
TLC	Jackson, Rickey	X	NA	x	Yes
WLD	Casey, Curtis Pinell, Frank	2/13	NA	X	Yes

IC Accepted 11-22-13

The Assessment of Student of Knowledge (ASK) Subcommittee

The Assessment of Student of Knowledge (ASK) Subcommittee shall review, monitor and recommend improvements in the assessment of student learning and student knowledge to the Instructional Council.

Meetings:

The ASK Subcommittee shall meet at least twice a semester. Approved committee meeting minutes and reports will be submitted to the NPC archives.

Membership:

The Committee shall be comprised of

- the chair, appointed by the Vice President of Learning and Student Services and ratified by a vote of Instructional Council, to serve a 2 year term. The chair may be re-appointed for an additional term. The chair will receive a 3 load reduction per semester.
- a vice-chair, appointed by the Vice President of Learning and Student Services and ratified by a vote of Instructional Council, to serve a 2 year term.
- three faculty members from the Division of Arts and Sciences appointed by the Committee Chair.
- Two faculty members from the Division of Career and Technical Education appointed by Committee Chair. At least one of faculty members from this division shall teach at least one general education course on a regular basis.
- One faculty member from the Division of Nursing and Allied Health appointed by Committee Chair.
- an academic advisor appointed by the chair.

Committee Service Length:

Beginning in the 2012-2013 academic year, two of the faculty members from Arts and Sciences and one from Career and Technical Education shall serve a three year terms. Other faculty members shall serve a two-year term. Subsequent terms will be for two years. At least two of faculty members from this division shall teach at least one general education course on a regular basis.

Members may be re-appointed.

Appointment of the ASK chair and vice chair shall be made and ratified during the spring semester prior to the academic year during which the term begins.

Responsibilities:

1. Review general education and other curricular outcomes.
2. Review the procedures and plans used to assess of student knowledge by all departments and programs in the college
3. Coordinate and support the annual assessment of student knowledge by departments and programs.
4. Develop and implement assessments of student knowledge that involve multiple departments and programs, especially in the area of general education and the modality of instruction.
5. Undertake, as directed by the Instructional Council, other projects related to the assessment of student knowledge.

6. Report to the Instructional Council at least two times every semester.
7. Provide copies of approved minutes, reports and recommendations to NPC Archives.
8. Provide an annual report to the Instructional Council on recommendations and findings related to the assessment of student learning and knowledge.

Approved by IC 4-5-12

IC Accepted 11-22-13

APPENDIX 2

General Education Student Learning Outcomes
Assessment of Student Knowledge Subcommittee
of Instructional Council
December 4, 2008

MISSION STATEMENT:

“The NPC general education program promotes skills in critical inquiry, communication and an understanding of diversity that supports a life-long intellectual engagement in cultures and the natural world.”

- NPC 1 - Critical Thinking / Critical Inquiry: Students will develop the practice of disciplined, independent thinking that allows for the analysis and evaluation of information.
- NPC 2 – Effective Communication: Students will develop thoughtful and precise verbal and written skills across a variety of social venues.
- NPC 3 – Quantitative Reasoning: Students will develop skills in the interpretation, explanation, and manipulation of quantitative data.
- NPC 4 – Scientific Inquiry: Students will develop the ability to formulate and assess hypotheses and analyze and evaluate theoretical frameworks.
- NPC 5 – Information Literacy: Students will demonstrate skills in locating, assessing, and analyzing information effectively, including the use of digital resources and tools.
- NPC 6 – Diversity: Students will develop knowledge of diverse cultural and natural environments.

Adopted by the Instructional Council of Northland Pioneer College (December 12, 2008)

APPENDIX 3: ASK Assessment of NPC General Education Outcomes for Student Learning Summary 2012-13

Mission Statement: "The NPC general education program promotes skills in critical inquiry, communications, and an understanding of diversity that supports a life-long intellectual engagement in cultures and the natural world."

NPC1 – Critical Thinking/Critical Inquiry: Students will develop the practice of disciplined independent thinking that allows for the analysis and evaluation of information.

- ENL: Focused efforts in redesign of instruments to assess relevant General Education outcomes of Critical Thinking/Inquiry, Effective Communication, Information Literacy, and Diversity. We look forward to the instrument which will be in use beginning Fall 2013.
- HUM: Assessed a sample of the Critique assignment given across Humanities courses. Overall scores were reported out with improvement over the previous two years. Rubric incorporates the categories of Ideas, Organization and Coherence, Support, Style & Mechanics. The Music Critique assignment was successfully revised and used in this assessment cycle.
- NUR: Students responded individually to patient scenarios as an evaluation of multiple general education outcomes. This activity is an excellent learning opportunity for students and allows instructors to identify areas for improvement. Specific areas of weakness were identified for changes in instruction.
- TLC: Began assessment project in the area of written analytic responses to a reading selection. Baseline data was collected and as expected student skills were poor. Curriculum changes will take place over the next couple of years and data will be gathered again over time as determine the effectiveness of the changes.

NPC 2 -Effective Communication: Students will develop the thoughtful and precise verbal and written skills across a variety of social venues.

- ENL: Focused efforts in redesign of instruments to assess relevant General Education outcomes of Critical Thinking/Inquiry, Effective Communication, Information Literacy, and Diversity. We look forward to the instrument which will be in use beginning Fall 2013.
- HUM: Assessed a sample of the Critique assignment given across Humanities courses. Overall scores were reported out with improvement over the previous two years. Rubric incorporates the categories of Ideas, Organization and Coherence, Support, Style & Mechanics.
- ECD: Continued the longstanding practice of philosophy statements written by students are evaluated for program outcomes and clear communication. 73% of the students met the program goal of meeting 50% of the criteria.
- NUR: Students responded individually to patient scenarios as an evaluation of multiple general education outcomes. Students demonstrate oral communication

skills in explaining their thought processes and communicating with the patient. This activity allows instructors to identify areas for improvement.

- NUR: NPC 3rd semester Nursing students are required to complete an evidence-based practice project with both written and poster-presentation components. These are assessed and graded using a rubric. Results showed much student competency with weakness in the area of grammar, spelling, formatting, and correct citation format. Faculty identified the need to encourage students to have papers checked by someone before submitting.
- SPA: Assessing student final oral presentations given entirely in Spanish.
- TLC: Began assessment project in the area of written analytic responses to a reading selection. Baseline data was collected and as expected student skills were poor. Curriculum changes will take place over the next couple of years and data will be gathered again over time as determine the effectiveness of the changes.

NPC 3 - Quantitative Reasoning: Students will develop skills in the interpretation, explanation, and manipulation of quantitative data.

- MAT: Began assessment of quantitative reasoning utilizing 10 questions imbedded in the course finals. The 10 questions specifically address five key skills the department identified and defined. The assessment was completed for MAT 142. Results between a full semester schedule and the condensed summer schedule were compared with no significant difference. Logical Reasoning was identified as an area for improvement. MAT 105 students will also complete the assessment beginning May 2013.
- IMO: An analysis of a common midterm and final in IMO210 revealed two most missed questions were equation related. As a result instruction will be revised to add emphasis to equations related to the field and results will be reviewed again for another cycle.

NPC 4 -Scientific Inquiry: Students will develop the ability to formulate and assess hypotheses and analyze and evaluate theoretical frameworks.

- BIO: Began a combined approach of adding a lab specifically designed to address the process of scientific inquiry and analyzing specific questions in the departmental final related to scientific inquiry. Lab reports were only gathered from one instructor and thus were not analyzed. The questions on the final were analyzed. The department now needs to work together to make changes and improvements in the process.
- NUR: Students responded individually to patient scenarios as an evaluation of multiple general education outcomes. Students demonstrate abilities in questioning and responding to symptoms and diagnostic information to determine appropriate care. Specific areas of weakness were identified for changes in instruction.
- CHM: Rejoined assessment with the department chair identifying and incorporating questions from the Toledo Placement Exam as pre-post in CHM 130 and 151 and analyzing student data. He will be using selected questions from the ACS exams for

CHM 152. He has plans to expand assessment to include the other faculty teaching these courses. Data will also be compared across modalities. Additionally, questions relating specifically to scientific inquiry and diversity of natural environments can be identified and utilized within the developed pre-post test systems.

NPC 5 - Information Literacy: Students will demonstrate skills in locating, assessing, and analyzing information effectively, including the use of digital resources and tools.

- ENL: Focused efforts in redesign of instruments to assess relevant General Education outcomes of Critical Thinking/Inquiry, Effective Communication, Information Literacy, and Diversity. We look forward to the instrument which will be in use beginning Fall 2013.
- HUM: Incorporated an Information Literacy component into the 2012-13 Critique assignment requiring students utilize and properly cite at least one source. The results showed weakness in this area. The Humanities faculty decided to put a renewed effort in helping their students correctly use and cite sources in the upcoming cycle of critiques.
- NUR: NPC 3rd semester Nursing students are required to complete an evidence-based practice project with both written and poster-presentation components. These are assessed and graded using a rubric. Results showed much student competency with weakness in the area of grammar, spelling, formatting, and correct citation format. Faculty identified the need to encourage students to have papers checked by someone before submitting.

NPC 6 -Diversity: Students will develop knowledge of diverse cultural and natural environments.

- ENL: Focused efforts in redesign of instruments to assess relevant General Education outcomes of Critical Thinking/Inquiry, Effective Communication, Information Literacy, and Diversity. We look forward to the instrument which will be in use beginning Fall 2013.
- NUR: Students responded individually to patient scenarios as an evaluation of multiple general education outcomes. Part of the evaluation included if students responded in a manner sensitive to patient cultural diversity. This activity allows instructors to identify areas for improvement.
- CHM: Pre-post tests are in the beginning stages of development. These have been identified as an area to incorporate assessment of diversity of natural environments by identifying relevant questions from the national exams being utilized and looking specifically at the data generated from those.

Strengths:

- We now have some assessment in all six general education outcomes.
- Assessment of the general education outcomes is expanding to programs and courses beyond the specific list of general education courses.
- Some departments are developing and utilizing multiyear plans to cycle assessment through outcomes and/or courses.

- Chemistry, Biology, Spanish, Developmental (TLC), and Industrial Maintenance have joined in assessing areas related to the General Education Outcomes.
- The Assessment Committee has generated some ideas to emphasize documentation of the “Closing the Loop” happening as part of the assessment process.

Areas for Improvement:

- There is more work to be done to help programs/ departments to identify and report out the “closing the loop” aspect of assessment.
- Now that we are assessing all 6 general education outcomes more departments could benefit from developing a plan for assessing applicable outcomes over time to rotate through general education courses. This is to make the assessment process manageable and not seem as if they need to assess every outcome in every course every year.
- The remaining science areas of Geology and Geography need to participate. Social and Behavioral Sciences needs to be brought back to assessment after a year of focus elsewhere.
- Departments need support in exploration of how to assess the Diversity outcome.

IC Accepted 11-22-13

APPENDIX 4: Planning Day Memo

MEMORANDUM October 1, 2012

To: All NPC Faculty
From: ASK Committee
Cc: Mark Vest, Vice President for Learning and Student Services
Deans & Assistants
Re: Planning Day

Instead of a large general meeting, we are again asking each department to meet separately, review your department's assessment report from last year, and develop an assessment plan for 2012-13. There are some questions below to help guide your discussion and outline your plan. Finally, please send a brief outline/summary of the department's 2012-13 plan for Assessment of Student Learning. Submit the summary to Mike Solomonson, interim chair of the ASK committee within the first week of November. The chart below shows the process for this upcoming year. Reading Day is scheduled for Friday, February 15, 2013. Departmental assessment reports based on discoveries gained from Reading Day are to be submitted to Shannon Newman (who will be back from sabbatical) by Friday, March 15, 2013. Dialogue Day is scheduled for Friday, April 19, 2013.

The HLC Assessment Academy project of assessing General Education continues and your help is needed. Assessment of Critical Thinking/Critical Inquiry and Effective Communication are continuing. Two years ago we began assessing the quantitative reasoning and scientific inquiry outcomes. Last year, some departments began to address Information Literacy and Diversity. Please take a moment to review the NPC General Education Student Learning Outcome below and consider what assignments, activities, exam questions, etc. you may already utilize or easily embed in your courses which could assess these different outcomes.

Committee members are available to assist with assessment planning during departmental meetings or at other times.

Past departmental reports can be accessed with the following link (although I'm not sure if 2012 has been added yet).

http://cis.npc.edu/ask/Draft_Departmental_Assessment_Reports.php

ASK Committee:

Mike Solomonson (Interim Chair) Shannon Newman (chair, on sabbatical), Tom Nagle, Dana Jolly, Eric Bishop, and Eric Henderson

General Education at NPC

Mission Statement: "The NPC general education program promotes skills in critical inquiry, communication and an understanding of diversity that supports a life-long intellectual engagement in cultures and the natural world."

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- NPC 5 - Information Literacy: Students will demonstrate skills in locating, assessing, and analyzing information effectively, including the use of digital resources and tools.
- NPC 6 - Diversity: Students will develop knowledge of diverse cultural and natural environments.

Adopted by the Instructional Council of Northland Pioneer College (December 12, 2008)

The ASK committee strongly urges collaboration of departmental members in all phases of data collection, analysis, and writing. Below are some questions to help guide preparation of the assessment plan for your department.

1. What recommendations or next steps were identified in last year's assessment report?
2. What is one question (or two) dealing with student learning the department will explore this year?
3. Does this question relate to any of the General Education Outcomes? If so, please explain which outcome and how?
4. What data will be collected and how?
5. How will the data be analyzed and by whom?
6. What will be done with the results of the analysis?

IC Accepted 11-22-13

APPENDIX 5: Reading Day Memo

MEMORANDUM February 8, 2013

To: All NPC Faculty
From: ASK Committee
Cc: Mark Vest, Vice President for Learning and Student Services
Deans & Assistants
Re: Reading Day

Assessment Reading Day has come quickly. As sent out last semester the college-wide Assessment calendar is:

Friday, February 15th 2013: Departmental Assessment Reading Day

Friday, March 15th 2013: Departmental Assessment Reading Day Reports should be forwarded to Shannon Newman, ASK Coordinator.

Friday, April 19th 2013: All Department Dialogue Day, which will be held at the PAC in Snowflake. 9:30 - 12:00

- A) What is needed from each department/program is an email stating when/where your group will be meeting for Reading Day and a short summary of what you are doing for assessment this year.

Since, it is individual groups meeting the actual date is flexible. **Send the email to Assessment for Student Knowledge chair, Shannon Newman and to your Division Dean.** All departments/programs are expected to participate in assessment and college-wide participation is required to maintain accreditation.

Some ideas to help you if in planning departmental/program assessment are:

- What do you want to know about what your students are learning/not learning?
- What activities, assignments, assessments are already part of the courses which could be used for assessment?
- What will be simple to implement?
- What will provide useful information to help you continue improving how you educate students?

- B) **For those departments with courses which fulfill General Education requirements for degrees ASK needs a plan for assessment of the applicable General Education Outcomes.** A departmental discussion regarding which outcomes best apply to which courses can be a starting place. From there a plan needs to be developed for assessing the outcomes. The plan can span several years to allow for rotating the assessment between outcomes or courses, but it needs to address each course and applicable general education outcome at some point. The plan does not need to be extremely detailed and do not try to assess everything all at once. Keep it manageable and simple. Hopefully, the discussion can generate ideas for assessment which meet faculty interests and result in improving teaching and learning. Try to make it something that feels worthwhile.

Some questions to consider are:

- What do the general education outcomes look like for each course?
- What activities, assignments, assessments are already part of the courses which could be used to assess a general education outcome?
- What will be simple to implement?
- What will provide useful information to help you continue improving how you educate students?

I am happy to discuss this further. The best times to reach me in my office are Monday mornings, Wednesdays, & some Fridays. x7330

IC Accepted 11-22-13

**Dialog Day
April 19, 2013
SCC – PAC**

Attendees: Loyelin Aceves, Donna Ashcraft, Peggy Belknap, Stuart Bishop, Cynthia Blodgett, Claude Endfield, Barry Graham, Karen Hanson, Richard Harris, Eric Henderson, Thomas Hodgkins, Dana Jolly, Ryan Jones, Gary Mack, Tom Nagle, Julie Neish, Russell Ott, Betsy Peck, Frank Pinnell, Marina Powdermaker, Chloe Reidhead, David Smith, Mike Solomonson, Tabitha Stickel, Mark Vest, Ken Wilk, Bobette Welch (note taker)

Eric Henderson welcomed everyone and introduced himself as a member of the Assessment of Student Knowledge (ASK) committee that is chaired by Shannon Newman (who could not be at the meeting today). The other members of the committee are Dana Jolly, Tom Nagle, Mike Solomonson, Karen Hanson, Cynthia Hutton (who also could not be here today) and Eric Bishop, who is also sort of a member.

Four years ago, we were drawn into the HLC Assessment Academy just prior to the last HLC visit. As a part of that, we have bolstered our assessment efforts. The focus for the academy is general education outcomes. There are six of them (listed in the agenda). We are about to exit the Assessment Academy in the next few months. As part of the Assessment Academy, some delegates from NPC need to go to Illinois to a workshop and through an exit process. Then we will be out of the Assessment Academy and those assessment efforts. There's been a lot of turnover at HLC lately.

Why are we here? This is usually one of the more pleasantly interesting days where faculty can get together and talk about what's most interesting to them. How do you measure what students are learning? You know about working to get your students to learn the outcomes you want. We have been following the same model for a decade, and that process is laid out on the back sheets of the agenda.

The process is fairly simple. What we have done is a process that is circular, in which we develop these assessment tools and try to have a meeting in September – Planning Day. Departments get together and talk about the issues you see, how students are learning and how do we plan to use that information. Each department administers some kind of instrument to the students and collects the data. In the spring, each department develops the data and writes a report. What is the meaning of these data collected? Then we gather here on Dialog Day to discuss these things. This is one of the few opportunities at this college to get together and talk across discipline boundaries. It may seem that Spanish has little to do with welding, but some ideas can come of that. How are others measuring?

Today we will be looking at the data collected by departments by breaking into two groups. If you have more than one representative here today, you can split up and one can go to each group. In the breakout sessions, one person from each area will do a very brief overview of what they did. Then the rest of the group can ask questions of them.

Dana Jolly and Mike Solomonson will lead one group; Eric Henderson and Tom Nagle will lead the second group. Are there any questions before we break into groups?

Betsy Peck, who is new to the process, commented that the diagrams are very helpful. Dana Jolly asked Mark Vest if he knew when the comments from our all-college retreat will be posted. Mark answered any day now. Dana then asked how do you assess learning when students don't show up. We need to have a discussion about what kinds of people do we want to turn out of here. There's a lot here that comes from content. She wants to make sure we are turning out good employees.

Mark remarked that this is what a community college must deal with. We have some parameters about who can get in and who can't, but we are also open access. Nursing sets up some hurdles that people have to jump through. How do we manage being open access to those coming into the college? What do you do in your assessment process and in your class to make things accessible?

Eric said he thinks it's an important question and that maybe in the breakout sessions, there needs to be a discussion on measuring student success. What can you do when half of your class is gone by the middle of the semester?

Before breaking up, everyone introduced themselves and told what subject they taught to the rest of the group. Eric again asked if anyone had comments or questions. Claude Endfield said, in response to Dana's comments, she has people in the early childhood field that get to learn and improve the quality of how we take care of children. Her department has made a difference. Their students are 98% employed when they come to us. Dana then commented that she doesn't think taking care of children is any different than taking care of patients. You want quality employees.

Breakout Session 1

TLC

Cindy Blodgett said TLC is looking at two things at the same time: instruction and an instructional model. What's driving us is the GED test changing in 2014. Our first project asks the question: Does the current curriculum prepare students to successfully answer an extended response essay? Before in the previous GED test, students were asked to tell about an event in their life or what's the most important thing in their life. Now in the new GED, it's an analytical expanded essay, and it involves reading a scientific article. We took our TLC071 basic writing class and we gave those students a sample analytical writing assignment to read and respond to it. They did poorly, which we expected. We have added to the 071 class four writing assignments. They will do the reading from the book, but they have to draw from the data and do more explanation. We will start in the fall to see if that helps.

For the instrumental model, we asked the question: Does shortening the timeframe of TLC classes improve student success? We have been doing 8-week classes and are just finishing our second year of shorter classes. This helps people move through quicker to their GED. We are

also doing 4-day per week classes. We all know that a 3-4 hour long class isn't a good learning model – brains don't function.

Tom Nagle asked if there was any correlation between the GED and the AIMS test. Cindy answered you would like to think there is, and in general terms, there is. It will be interesting to see – probably the GED cannot be passed by the students who have passed the AIMS test. The new GED will be online. This involves a learning curve for instructors.

Tom asked if the 8-week classes worked OK. Tabitha Stickel explained when you break it down between the first 8 weeks and second 8 weeks, the first 8-week students go through quicker than the second 8-week students. Question was asked whether the time is expanded if students don't finish in the 8 weeks. Tabitha answered yes, we allow them to keep coming to get them through.

Cindy said she has been doing the 8-week classes for over 2 years now. It has helped students who come in the middle of a semester. They can start classes without making them wait till the beginning of the next semester. Tabitha said their program generally takes about 5½ months. GED tests are given in two locations every month. Cindy said that since the new GED will be totally online, that is a challenge for students. So they are adding technology to their classes. Tabitha said it takes awhile to get our testing centers approved.

Mark commented TLC was doing 16-week classes and now the second 8-week classes' attrition rates look like the 16-week rates. Tabitha said yes, for the first 8 weeks, there's less attrition. It also depends on the students' motivations as to how quickly they go through and how successful they are.

COMMUNITY EDUCATION

Loyelin Aceves explained that Community Education classes don't have tests, grades or credit, so it's hard to figure out how to assess. She wanted to know: Was it what you expected? She picked one class they are offering again about how to get published. She had a student who actually published a book after taking the class. It's good to know these classes do make a difference.

AJS/FRS/NATC

Stuart Bishop began by saying we only have the police academy. We have state certification requirements. Our success is shown by who graduates and meets the requirements. The police academy started in August with 23 students. We have 13 students now. Our assessment is to see if they passed. So far 13 have passed the AZPOST tests. 8 have been hired full-time already.

The Fire Science program is the same thing – full-semester classes with two NAVIT classes and classes for the public. They have to do a state exam and practicum exam. 31 took the test and 28 passed it.

Question from the group: With the state fire science exam, do you get overall results or are the parts broken down? Stuart said they get just an overall score. NAVIT has an assessment program where they need to meet certain criteria. Eric said the Cosmetology program was able to get results by subsections of the exams, so they would see weaknesses in some areas. Stuart

explained they will be able to do that in the police academy side because they break that down. Unfortunately, fire science doesn't do that.

ENGLISH

Ryan Jones explained they are in the beginning of the cycle again. For many years, they used the same instrument. They needed to change their instrument to match more with the general education outcomes for pillars 1, 2 and 6. For pillar 5, they may do what social science is doing – get involved with collecting more papers to try to determine how well the student has done in assessing the quality. They may do pre- and post-testing.

Ryan said he was a part of the group that went to HLC a couple of weeks ago. One thing they kept repeating is unless every step of the assessment is valuable, then all we are doing is generating numbers. His department has been learning similar stuff – make all parts of this process valuable. Using email and communicating with all of our English instructors, we all spent time in the fall developing a rubric that measures what we want to measure. At HLC someone suggested that half the time we get together should be spent looking at high quality, mediocre and low quality essays. Use this to bring people in and look at student writing from the high schools and community college. Then ask: Do we agree on what is quality and what is not?

CHEMISTRY

Thomas Hodgkins said that for CHM130 students, he is looking at the Toledo Placement Exam and statistics showing how many got questions right or wrong. He administers that exam during the first week of class along with safety and lab processes. He collects the exams and scratch papers. He then takes questions from this test and puts them on his final exam. He can divide the data up into those who took both exams and see what the improvement was in terms of percentages. This addresses pillars 1, 3 and 4. He also has them present a poster on the nutritional aspects of an element or vitamin that shows their organizational skills.

For CHM151, he has been taking questions from a standardized American Chemical Exam and comparing how well they did on those questions compared with national norms. Those students have been doing very well.

EARLY CHILDHOOD DEVELOPMENT

Claude Endfield said they have an advisory council. Students can take a national test. They couldn't use the results because they don't get any results back from Washington, DC. They can only use what the students tell them. There are 7 different emphasis areas, so they work with ECD175 (Professionalism) as a capstone course. They have developed criteria of 25 things they look for in essays the students write. This is the first time that the scores have been this low in 7 years. This is also the first time they've had five full-time faculty. It may be a problem with clarity of instructions. When the student completes that course, they submit their essays to Claude. She holds them till their meeting in January or February when they score the essays. In ECD200, she has added the essay to that course. The papers are totally anonymous.

Their program is delivered on-site throughout the district, with 15 instructors out there. Claude thinks what she needs to do is to see which criteria are missed the most. Most of their students, particularly at the high schools, are mandated to have their CDA credential. They have to meet state requirements. So there are a lot of variables. Starting July 1, the testing procedure is going online. They need to see how NPC can become a recognized testing site. Otherwise, students have to go to Flagstaff. Students get evaluated by an outside person on their portfolio. They would like students to take ECD175 in the last semester before they apply for assessment.

Eric asked if Claude thinks some of the variation this year is because of different readers than before. Claude said yes, all readers are full-time instructors. With the 25 criteria and with having so many backgrounds, a person working in kindergarten has a totally different outlook than those working with toddlers.

Eric said the point he's trying to make is if you sit down ahead of time and say here is our disagreement on what meets the criteria or how will it meet the criteria, then there's a little more continuity. Ryan Jones suggested getting all people together and work on whether everyone agrees on what's good and not good. Claude said they would like employers included in the reading and assessing of whether students meet outcomes.

Eric asked if anyone had questions or comments. Gary Mack said he liked the idea of getting everyone in a department together and grade tests to see how much we are subjective.

Breakout Session 2

Notes taken by Jacqueline Stinnett and Jessica Erhart (students)
Mike Solomonson – Leading the discussion

Comments from Spanish Teacher:

- Peer practice and peer training – students are able to retain information and not just regurgitate it for a test.
- Create opportunities to associate with another person.
- Giving students more tools to keep them from forgetting what they learn.
- The goal as a teacher is to have the students retain information take out of the classroom what it is they are learning and apply it into everyday living even 20 years later.

Comments made from welding/auto department teacher:

- They are given a 50-question test on the first day of class. Then at the end of 2 years, students re take the test.
- 70%-75% improvement.
- This is the same test used by the industry.
- This allows us to see where they are learning and where they are struggling.
- Allowing department to make changes as needed.
- Skills USA is a great organization to get pretest/posttests.

Comments made by Cosmetology

- Students have clocked hours: 300/900/1200/1600
- School average against state average
- Students need to work on becoming more educated on the skin. Cells, diseases and disorders
- Students can attend Scottsdale Skin Institute

- Nursing dept. can help to educate students about skin

Comments made by Nursing Department (Karen Hanson)

- Medical Assisting program now offered through NAVIT
- A practical exam has been created that covers basic skills that should be known by the student backwards and forwards.
- Now a standard exam.
- This exam includes: suture set up, vital signs, injection/dosage, EKG, pregnancy test and written final exam
- Revised the MA program and removed some business classes.
- MDA advisory committee gives their input.
- Now have surveys and meetings with externship mentor (did not have before).

Comments made by Math Department (Barry Graham)

- Focus was on quantitative reasoning
- Compared summer and fall for Math 142 and Math 105
- Checking to see if the students learned better over 17 weeks vs. 4 weeks
- No statistical difference (1/10 of a point difference)
- Logical reasoning – Mr. Graham tested
- 10 questions students had to answer
- It covered graphs, logical thinking, etc.

Comments made by Dr. Mike Solomonson and all others

- Theater, art, and philosophy – Critiques have gotten progressively better (C or better)
- Some confusion as to how reports should be written – ALA or MLA format
- Problems with attendance, attitude and insubordination.
- Students seem to think they know more than the instructor.
- Make expectations crystal clear.
- Write it in syllabus and discuss it in class.
- Student must sign document and be held accountable.
- Student can and will be kicked out of program for unacceptable behavior.
- Have an entire section on soft skills in the evaluation.
- Perhaps put it in the student handbook and nip it in the bud.
- Who is in charge of student outreach? Jeremy Raisor.

Back in General Session

Eric asked everyone what is one thing you may have learned today or what might help you?

- I get to pick up other reports and see how they do them.
- As a result, I have 2 faculty members who are interested in doing more with this process.
- I think it's interesting to hear other departments are struggling with the same things, like grading.

Eric asked how many have noticed a different consistency with grading in your departments. You kind of want other faculty to be in the same ballpark with grading.

- I really liked the math department questions. Some were very creative.

- I'm really impressed with how much everyone cares about what their students learn and why we are here and how hard everyone works to make sure students get the best.
- I think it's important to spread that message around the college, because sometimes people think that faculty aren't all that caring.
- Trying to get students better prepared; students seem always focused on classroom things.
- It was pointed out to me that we're now seeing the fruits of No Child Left Behind. Some of the problems may be assessment. How can this process be made better to help students learn better? I had totally different experiences as a kid than the students today.

Final remarks from Eric: What I see as one of the greater benefits of this get-together is that it gives you a chance to talk to one another and make connections and helps to initiate some of the conversations we've had here today.

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