**PLO and MSLO ASSESSMENT PILOT, Fall 2019-Spring 2020**

**2nd Pilot**

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* List of Participating Faculty
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| **PARTICIPATING FACULTY** | |
| **PLOs Spring 2019 Semester** | **MSLOs Spring 2019 Semester** |
| ~~Cara Steiner – AA Elementary Education~~ | Sunjung Park – BIO 181 (General Biology 1) – not trained by us – Chris H. |
| ~~Ruth Butler~~ Sandy Rath, Barry Regan – Communication Studies – ~~not trained~~ | ~~Devin Fraley~~ – not trained |
| ~~John Foust – Administration of Justice AA and AAS~~ | Michelle Young – COM 100 |
| Amy Brooks – Paramedicine AAS and Certs | Amy Brooks |
|  | Fotini Sioris – BIO 205 (Microbiology) – not trained by us – Chris H. |
| **PLOs Summer 2019 Semester** | **MSLOs Summer 2019** |
| TBD | Karen Hinhede |
|  | Sheri Steincamp |
| **PLOs Fall 2019 Semester** | **MSLOs Fall 2019 Semester** |
| ~~Melissa Busby~~ | Stacey Seaman |
|  | Wayne Pryor |
|  | Vickie Young-Chiverton |
|  | Skyla Teel |
|  | Alyson Hansen |
|  | Maria Eastin |
|  | Ruth Butler, |
|  | Sandra Rath |
|  | Sue Tatterson -APR |
|  | Sydney Smith - APR |
|  | Garrett Hurt - APR |
|  | James Busch - APR |
|  | Dan Bush - APR |

**Is using, without formal training from us:**

Fotini Sioris and Sunjung Park are using EAC, however Devin doesn’t think they went through a formal training either.  He believes they worked with Chris separately.

Melissa Busby and Cara Steiner know how to use EAC

**PDSA Worksheet**

Plan →Do→ Study→ Act →Plan →Do→ Study→ Act

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| Department: | Academic Affairs | Unit: | Assessment Committee |
| Team Lead: | Mary Kieser | Team: Mary Kieser, Samuli Rauhalammi, Mark Evea Thomas | |
| Project: | Assessment of Learning Outcomes (PLOs, MSLOs, CSLOs) | Cycle Number: | 1 |
| Step | 1 | Today’s Date: | December 3, 2019 |
| Start Date: | November 14, 2014 | Completion Date: |  |
| **PLAN:** (I plan to…aim/objective for this cycle)  We plan to train approximately 7 faculty members in assessment and potentially in the use of EAC Visual Data (the use of the latter is optional for faculty).  The training in program-level assessment will include:   * guidance on selecting an assessment instrument for Program Learning Outcomes (PLOs); * using EAC Visual Data to align MSLOs, PLOs, and CSLOs; * how to create EAC reports; * how to analyze EAC reports; * documenting the assessment results and improvement plans; * selecting and scheduling the PLOs to assess; and * the relationship between Academic Program Review and assessment. | | | |
| **Prediction:** (predict this test will do)  90% of faculty completing the training will express satisfaction with the training provided.  80% of programs that do not have a data collection plan in place will use EAC.  (Have participating Faculty Complete a Workshop Survey and follow-up to see who uses EAC in a subsequent assessment cycle.) | | | |
| **Steps to Execute:**  (1) November 14 - Mary Kieser meets with APR faculty to identify assessment tools they will use in Spring, whether it is EAC, written exam, a performance exam, etc.  (2) Mary, Evea, Mark, and Tina will provide the optional EAC training to the interested APR faculty  (3) Participating Faculty sends PLOs to Christopher Heisen (EAC) to input into Blackboard (no later than April 15)  (5) Participating faculty conduct assessment and print out and analyze reports  (6) Faculty identify improvements, which become part of their APR Action Plan. | | | |
| **DO:** (carry out change and what you observed).   1. Participating faculty were trained to use EAC and how to conduct assessments 2. PLOs were sent the Christopher Heisen to input into Blackboard before April 15, 2020 3. Due to COVID, 2 of the 4 participating faculty conducted an assessment using EAC, 1 used a performance exam and completed the Assessment Reporting Form. (The other 1 participating faculty was given an extension due to the COVID disruption). 4. Assessment data was analyzed. Assessment Reporting Forms were completed leading to items identified on the Action Plan. | | | |
| **Study:** (what did you learn? Did you meet your measurement goal?)   1. As we began training the participating faculty, other faculty of both classes and programs asked to have the PLOs and MSLOs put into EAC to begin using it. 2. Our goal was to upload the PLOs and MSLOs and train the 7 participating faculty; however, we ended up doing that for 16 faculty members which means we reached our goal by 200%. 3. The Assessment Reporting Forms worked well and were “user friendly” for those completing the report. 4. One course or program from each of the 13 divisions completed both a Benchmark and Final Assessment Reporting Form and were provided with a Quality of Assessment rubric completed by the Assessment Committee to give them feedback. 5. Faculty are doing a much better job of analyzing assessment data and using it to make modifications and enrichment of instruction. 6. A breakout session on using EAC and printing out data reports was provided for all faculty during Professional Development Day and was attended by 56 faculty and staff members. | | | |
| **Act:** (what did you conclude from this? Define the next steps and the plan to improve the outcome)   1. In our goal to create an Assessment Culture, the committee has been successful in providing faculty and programs with an effective assessment tool which is EAC. This tool creates informative data that allows them to not only assess gaps in instruction, but also the ability to evaluate the quality of the assessment. 2. The Assessment Reporting Form is easy to complete and requires the assessment givers to analyze the results of the assessment and plan next steps based on them. 3. The Quality of Assessment Rubric feedback provided by the Assessment Committee has been well received and appreciated by faculty. 4. The next steps are as follows  * Have one program or course from each division (13 total) administer a benchmark and final assessment and complete a Benchmark and Final Assessment Reporting Form for 2021-2022. (these will be different from the 2020-2021 courses) * Continue to add Course MSLOs and PLOs to EAC and train 100% of the faculty that will be administering the assessments on how to use it * Continue to have the Assessment Committee complete the Quality of Assessment Rubrics for 100% of the submitted Benchmark Assessment Reporting Forms. * Emphasize the importance of closing the loop of instruction by making modifications to instruction. | | | |

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| **PROGRAM-LEVEL ASSESSMENT – DEVELOPMENT AND DEPLOYMENT** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Objective** | | **2018** | | | | | **2019** | | | | | | | | | | | | **2020** | | | | | | | | | | | |
| A. | Strategy Development and Test | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| 1. | Devise Assessment Plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. | Devise PDSA for Program Level Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. | Enter PLOs into Blackboard |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. | Provide 4 faculty with program-level assessment/EAC training |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. | Faculty conduct assessment and analyze results |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. | Faculty develop improvements and incorporate into their APR Action Plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. | Strategy Deployment and Evaluation | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| 1. | Update/Improve Program-Assessment Section in the Assessment Plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. | Devise PDSA for 2nd Cohort of faculty |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. | Enter PLOs into Blackboard |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. | 2nd Cohort of Faculty trained in Assessment and EAC |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. | Faculty conduct assessment and analyze results |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Faculty develop improvements and incorporate into their APR Action Plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |