



Striving for Quality: A Community College's Journey (back) to Common Assessment in Multi-Section Courses

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Presentation Overview/Goals



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- HLC visit - met with reservation
- The new assessment process
- How and why of moving into Common Assessment
 - Sample project
- Wider Rollout
- Benefits and challenges of Common Assessment
- What you all are doing at your schools

Hawkeye's Assessment Path



2016 HLC visit - Reaccreditation was met with reservation

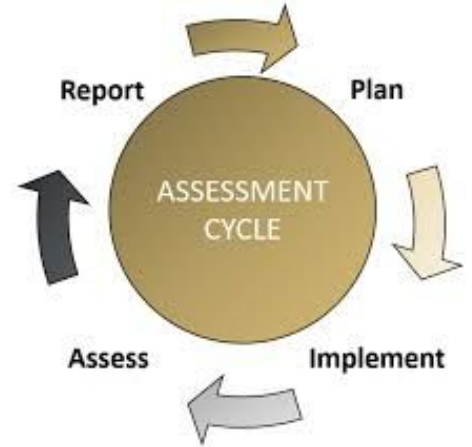
- Lack of documented assessment practices/No formalized assessment plan
- Optional to submit work
- Less than 5 people participating.

HLC to check back in 2019 to make sure progress was being made.

- 2017 roll out of our assessment documentation process
- Each faculty documents the assessment of one of their classes - set a goal, teach, assess, make changes, rinse, repeat...individually
- Forms in Canvas - our LMS
- It worked. We met expectations in 2019 but the comment was made that we seems to be “data rich but information poor” - **what were we doing with all of it *as a college?***

Introducing Common Assessment

Common assessment is (an assessment) that numerous teachers collaborate on to measure the performance of all students across different sections or classrooms. Common assessments are used to measure students' performance consistently and fairly, ensuring that all students have an equal chance of succeeding in critical subjects.



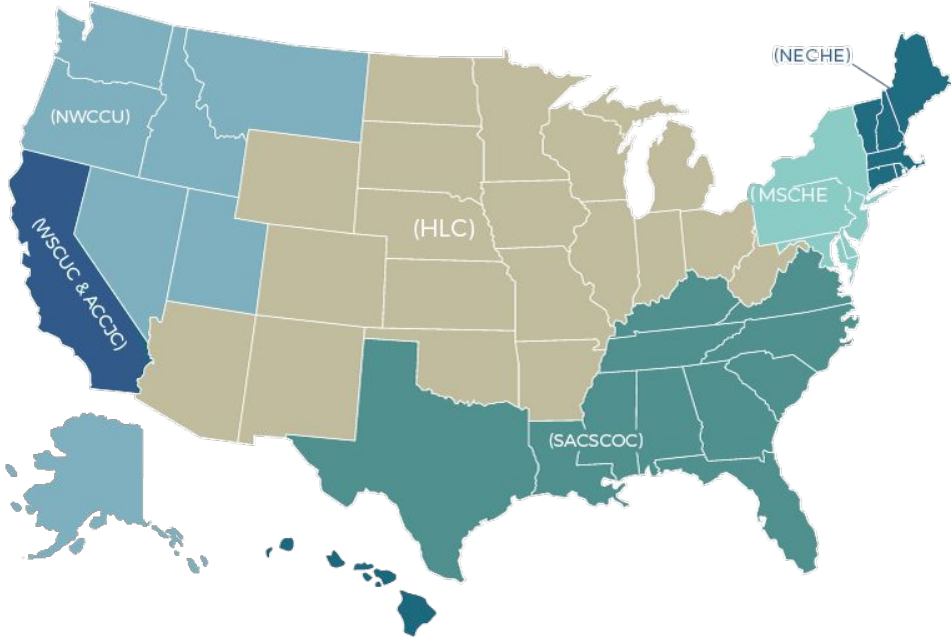
Hicks, 2022

Why use it?

“The use of common assessments increases the likelihood that students will have access to the **same curriculum**, **acquire the same essential knowledge and skills**, take assessments of the **same rigor**, and have their **work judged according to the same criteria**”

DuFour, DuFour & Eaker
The Case for Common Formative Assessments, 2007

What do the accrediting bodies say?



- Northwest Commission on Colleges and Universities (NWCCU)
- Higher Learning Commission** (HLC)
- Southern Association of Colleges and School Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education*** (MSCHE)
- WASC Senior College and University Commission* (WSCUC) & Accrediting Commission For Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC)
- New England Commission on Higher Education (NECHE)



Accreditation



4B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

- The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
- The institution uses the information gained from assessment to improve student learning.
- The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Communication Department Pilot - 2021 - 2022



Sample Assessment Project:

Oral Communication instructors are working together on an assessment project to see how proficient students are with verbal source citations by the end of the semester. We set a goal that at least 80% of students would cite five sources in their final speech with an 80% (or B-) proficiency.)

Forced us to talk about what our expectations were for verbally citing sources from the beginning. Realized we were all over the place from nothing to very informal (a list of sources on an end slide) to very formal - title, author and year. We normed what we were looking for first.

We ran this in the fall semester, and didn't meet our goal. ***We also realized that our online students and concurrent sections were performing significantly lower than face to face and hybrid students.*** We then met, suggested improvements/activities for practice of that skill, and the next semester we implemented at least one of our peer's suggestions (a curriculum modification) across all sections. We then met our goal. The narratives of this are gold for the HLC report but also for US.

Gaining Momentum - 2022 - 2023

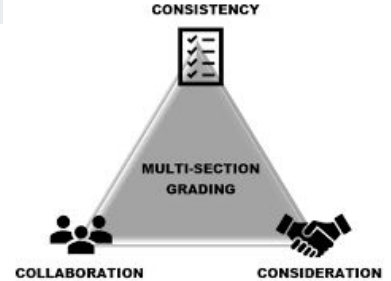
LAC Core Classes - Biggest outreach

Classes Participating

- PSY 111 - Intro to Psych
- SOC 205 - Diversity in America
- MAT 156 - Statistics
- SPC 101 - Fundamentals of Oral Communication
- ENG 105 - Comp 1
- HIS 152 - US History Since 1877
- ENV 115 - Environmental Science
- BIO 168 - Human Anatomy and Physiology
- CHM 122 - Intro to General Chemistry



Process and Documentation Handout



Fall, 2022 - Create the Assessment Plan; file it with the Committee

- Note that we gave an entire semester to do this

Spring, 2023 Launch

- Remind faculty of **Common Assessment Plan**.
- Everyone completes the Planning form** with the Common Assessment plan
 - In the Assessment Reporting Shell
- Teach/assess/determine if your students met your goal
- Submit your data via your course in Canvas
- Submit data to your team captain/discuss next steps as a group
- Everyone completes the End of Semester report**
 - In the Assessment Reporting Shell - your individual data/the group's plan for moving forward
- Team captain compiles data and submit it for the group** via the **Google Form**

Issues/Faculty Frequently Asked Questions

- I don't cover that...
- Norming is important!
- My adjuncts won't participate.
- Am I going to be punished as a result?
- What if I make my goal but the group doesn't?



Early Outcomes - the Good!

- Instructors aren't coming up with plans!
 - Copy and paste information
- Team approach from the beginning
- Led to more conversations in general
- Led to more consistency among sections...by design
- Forced us to look honestly at course modalities and outcomes
- *More accountability and more meaningful.*

“I don't feel like I'm there yet with my students, but I'm light years ahead of where I was before and I'll continue to work on teaching this skill.”



-HCC Instructor

Early Outcomes - the Challenges

- Our project/goal wasn't clear/great
- Lack of communication
- Instructors forgot to run the project
- Struggle to see connections within CTE
 - Program outcomes
- Led to more conversations about other things...



What are some of your school's best assessment practices?



Share with a buddy, then I'll ask for examples.

Conclusion

- Questions??
- Change is hard.
 - In this case, necessary and worth it if you're not there yet.
- Use your resources and ME!
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