

PLAN OF WORK

2011-2014

WITC ASSESSMENT TEAM

#1 Improve Assessment Communication Across the Institution

Principle Objectives	Strategies	Resources
<p>Improve Assessment Communication across the Institution</p>	<p>1A. Director of Academic Advancement (AA) serves as participating member of the QISC and AQIP committees representing assessment.</p> <p>1B. Maintain requirements of the Higher Learning Commission (Assessment Academy)</p> <p>1C. Have a presence at campus academic meetings on the 3rd Thursday in October and April—once a semester; include campus staff meetings also. (need to identify people and items to report on)</p> <p>1D. Have a presence at a Student Services/OTS meeting and at Shell Lake staff meeting each month.</p> <p>1E. Create and distribute a communication plan for the college relative to assessment.</p> <p>1F. Continuous improvement of the WITC assessment website to make it an “easy to use” resource for faculty and staff.—Add Assessment to E-Learning site on The Connection.</p> <p>1G. Conduct faculty development sessions regarding utilization of the assessment website.</p> <p>1H. Include assessment information on course syllabi for students regarding not only course level, but program and CWO assessment as well— Andrea/Deans-- can this be done when working with student syllabi? Dean school.</p> <p>1I. Recommend that campus and online student orientation include assessment unit <i>(Faculty doing the teaching should also present the assessment information)</i></p> <p>1J. Have a link to the Assessment WEB site from The Connection</p> <p>1K. Assessment Team members will work with Deans and faculty to act as a resource related to program outcome assessment (part of program review process)</p> <p>1L. Program Outcome Assessment results will be posted to Assessment Web site.</p>	<p>A. Director of Academic Advancement (AA) and Assessment Team time</p> <p>B. Budget for HLC travel and related professional development</p> <p>C&D. Assessment team members – time on the agendas</p> <p>C. Web space and time with web staff</p> <p>F. Input from Assessment team members, faculty and deans.</p> <p>G. Time on agendas at divisional curriculum days, college academic affairs days, etc.</p> <p>H. Faculty, Deans and curriculum staff</p> <p>I. Deans and Student Affairs development time and budget.</p> <p>J. Web site staff/AAA</p> <p>K. Time; Assessment Team members/Deans</p> <p>L. DAA/AAA</p>

Indicators/Measures	Timelines	Responsible Person(s)
<p>A. Assessment is an agenda item at all QISC/AQIP meetings. Director of Academic Advancement/Assessment Team member is in attendance.</p> <p>B. Action project updates are reflected on HLC Assessment Academy Web site as required. Attend and/or present at HLC Academy sessions in Chicago</p> <p>C-D. Assessment topic is listed on campus and Shell Lake agendas and follow-up discussion is maintained at each assessment team meeting and assignments made for upcoming meetings.</p> <p>E. Plan is developed and distributed.</p> <p>F. Changes and updates to the Web site are made on a regular basis.</p> <p>G. Faculty development sessions are held and evaluated</p> <p>H. Course syllabi will include assessment information.</p> <p>I. Student Services will consider adding an assessment unit to the orientation.</p> <p>J. Link present</p> <p>K. Program Outcomes are being assessed through Program Review</p> <p>L. Program Outcome Assessment results are posted to WITC Assessment Web site</p>	<p>A. Quarterly QISC/AQIP meetings</p> <p>B. As required by HLC (current bi-annually)</p> <p>A – B. Starting fall 2010 and ongoing basis</p> <p>C. – Spring 2011</p> <p>D. – Completed and on web</p> <p>E. – Ongoing</p> <p>F. – Starting 10-11 and ongoing</p> <p>G. – Starting fall 2011 and ongoing</p> <p>H. – Starting fall 2011</p> <p>I. – Fall 2011</p> <p>J. Started Fall 2009 and ongoing</p> <p>K. Started Fall 2009 and ongoing</p>	<p>A. Director of AA/Assessment Team</p> <p>B. Director of AA/Assessment Team</p> <p>C-D. Assigned Assessment Team member(s) at each location.</p> <p>E. Assessment Team/Director of Academic Advancement (DAA)</p> <p>F.DAA/AAA</p> <p>G. Assigned Assessment Team member(s) at each location.</p> <p>G. Faculty, Deans and Curriculum staff</p> <p>H. Dean of Students/Student Services</p> <p>I. AAA/Web site staff</p> <p>J. Assessment Team members/Deans</p> <p>K. DAA/AAA</p>
Anticipated Outcomes	Actual Outcomes	Needed Further Action
<p>A. Faculty and staff more familiar with assessment practices/techniques.</p> <p>B. Faculty/deans use assessment results to improve student learning.</p> <p>C. Faculty and deans are able to explain assessment to various stakeholders and identify location of resources.</p> <p>D. Administration will have a basic understanding of assessment and will be apprised of major updates.</p> <p>E. Students will be familiar with assessment techniques.</p> <p>F. Assessment Web site/Assessment has greater visibility</p>	<p>A. Assessment full day training took place Aug 18, 2010 and Jan 7, 2011 in addition to monthly campus Academic Affairs meeting on the 3rd Thursday of each month. Assessment has been included on the Academic Affairs Day Agenda for the past two years.</p> <p>B. Collegewide outcome assessment results have been utilized to make improvements (oral rubrics training video). Program outcome and General Studies course assessment results have been posted on the assessment website.</p>	<p>A. Aggregate/document evaluations of training. Post on website/connection.</p> <p>B. Further documentation is needed regarding changes/improvements made based upon assessment results.</p>

<p>throughout college.</p> <p>G. Assessment glossary created and posted on WITC Assessment Web site</p>	<p>C. Faculty and Dean comfort level with assessment has increased over last year based upon results of evaluations of training sessions and assessment results submitted by faculty/programs.</p> <p>D-F. Further action needed</p> <p>G. Glossary completed and posted on the WITC Assessment Web site</p> <p>H. Changes and updates are continually being made to the WITC Assessment Web site</p>	<p>D. Assessment presentations/updates at President's Cabinet meetings.</p> <p>E. Query of faculty to determine percentage that utilize and share rubrics with students. Continue to include and expand assessment information on course syllabi. Recommend that campus (live) and online student orientation include assessment information.</p>
---	---	---

6 29 11

10 28 11

#2 Continue Implementation & Improvement of the Collegewide Outcome (CWO) Assessment Process

Principle Objectives	Strategies	Resources
<p>Continue the implementation & improvement of the collegewide outcomes (CWOs) assessment process</p>	<p>2A. Implement pilot for each CWO</p> <ol style="list-style-type: none"> 1. Create assessment tool(s) (e.g. rubric) and parameters for CWOs according to schedule 2. Conduct pilot with selected programs 3. Assess student artifacts and analyze process <p>2B. Implement CWO assessment collegewide</p> <ol style="list-style-type: none"> 1. Develop and implement training for assessing each CWO based on pilot results 2. Implement revised process for each CWO 3. Use collegewide results to facilitate discussions on institutional change <p>2C. Embed CWO assessment in program review process and as Advisory Committee standing agenda item.</p>	<p>A) Assessment Team subcommittee and selected program faculty and dean time and budget.</p> <p>B) Assessment Team and all program faculty and deans.</p> <p>C) Program faculty and deans, Advisory Committee members.</p>

Indicators/Measures	Timelines	Responsible Person(s)
<p>A. The CWOs pilots are developed and assessed according to the Assessment schedule</p> <p>B. Training is developed and implemented for all faculty and deans</p> <ol style="list-style-type: none"> 1. 90 percent of programs identify where each CWO will be introduced, reinforced, and assessed within their program curriculum as implemented through the schedule. 2. 90 percent of programs assess and analyze student data on each outcome 3. At least 80 random samples of student artifacts are submitted to the Assessment team for a collegewide data on an annual basis. 4. Conversations on CWOs are included on campus and collegewide Academic Affairs 	<p>A) Annually – as schedule suggests</p> <p>B) Each year, by the end of the academic year</p> <p>C) During annual and/or twice-annual meetings</p>	<p>A. Assessment team, subcommittees, program faculty and deans</p> <p>B. Assessment Team, Professional Development, Program faculty and deans</p> <p>C. Program faculty and deans, Advisory Committee members</p>

#2 Continue Implementation & Improvement of the Collegewide Outcome (CWO) Assessment Process

<p>agendas</p> <p>C. CWO assessment and improvement plans are included in the program review process</p> <p> 1. CWO assessment and improvement is discussed during 90 percent of all program Advisory Committee meetings (programs of 30 or more credits)</p>		
<p align="center">Anticipated Outcomes</p>	<p align="center">Actual Outcomes</p>	<p align="center">Needed Further Action</p>
<ul style="list-style-type: none"> • CWOs are embedded and assessed within all programs • Ninety percent of graduating Students in programs of thirty or more credits achieve the CWOs at desired level for all programs 	<p>A. CWO Assessment Plan is a working document and is being followed</p> <p>B. Report out for Year 1 was completed at Fall Faculty Inservice: individual program results were documented and provide to participating programs and results have been posted on the assessment website.</p> <p>C. As noted in the communication plan, we have utilized inservices, staff meetings, campus academic affairs meetings, etc. to heighten staff knowledge.</p> <p>D. Thru the above mentioned strategies plus individual curriculum reviews/updates with WITC's Curriculum Specialist increased ownership is being established.</p> <p>E. Assessment results and improvement plans have been collected/documentated and we will gather further implementation results this year and continuing.</p> <p>F. CWO Assessment schedule is being followed.</p>	

#3 Clarify Course Level Assessment Expectations

Principle Objectives	Strategies	Resources
Clarify course level assessment expectations	<p>3A. Continue General Studies course assessment processes and procedures</p> <p>3B. Assessment Team acts as a resource to continue program course assessment processes and procedures</p> <p>3C. Continue to move implementation plan ahead for Ed Assess (assessment software)</p>	<p>A. Assessment Team and faculty/deans</p> <p>B. Assessment Team and faculty/deans</p> <p>C. Online Task Force (Wendy Dusek) – with responsibility transitioning to the Assessment Team</p>
Indicators/Measures	Timelines	Responsible Person(s)
<p>A. Resulting Improvement Plans will note any course level assessment changes/improvements</p> <p>B. Resulting Improvement Plans will note any course level assessment changes/improvements</p> <p>C. Pilot Ed Assess (DONE)—continue use of?</p>	<p>A. Ongoing</p> <p>B. Ongoing</p> <p>C. Gradually expand use over time (where appropriate)</p>	<p>A. General Studies faculty and deans</p> <p>B. Program faculty and deans</p> <p>C. Assessment Committee—Andrea Schullo</p>
Anticipated Outcomes	Actual Outcomes	Needed Further Action
<p>A. Documented and appropriate course level assessment methods; appropriate analysis and discussion of results; results used to improve student learning in the classroom—all documented in follow-up report due June 30 the year of assessment, and one-year follow-up</p> <p>B. Assessment Team assists program course-level assessment processes and procedures</p> <p>C. Faculty use Ed Assess across the college (where appropriate)</p>	<p>A. General Studies Deans/faculty completed and documented assessment results in both 2009-10 and 2010-11 school years—in June or early fall 2010</p> <p>B. Ed Assess was piloted by Nursing and Science faculty in spring of 2011. Pilot results are still being analyzed.</p>	<p>A. Gen Studies Deans/faculty will continue with their plan to assess General Studies courses and assessment team will continue to collect and note results on assessment website.</p> <p>B. Program Deans/faculty will continue with their plan to assess General Studies courses and Assessment Team will continue to collect and note results on assessment Web site</p> <p>C. Assessment team anticipates report from sub-committee on pilot results and will assist as needed with further Ed Assess plans.</p>

6 29 11

10 28 11

#4 Improve the Working Efficacy of the Assessment Team

Objectives	Strategies	Resources
<p>Improve the working efficacy of the Assessment Team</p> <p><u>What we mean by this:</u></p> <ul style="list-style-type: none"> • Shared and clear understanding of Assessment Team purpose and operational processes • Clear focus upon purpose and outcomes and respect for other time commitments 	<p>4A. Review and clarify team purposes annually</p> <ol style="list-style-type: none"> 1. Identifying all components thereof – and place in context with a timeline 2. Develop a 3-5 year prioritized assessment plan with defined outcomes <p>4B. Solidify and formally document team members and team leader roles and responsibilities:</p> <ol style="list-style-type: none"> 1. Include in this the composition of the team, rotating members, making sure we have key players across college divisions 2. Clarify team operational processes, (standard agenda item) including orientation of any new team members and hold exit interview for those leaving or rotating off to gather data on how to improve efficiency of team. <p>4C. Clarify how and where the Team fits in with Academic Affairs and also with Institutional Effectiveness (AQIP Project)</p> <p>4D. Develop a process to measure the effectiveness of team meetings, activities and outcomes</p>	<ol style="list-style-type: none"> A. Assessment Team, VP Academic Affairs B. Assessment Team time C. Assessment Team/Director of Academic Advancement (AA), Institutional Effectiveness staff, VP Academic Affairs D. Assessment Team E. Assessment Team/Director of Academic Affairs, Institutional Effectiveness staff, VP Academic Affairs

#4 Improve the Working Efficacy of the Assessment Team

Indicators/Measures	Timelines	Responsible Person(s)
<ol style="list-style-type: none"> a. Committee approval form is up to date (reviewed and updated annually and PC approved) b. Documented work plan (annually reviewed and updated), including team roles, responsibilities and processes c. Chart available that helps clarify role of Assessment in grand scheme of things. d. Meeting evaluation tools and processes in place <ol style="list-style-type: none"> 1. Meeting evaluations consistently average 4 or better on a scale of 1-5. 2. Evaluations from Academic Day, Assessment 	<ol style="list-style-type: none"> a. Annually reviewed and updated; approved as-needed – starting Spring 2011 b. Annually reviewed and updated – starting Spring 2011 c. completed by January 2012 d. September 2011 	<ol style="list-style-type: none"> a. Director of AA, VP Academic Affairs b. Assessment Team c. Assessment Team/Director of AA, VP Academic Affairs & Institutional Effectiveness staff, d. Assessment Team

#4 Improve the Working Efficacy of the Assessment Team

<p>portion--Activities will average 4 or better on a scale of 1-5.</p>		
<p>Anticipated Outcomes</p>	<p>Actual Outcomes</p>	<p>Needed Further Action</p>
<p>A. Engaged committee members as determined by survey/results from Survey of Engagement B. Committee functions efficiently and effectively C. WITC Assessment is integrated into Accreditation and Institutional Effectiveness activities</p>	<p>A. Reviewed purposes of team at past retreats and will be an agenda item for June 2011. We have developed a 3-5 yr. assessment plan. B. Team developed roles and responsibilities info at past retreats C. Further Action Needed D. Previous meetings have been evaluated and results reviewed and taken into account when planning following meetings. E. Assessment information has been include in chapter one of Systems Portfolio. F. Work Plan approved by Assessment Team—April 1, 2011 G. Draft of Chapter One Systems Portfolio has been completed—December 2010</p>	<p>A. Further refine roles at June 2011 retreat and will partake in an in-depth review of the 3-5 yr. plan. B. Review of previously developed roles and responsibilities. . Will be Draft will be presented to group at June '11 retreat. C. Updated at June 2011 retreat. D. Previous evaluation methods will be reviewed and a consistent evaluation will be developed. E. Will review Chapter One of Systems Portfolio.</p>

6 29 11

10 28 11

#5 Implement an Assessment Professional Development Plan

Principle Objectives	Strategies	Resources
Implement an Assessment Professional Development Plan	<p>5A. Develop a 3-5 year Professional Development plan for faculty, deans, and PC with topics, dates, location and possible presenters (Dean’s School #3 & PC Assessment 101)</p> <p>5B. Determine and define assessment knowledge and skill areas</p> <p>5C. Align professional development activities to outcome assessment activities</p> <p>5D. Conduct a survey to determine topics for workshops for the next 3-5 years</p> <p>5E. Coordinate activities with WITC professional development coordinator</p> <p>5F. Incorporate Assessment activities in faculty Goals or Individual Learning Plan (ILP) process</p> <p>5G. Implement a participant follow-up/action plan strategy for professional development activities</p> <p>5H. Implement an evaluation of professional development activities to determine effectiveness</p>	<p>A. Assessment Team Time</p> <p>B. Assessment Team Time</p> <p>C. Assessment Team, Director of Academic Advancement (AA), Academic Affairs Assistant (AA), Research and Planning Department Time</p> <p>D. Assessment Team, HR Manager’s Time</p> <p>E. Assessment Team</p> <p>F. Divisional/Academic Deans & faculty</p> <p>G. Assessment Team, Deans, faculty Time</p> <p>H. Assessment Team, HR Manager’s Time</p> <p>Time and Budget for all</p>
Indicators/Measures	Timeline	Responsible Persons
<ol style="list-style-type: none"> 1. 3-5 year Professional Development training schedules are developed and continually updated 2. Survey is conducted and results analyzed 3. 80 percent or more of FT faculty report a high level of competence in using assessment practices 4. Faculty follow-up activities/action plans (based on professional development training sessions) document the effectiveness of assessment practices 5. 80 percent of FT faculty report that their dean supports and mentors their assessment 	<ol style="list-style-type: none"> 1. annually 2. following Professional Development (PD) activities 3. following PD activities 4. following PD activities 5. annually 6. annually 7. following PD activities 	<p>1 – 7. Assessment Team & Human Resources Manager</p>

<p>activities</p> <p>6. Time and budgetary support is provided for assessment professional development activities</p> <p>7. 80 percent of faculty apply professional development learning as documented and assessed through action plans</p>		
Anticipated Outcomes	Actual Outcomes	Needed Further Action
<p>A. Assessment Professional Development Plan defines tasks, responsibilities, deadlines, and reporting assignments</p> <p>B. Deans are educated about assessment at all levels: course, program, college-wide outcomes</p> <p>C. PC decisions support the advancement of assessment</p> <p>D. Participants report that professional development activities meet their needs</p>	<p>A, B, C, D, E. Further action needed.</p> <p>F. Further action needed</p> <p>G. Further action needed</p> <p>H. Further action needed</p>	<p>A, B, C, D, E. Sub-committee will develop a 3-5 yr Prof Dev Plan.</p> <ul style="list-style-type: none"> - based on defined knowledge and skill areas, and aligned with outcome assessment activities - survey will be conducted - will coordinate with WITC Prof Dev Coordinator <p>F. Work with HR and Deans to incorporate assessment activities into ILPs. HR/Deans can supply aggregated summary of ILP assessment entries.</p> <p>G. subcommittee will work on development of follow-up/action plan strategy</p> <p>H. subcommittee will develop evaluation plan for professional development activities.</p>

6 29 11

10 28 11

#6 Enhance Assessment Data Collection and Storage

Principle Objectives	Strategies	Resources
Enhance assessment data collection and storage	6A Determine what data we need to collect 6B Determine process for data collection— including frequency and schedule 6C Determine site for data storage 6D Develop evolving/expanding analysis of data	A – C: Assessment Team, IT staff, Academic Affairs staff D Institutional Effectiveness
Indicators/Measures	Timelines	Responsible Person(s)
A. Appropriate data are being collected B. There is a clear process, schedules and timeline in place C. We have an organized site established D. Analysis happens	A. Fall 2011 – and ongoing with communication	A-C: Barb Landstrom (with IT staff) Assessment A. Ellen Hauser and Jennifer Kunselman
Anticipated Outcomes	Actual Outcomes	Needed Further Action
A-C: Data are collected and stored in an organized and consistent location D: Data are consistently analyzed with feedback returned to appropriate faculty and deans	A. Collection has begun B. Processes are started, but still need further clarification C. We have a site	Develop the bridge between Assessment data and the WITC Office of Institutional Effectiveness for analysis to routinely take place.

6 29 11

10 28 11

#7 Enhance Assessment Outreach

Principle Objectives	Strategies	Resources
<p>Enhance assessment outreach</p> <p><u>What it means:</u></p> <ul style="list-style-type: none"> Assure faculty and students are more knowledgeable and involved with assessment 	<p>7A Work with Human Resources and the VP of Academic Affairs and faculty to clearly incorporate assessment as a faculty job responsibility</p> <p>7B Strive to make sure that there are faculty assessment mentors at each campus. We need to include a mechanism for updating new faculty as well.</p> <p>7C Include students as an integral player in course-program-college assessment activities and dialogue</p> <p>7D Facilitate the sharing of best assessment practices among faculty at Academic Days, Inservices, campus gatherings, and via the Web.</p>	<p>A. Assessment Team and HR Manager</p> <p>B. Assessment Team and HR Manager</p> <p>C. Assessment Team, Academic Affairs staff and HR Manager</p> <p>D. Faculty, Assessment Team and Divisional and Academic Deans</p> <p>Time and Budget for all</p>
Indicators/Measures	Timelines	Responsible Person(s)
<ol style="list-style-type: none"> Revised/updated faculty job description that more clearly includes assessment Assessment mentors are active at each campus Students are aware of and involved with assessment at all levels of the college Assessment practices are being shared at all campuses on a regular basis, and during district-wide in-services, and posted on the Assessment Web site 	<ol style="list-style-type: none"> Bring forward proposal to Human Resources in 2013-2014, to be adopted in a timely fashion 2011- 2012 2011 - 2012 Current, but expanding on an ongoing basis as per plan 	<ol style="list-style-type: none"> Assessment Team/Director of Academic Advancement and Human Resources Assessment Team Faculty, Assessment Team and Divisional Deans, Academic Deans Assessment Team and Divisional/Academic Deans
Anticipated Outcomes	Actual Outcomes	Needed Further Acton
<ol style="list-style-type: none"> Assessment is included in the faculty job description Faculty assess program and collegewide outcomes 80 percent of graduating students have participated in program and CWO assessment. 80 percent of WITC administration are aware of/involved with assessment at all levels as measured by self-assessment survey 		