WESTERN DAKOTA TECH

Evolving With A Moving Target: Chasing Excellence in Criteria 4.B

Tami Dewes and Justin Jutting

Honor Roll
GREAT COLLEGES TO WORK FOR.
2022

Learn.Do.Now.

wdt.edu

About WDT…..

- Located in Rapid City, SD
- Associates of Applied Science Technical College
- 32 Programs
- 55-60 Full-time Faculty / 50 Part-time Faculty
- 780+ FTE / 1134+ head count
- 11,500+ Credit Hours a semester
- Face to Face, Online, and Hybrid course structures
- Dual Enrollment
- General Education Requirements:
  - Diploma = 12 GE credits (minimum)
  - AAS = 15 GE credits (minimum)
- Accredited by the Higher Learning Commission (HLC)

Today we will talk about …

- The use of Effective Assessment Rubrics to evaluate Program and Course Level Assessment

- Types of faculty training on Assessment

- Scheduling Assessment Trainings

2016-2021 Strategic Plan
"We Serve ..."

1. Priority: Students

1.5 Programs and Learning

1.5.4 Target: Effective assessment of program and student learning outcomes in 100% of programs improves instruction and student learning

2016-2021 Effective Assessment Rubrics

Utilized two Rubrics

- Effective Assessment Rubric
- Annual Assessment Report Rubric

1) Effective Assessment Rubric

- Who is submitting assessment
- Quick data points to provide President and VP of Teaching and Learning
- Provided data for assessment coordinators to determine training needs

---

2017 Assessment Cycle

Effective Assessment

a. Completed assessment on 80% or greater of all PLOs
b. Learning Targets reflect PLO level assessment
c. Meaningful Analysis and Follow-up narratives
d. Completed Assessment Report

	a	b	c	%	a	b	c	%	d	% Year
		Spring 2017				Fall 2017				
Accounting/Bookkeeping	X	X	-	66%	X	X		66%	X	71.4%
Business	X	X		66%	X	X	X	100%	X	85.7%
CAD	X	X	X	100%	X	X	X	100%	X	100%
Computer Science		X		33%					X	
Criminal Justice (new January, 2017)	-	-	-		-	-	-		-	
Dental Assisting	X	X	-	66%	x	X		66%		57.1%
Electrical Trades	X	X	X	100%	X	X	X	100%	X	100%
Environmental Engineering Tech	X	X	-	66%	X	X	X	100%	X	85.7%
Fire Science	X			33%	X			33%		
Gen Ed	X			33%	X	X	X	100%	NA	66.6%
HVAC (New January, 2017)	-	-	-		-	-	-		-	
Law Enforcement Tech	-	-	-		-	-	-		-	
Library Tech		X	X	66%		X	X	66%	X	71.4%
Medical Assistant	-	-	-		-	-	-		-	NA
Medical Lab Tech	X	X	-	66%	X	X	X	100%	X	85.7%
Paramedic	X	X	-	66%	X	X	X	100%	X	85.7%
Pharmacy Tech	X	X		66%	X	X	X	100%	X	85.7%
Phlebotomy	X	X	X	100%	X	X	X	100%	X	100%
Plumbing	-	-	-		-	-	-		-	NA
Practical Nursing	X	X	-	66%	X	X	X	100%	X	85.7%
Precision Machining	X	X		66%						
Surgical Tech	X	X	X	100%	X	X	X	100%	X	100%
Transportation Tech Heavy	-	-	-		-	X	-	33%	-	14.2%
Transportation Tech Light	X	X	X	100%	-	X	-	33%	-	57.1%
Welding	X	-	-	33%	X	X	X	100%		

2016-2021 Effective Assessment Rubrics

2) Annual Assessment Report Rubric

- Reports submitted by deadline
- What is being assessed and is it meeting expectations

Academics
Annual Assessment Report

WESTERN DAKOTA TECH

Date: _____
Program _____

	Y/N	Date Due/Received		
Annual Assessment Report submitted by due date				
Program Level Assessment			Comments:	
PLO Chart(s) completed				
States all required PLOs				
States all learning targets related to required PLOs				
Effective Analysis	Yes **All** analyses for PLO assessment are complete and any corrections suggested by the Assessment Coordinators have been corrected and matches analyses in SPOL.	No **Any** of the analyses still need work from the suggestions made for the Assessment Coordinators or any of the analyses **Do Not** match what is in SPOL.		
Effective Follow-up	Yes **All** follow-ups for PLO assessment are complete and any corrections suggested by the Assessment Coordinators have been corrected and matches follow-ups in SPOL.	No **Any** of the follow-ups still need work from the suggestions made for the Assessment Coordinators or any of the follow-ups **Do Not** match what is in SPOL.		
Includes Documentation	Yes -Printed SPOL Report used to write AAR -Curriculum changes due to assessment See AAR template for more suggestions	No **Does Not** provide additional documentation		
	Y/N		Comments:	
Course Level Assessment				
Course Level Assessment Narrative Completed	Yes Completes multiple course level assessments from a variety of instructors (If multiple instructor program). Course level assessment is supported by the data collected, analysis of the data, and follow-up plans as a result of the data.	No Doesn't meet all criteria of Yes: -Multiple course level assessments -Variety of instructors (if possible) -Data -Analysis -Follow-up plans		

Types of Faculty Training

- Just-In-Time Training

- Whole group/small group sessions – required attendance
  - Include work time with department and Assessment Coordinators

- New Faculty Intro to Assessment Online Course (ED 115)

- "How To" videos/Help Guides

- Help Sessions – open to any to attend

- One-on-One meetings with Assessment Coordinators

- Faculty Training Survey

- Tried Peer Review – did not work

Scheduling Faculty Training

- **Phase 1** **(Year 1 Assessment Cycle)**
  - Summer sessions – paid stipends
  - Just-in-Time Training throughout first Assessment Cycle
    - Group
    - One-on-one with Assessment Coordinators
    - Assessment Help Sessions
  - IE Days / Faculty Development Days
    - Institutional Effectiveness Days (4 per year)
    - Faculty Development Days (August, January, May)

Scheduling Faculty Training

- **Phase 2** (Year 2-3 Assessment Cycle)

  - Repeated same training schedule and opportunities

  - Started New Faculty Introduction to Assessment online course

- **Phase 3** (Year 4 – current)

  - Beyond just "compliance" in assessment of student learning

Gen Ed Speed Dating Day

- Most well received assessment training
- Dual purpose
- All day rotating sessions for program faculty and all Gen Ed discipline faculty (IE Day)
- Gen Ed faculty key in planning the day
- Guided discussions / post session reflection

Gen Ed Speed Dating Day

Schedule

Gen Ed Sessions

	Rm: L203	Rm: L224	Rm: L225	Rm: L226	Rm: L227
	Mathematics	Communications	Computer Literacy	Social Science	Behavioral Science
8:45-9:00	Welding, Machining, Auto, Diesel	Nursing	HIM, MLT, Surg Tech, Dental, Paramedic, Phleb	Construction, Plumbing, Electrical, CAD, Fire, HVAC	Library, Business, Accounting, CJUS, CIS, EET
9:45-10:30	Nursing	HIM, MLT, Surg Tech, Dental, Paramedic, Phleb	Construction, Plumbing, Electrical, CAD, Fire, HVAC	Library, Business, Accounting, CJUS, CIS, EET	Welding, Machining, Auto, Diesel
10:45-11:30	HIM, MLT, Surg Tech, Dental, Paramedic, Phleb	Construction, Plumbing, Electrical, CAD, Fire, HVAC	Library, Business, Accounting, CJUS, CIS, EET	Welding, Machining, Auto, Diesel	Nursing
11:30-1:00	Lunch				
1:00-1:45	Construction, Plumbing, Electrical, CAD, Fire, HVAC	Library, Business, Accounting, CJUS, CIS, EET	Welding, Machining, Auto, Diesel	Nursing	HIM, MLT, Surg Tech, Dental, Paramedic, Phleb
2:00-2:45	Library, Business, Accounting, CJUS, CIS, EET	Welding, Machining, Auto, Diesel	Nursing	HIM, MLT, Surg Tech, Dental, Paramedic, Phleb	Construction, Plumbing, Electrical, CAD, Fire, HVAC

3:00 – 4:00   Meet in your program area to complete "Gen Ed Take-way Form"

New Faculty Online Assessment Course

New Faculty Assessment Training Schedule

WESTERN DAKOTA TECH

	Semester 1	Semester 2	Semester 3	Semester 4
Single faculty program	• Teaching duties only • PD duties	• Complete Intro to Program Assessment online course • Teaching Duties • PD duties	• Begin PLO Assessment • Teaching Duties • PD Duties	• PLO Assessment • Teaching Duties • PD Duties
Multi-faculty program	• Complete Intro to Program Assessment online course (Possibly conduct assessment activities per program faculty planning)	• Begin PLO Assessment	• PLO Assessment	• PLO Assessment
New program	• Training on and develop PLOs, Course Map, Competencies • PD duties	• Teaching duties only • PD duties	• Complete Intro to Program Assessment online course	• Begin PLO Assessment

New Faculty Trainings:

1. ED 115 Introduction to Program Assessment (online)
2. Introduction to WDT Learning Outcomes (Core Abilities, Program Learning Outcomes, Student Learning Outcomes, Course Learning Outcomes, Course Map and Competencies)
3. SPOL Training

ED115 03 - Introduction to Program Assessment

- Course Homepage
- Attendance
- Course Information
- Coursework
- Gradebook
- Syllabus
- Handouts
- Introduction Module
- Module 1 Assessment Basics
- Module 2 Learning Outcomes
- Module 3 Assessment Methods
- Module 4 Assessment Cycle/Plan
- Module 5 Analysis/Follow-up Actions
- Module 6 Assessment Reporting/SPOL
- ⚠ 360 Alert Messages

Quick Links

- My Pages
- My Courses
- 🔗 Calendar
- 🔗 Change Password
- 🔗 Office365 Download

Start a capture

ED115 03 - Introduction to Program Assessment

About This Course

Assessment is an important component of education and provides educators with valuable information on student learning and outcomes. Assessment is also required for the college HLC accreditation. This course is designed to introduce new faculty to basic program and course level assessment information and concepts, as well as information about assessment processes at Western Dakota Tech.

The **Assessment Handbook** found in the Handouts section in the right column of this page is a complete resource of all assessment information and processes for WDT academic programs, general education and cocurricular programs. The handbook is downloadable for your convenience.

Click on the "Introduction Module" on the left to begin.

Strategic Plan 2021-2026

Western Dakota Technical College
2021-2026 Strategic Plan

WDT Mission: Western Dakota Technical College prepares students to be highly-skilled professionals through accessible, career-focused programs to improve their lives, while adapting to community workforce needs and positively impacting our economy.

WDT leads by

Leadership Area 1: *Innovating in Technical Education*

1.1 : Increase Access and Enrollment

Strategy 1: Increase use of technology and resources.
Strategy 2: Add off-site locations.
Strategy 3: Maintain or decrease student costs.
Strategy 4: Promote a college-going mindset.
Strategy 5: Develop affordable student housing.

1.2 : Increase Student Retention

Strategy 1: Develop a supportive and inclusive college staff and student body.
Strategy 2: Use assessment to make continuous improvement.
Strategy 3: Use teaching strategies that challenge and engage students.

1.3 : Ensure Financial Stability

Strategy 1: Integrate infrastructure update plans with other resource needs.
Strategy 2: Increase accuracy and efficiencies.
Strategy 3: Use data to make decisions.
Strategy 4: Design budgets considering enrollment trends.

Current Effective Assessment Rubric

Western Dakota Tech
Effective Assessment Rubric

Instructor Name:		Date/Semester:
Program:		Reviewer:

Scoring: 0=element required but missing from course 1=element is ineffective and needs improvement 2 = element is adequate but may need adjustments 3 = element is effec...

1 Program Level Assessment	0	1	2	3	NA	Description	Faculty/Program Response
1.1 Annual Assessment Planning Document Completed Includes: ILO, PLOs assessed at all developmental levels, Course Level Assessments for each instructor in the program for each semester, adjuncts assessment listed, mode of delivery, and course numbers.							
1.2 Program has PLOs selected at each developmental level for the selected Institutional Level Outcome and the Program chosen outcome.							
1.3 All PLO learning targets relate to required PLOs							
1.4 Meaningful Effective Analysis Definition: All analyses for PLO assessment are complete and any corrections suggested by the Assessment Coordinators have been corrected and matches analyses in SPOL. Define Meaningful							
1.5 Meaningful Effective Follow-up Definition: All follow-ups for PLO assessment are complete and any corrections suggested by the Assessment Coordinators have been corrected and matches follow-ups in SPOL. Define Meaningful							
1.6 Program has identified trend data for each PLO and is making meaningful changes based on the data.							

2 Course Level Assessment (Complete one per instructor/adjunct)	0	1	2	3	NA		
2.1 Program has CLOs selected (1 per instructor per semester; total of 2 assessments)							
2.2 All CLO learning targets relate to the CLO being assessed							
2.3 Meaningful Effective Analysis Definition: All analyses for CLO assessment are complete and any corrections suggested by the Assessment Coordinators have been corrected and matches analyses in SPOL. Define Meaningful							
2.4 Meaningful Effective Follow-up Definition: All follow-ups for CLO assessment are complete and any corrections suggested by the Assessment Coordinators have been corrected and matches follow-ups in SPOL. Define Meaningful							
2.5 Program has identified trend data for each CLO and is making meaningful changes based on the data.							

3 Adjuncts	0	1	2	3	NA		
3.1 Adjuncts in the program that qualify to conduct assessment are completing assessments.							

4 Annual Assessment Report	0	1	2	3	NA		
4.1 Completed by due date							
4.2 All Assessments are in SPOL and in the SPOL Report							
Complete Part 1 A, B, and C with meaningful responses that tell the story of assessment within the program throughout this academic year. (Do not cut							

Assessment Committee

- Faculty - Assessment Coordinators - VP of Teaching & Learning
- Major "decision making" body for assessment
- Helps with keeping a gauge on "culture of assessment" on campus

Faculty say …..

Feedback sessions
- Consistency is important
- Having someone to "bounce ideas off of" is important
- Having a consistent documentation process is important

Assessment would be overwhelming if we did not have feedback. Data helps and is "eye-opening" sometimes.

Dani & Krista
Surg Tech Instructors

Faculty also say ….

Questions?

Tami Dewes
Tamara.Dewes@WDT.edu
605-718-2984

Justin Jutting
Justin.Jutting@WDT.edu
605-718-4703

Learn.Do.Now.

wdt.edu