

Student Success Update

COLLEGE ACTION PROJECTS

Project Title: Establish an assessment & reporting process for Institutional Learning Outcomes Project #: 5.3.3

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Highlights

- *ILO assessment was integrated with the Academic Program Review processes in 2011-2012*
- *ILOs have been associated to Program Learning Outcomes*
- *ILOs have been associated to Course Learning Outcomes*
- *Faculty are currently assessing Program Learning Outcomes and Institutional Learning Outcomes in each program*

Introduction:

Over the last several years, the college moved from expecting students to learn the GRCC General Learning Outcomes to expecting that learning is achieved in the Institutional Learning Outcomes (ILOs). The ILOs define the general knowledge, skills, and attitudes we expect all students to demonstrate upon completion of courses and by graduation. Student learning of the ILOs occurs through coursework (each course contributes to at least one of the ILOs) and through co-curricular experiences. It is a value of GRCC and the expectation of the Higher Learning Commission and various programmatic accrediting bodies that the extent to which students learn the ILOs be documented through the process of assessment of student learning.

Purpose:

To develop Assessment of Student Learning processes that enables the college to monitor student mastery of the Institutional Learning Outcomes.



Goals:

- ILOs to be assessed are integrated into academic programs and courses.
- Evidence is gathered that students are achieving the ILOs and recommendations are made to curriculum leaders for curricular change.
- There is a demonstration of increased student learning in the ILOs.

Results:

The ILOs are being introduced and embedded into the GRCC curriculum so that they may be assessed at both the course and program levels. In the 2011-2012 academic year, faculty identified the ILOs associated with every academic and student service program in the college in order to lay the foundation for assessing these outcomes.

A review of the number of each of the different ILOs embedded and assessed in programs across the schools and student affairs revealed that expectations for learning vary greatly by ILO. Programs include significantly more Critical Thinking and significantly less Social Responsibility.

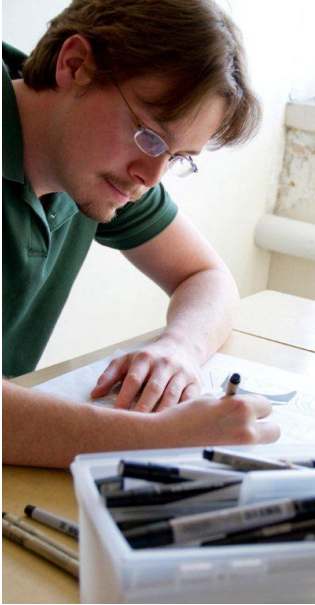
The foundations have been laid to assess student learning in the ILOs for the new courses that were developed this past academic year, and for each of the student service and academic programs, by associating the ILOs with the program and course learning outcomes.

The Program Review reports did indicate that ILOs were being assessed and it was evident that there was an ILO associated with the outcome being assessed, however a key finding from the Program Review process this year was that very little data was generated from the assessment of ILOs.

Distribution of ILOs in Curriculum Across Schools

	Communication	Critical Thinking	Personal Responsibility	Social Responsibility
Arts & Sciences	7	15	1	0
Workforce Development	14	33	4	3
Student Services	3	1	8	0
Total	24	59	13	3





Next Steps:

1. ILOs will continue to be integrated into the curriculum through the curriculum development and evaluation processes at both the course and program levels moving forward (New Course Development, Course Revision, New Program Development, Major Program Revision, and Program Review).
2. For programs that lead directly to a career, the expectation will be that every ILO be embedded and assessed in the program. Curriculum Mapping processes will be developed and embedded within curriculum development and evaluation processes to ensure balanced alignment with the ILOs.
3. WEAVEonline, a web-based assessment tracking platform will be implemented and used to warehouse the Program Learning Outcomes for each program and to keep track of the associations between the PLOs and ILOs for each program.
4. Identify a strategy to systematically associate the ILOs with general education curriculum to ensure that general education provides a foundation for the development of competency in the ILOs for all students.
5. Competency statements that identify the knowledge, skills, and attitudes associated with each ILO will be developed in order to more precisely identify the expectations for student demonstration of competence through their work.
6. Common rubrics for each ILO will be created for faculty to use when measuring the ILOs (if they choose to use them) at the course and program levels. These steps should help to address the issue of not having data from ILO assessment.
7. Implement common measurement instruments for ILO assessment (common rubrics)
8. Develop a standardized report format that allows faculty and staff to quickly draw inferences about the key questions associated with Student Learning Assessment.
9. Develop questions to help guide analysis of student learning data.
10. Work with IRP to create a standard report template that shows longitudinal changes in student learning.

Challenges:

While a couple of programs were able to move through the entire assessment process last year, including the implementation of a curricular or pedagogical improvement and subsequent measurement of student learning, there is very little consistency of reporting in this area; therefore it is difficult to assess whether there was an increase in student learning across the college. Additionally, very little data about student achievement was generated through these processes. The next steps outlined in this report were identified to meet these challenges.