

Update Questions for Sept. 1st action project updates to AQIP:

Action Project Title: Review and Create a New College Assessment Model for Core Abilities

Updated by: Marcia Arndt, Chair Core Abilities Task Force

Date: September 4, 2009

#1. Describe the past year's accomplishments and the current status of this Action Project.

In May 2008 Dan Ensalaco, Vice President of Academics and Economic & Workforce Development and Jim Eden, Executive Dean of Instruction , created a task force to provide institutional leadership in the review of Moraine Park's core abilities and how they are assessed. This task force, a response to the college's most recent accreditation visit in 2007 is co-led by Pat Olson, Dean of Business, and Marcia Arndt, Dean of Manufacturing and Culinary Arts. The members of the task force include: Instructors: Linda Bau – Health, Danielle Domenosky – Service, Joe Halter – Economics, Nancy Linger – Business as well as Josh Bullock - VP of Institutional Advancement, Bradley Mitchell - Student Involvement Specialist and Kathy Ebert – Programming and Design Associate and Lisa Ferguson – Instructional Designer. The task force met 10 times between May, 2008 and May 2009.

Between June, 2008 and January 2009 the task force revisited the core abilities for appropriateness for students and programs. Members of the task force researched core abilities used by other technical colleges and accrediting agencies to form a comprehensive list of potential core abilities. This and other information was deposited in a shared drive accessible by all team members. All college faculty and business/industry advisory members were surveyed seeking input on core abilities. The task force compiled a revised list of seven core abilities based on the survey results and developed indicators for each of the core abilities. Faculty members were once again surveyed concerning the indicators. The indicators were finalized and presented to the faculty on January 14 at the faculty in-service.

From January to May 2009 the task force worked on revamping the assessment strategies to measure the demonstration of core abilities. The task force gathered the best assessment practices from instructors and selected three best practices for core ability assessment. The winners of the best practices received gift certificates and their assessments were placed on the college web site. Other colleges both in Wisconsin and outside of the state were researched to determine how they assessed core abilities. These were all posted on the shared drive web site. Research was done on assessment findings for online, IVC and blended courses. The task force

developed criteria for assessment of core abilities in the program courses to be used for guidelines for faculty development using the WIDS curriculum. The WIDs (Worldwide Instructional Development) curriculum analyzer will be used to chart core ability assessment in the program courses. As curriculum is updated in the college it will be reviewed by the program dean through the curriculum office to meet the core ability assessment criteria. The criteria developed included:

- Maintain consistency across a program.
- Access core abilities so they impact the course grade and include the grading rationale in the syllabus.
- Integrate into 100% of the curriculum.
- Customize indicators for each program area.
- Include in scoring guides as a stand alone core ability assessment task and/or part of the performance assessment task within a course.

Each program will follow the college established QRP process (Quality Review of Programs established by the Wisconsin Technical College system) to ensure the core ability assessments are in the program. Each program will go through the QRP cycle over a period of five years.

In August, 2009 task force members met with the Director of WIDS, Judy Neill to seek out examples of how colleges have handled institutional assessment of core abilities. We did not find strong examples of model colleges. We are working with the WIDS administration as they develop their new web model to incorporate college wide assessment into the curriculum.

On August 18 a Faculty Professional Development three hour course on Core Ability Assessments was offered for 20 faculty. The course led by a faculty task force member, faculty best practice assessment winner, curriculum staff and the core ability task force chair was set up to help faculty write core ability assessments. Best practices were shared with a discussion on what works, college guidelines for assessments and time to write course assessments. The course received very positive feedback and will be offered again to faculty in November and January.

#2. Describe how the institution involved people in work on this Action Project.

The task force met 10 times during the year and included members from across the college (see the above list of members). The faculty on the committee were actively involved with the development of the indicators,

research and review of best case practices, development of the criteria, assessment checklist, professional development course curriculum and presentation at the professional development course. The faculty and advisory committees were surveyed and provided the task force with best case practices. Presentations were made at the faculty in-service two times and shared at the adjunct faculty in-service. The core ability's and indicators were reviewed and approved by the colleges Administrative Council.

#3. Describe your planned next steps for this Action Project.

The task force and faculty will offer the Core Ability Assessment Professional Development course again to faculty in November and January, 2010. The goal of the college is to provide professional development to all full time faculty with offerings to adjunct faculty on an ongoing basis for another full year from August 2010- May 2011.

The charge of the Core Ability Task Force will be placed as a sub-committee under the Curriculum committee. The curriculum committee is a faculty driven committee that provides support to faculty. This committee's task will be to work on the development of a standardized syllabus for all courses.

The QRP /Outcome Assessment Specialist will ensure that the WIDS analyzer will track all program core ability assessments. The college will continue to evolve this process as they work with WIDS in the development of web based tools and core abilities.

#4. Describe any "effective practice(s)" that resulted from your work on this Action Project.

This process has heightened the awareness of core ability assessment throughout our college. The Professional Development opportunities have provided an avenue for instructors to share best practices and to learn from one another. The involvement of the faculty on the task force, in seeking out best case practices and in having them lead the Professional Development course have made an impact on other faculty. We have already seen faculty from the professional development class held in August voluntarily develop assessments. Included are examples of Best Case Practices. See Attachment A, B and C.

The process that was used for the committee to seek input was valuable and would be helpful to others going through such a process. See Attachment D Core Ability Timeline of Events. The criteria which was developed from a review of the best practices to use as a guide for all programs was

established for faculty to use with programs is in Attachment E Core Ability Indicators.

#5. What challenges, if any, are you still facing in regards to this Action Project?

A challenge of the task force has been to determine what is needed to show institutional proof that students have mastered or shown growth in the development of the Core Abilities. Can we use qualitative and quantitative data to substantiate that students have mastered the core abilities? Do we need additional professional growth opportunities for faculty to ensure they continually model the core abilities? The task force believes that by having measurable rubrics, meeting the established criteria of being a part of the grading rationale and showing proof of assessments in the curriculum through the analyzer that we show that core ability assessment is an established part of the final grades of each program student. We would welcome feedback on this thought as well as any recommendations for future direction.