



**Action Project 3:** Using Assessment Portfolios for Program Evaluation and Planning for Improvement.

**Institution:** Moraine Park Technical College

**Declaration:** 09-2002

### Description

The goal of this Action Project is to integrate Moraine Parks student outcome assessment practices into the Elements of Quality Programs (EQP) process for the improvement of teaching and learning.

### Related AQIP Criteria

<b>Primary</b>	1-Helping Students Learn
<b>Related</b>	7-Measuring Effectiveness
<b>Related</b>	8-Planning Continuous Improvement
<b>Related</b>	None
<b>Related</b>	None

### Related AQIP Principles

<b>Principle</b>	A - A mission and vision that focus on serving students and other stakeholders
<b>Principle</b>	D - A learning-centered environment
<b>Principle</b>	H - Planning for innovation and improvement
<b>Principle</b>	I - Fact-based information-gathering and thinking to support analysis and decision-making

### Rationale for Action

1) The EQP process utilizes several indicators to determine program quality status, for example, enrollments, growth in full-time equivalencies (FTEs), format of curricula, and use of performance-based modules. Currently, the results of the evaluation of assessment portfolios are not incorporated into the EQP process. Incorporating the quantitative and qualitative assessment findings into the EQP review will foster a process of curriculum inquiry in which faculty can view their programs in a holistic way -- at a level beyond individual courses. 2) The College Assessment Plan identifies that the primary purpose of portfolios is to assess teaching and learning for program analysis and results-oriented planning. This Assessment Plan identifies ways to systematically use assessment data to evaluate learning in programs, to improve student achievement, and to promote student ownership of learning through curriculum and/or program revisions. 3) The activities in this Action Project provide for close monitoring of the implementation and outcomes of assessment in programs in order to improve programs as they are being conducted to ensure their ongoing quality, to justify them for continued allocation of resources, and to practice the principles of a learning college as indicated in the vision and mission of Moraine Park Technical College.

### **Areas Affected**

- 1) Academic Affairs Guidance and Support Team;
- 2) Instructional Programs (Primary Learning System);
- 3) Outcome Assessment Office;
- 4) Outcome Assessment Major Process Team;
- 5) Instructional Technology (IT)

### **Processes Affected**

- 1) The Elements of Quality Programs review process will be most affected by integrating assessment data as criteria for program evaluation.
- 2) The Assessment process will also be impacted because critical stakeholders will use the results of assessment evaluations: learners, administrators, Board members, faculty and staff.

### **Process Measures**

- 1) Develop a timeline for integrating assessment as a criterion in the EQP process including support from faculty and staff, development of measurement instruments, and establishment of benchmarks to measure this projects progress.
- 2) Measurement of internal stakeholders acceptance and understanding of the assessment process in part via the Assessment Process Evaluation Survey based on The Higher Learning Commission/NCAs Assessment of Student Academic Achievement Levels of Implementation (March 2000) and the Student Success Dashboard metrics currently under development.
- 3) Monitoring trends in the number of students completing and turning in a portfolio.
- 4) Monitoring trends in the number of students meeting exit level criteria based on findings from Assessment Portfolio/DML Evaluation and Advisory Committee Portfolio Review instruments.

### **Outcome Measures**

- 1) Assessment information is synthesized into indicators usable by the EQP process.
- 2) Positive cultural shift as evidenced by faculty and staff acceptance of assessment as an EQP measure and college-wide perception of achievement of third level of implementation.
- 3) Assessment metric is fully integrated into the EQP process thus moving the College to the Third Level of Implementation, Maturing Stages of Continuous Improvement (NCA, March 2000).

## Performance Targets

Year	Quantitative and Qualitative Stretch Targets
One	1) Develop 3-year project GANTT/PERT chart detailing process measures, milestones, and outcome dates. 2) Develop the following measurement instruments: Assessment Process Evaluation Survey, Assessment Portfolio/DML Evaluation, and Advisory Committee Portfolio Review. 3) Pilot the measurement instruments. 4) Involve faculty and staff in development of the assessment criterion to be integrated in the EQP process.
Two	1) Define the assessment indicator(s) to be used as a criterion in the EQP process utilizing the data derived from the pilot implementation of the measurement instruments. 2) Integrate the first phase of the Student Success Dashboard (survey) metric into the assessment process. 3) Refine the assessment measurement instruments in conjunction with the EQP process and re-administer the instruments. 4) Establish baseline assessment metrics to be used as indicators in the EQP process. These will serve as future points of comparison to gauge continuous quality improvement.
Three	1) Fully integrate assessment measures as a criterion in the EQP process. 2) Verify stakeholder perception that assessment is implemented at the maturing stages of continuous improvement using measurement instruments. 3) Validate that the integration of assessment into the EQP process has contributed to the advancement of teaching and learning through curriculum and program improvement.

## Keeping Focus

- 1) All work at MPTC is accomplished through use of the existing team structure. The Outcome Assessment Major Project Team will be charged with the responsibility of assuring that the energy of the College remains focused on this project and its goals, and achieves the desired outcomes.
- 2) Progress reports will be posted on the College Intranet as well as in the College newsletter.

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