



Action Project 3: Using Assessment Portfolios for Program Evaluation and Planning for Improvement.
Institution: Moraine Park Technical College
Contact: Janice Collins -- icollins@morainepark.edu -- 920-924-3287

Annual Update: 2003-09-19

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

Primary	1-Helping Students Learn
Related	7-Measuring Effectiveness
Related	8-Planning Continuous Improvement
Related	None
Related	None

Related AQIP Principles

Principle	A - A mission and vision that focus on serving students and other stakeholders
Principle	D - A learning-centered environment
Principle	H - Planning for innovation and improvement
Principle	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	<p>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.</p>
Two	<p>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.</p>
Three	<p>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.</p>

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.

Contact Person Information:

First Name	Mary
Middle Initial:	K.
Last Name:	Hietpas
Title:	Resource Development/NCA Partner
Email:	mhietpas@morainepark.edu
Phone:	920-929-2479

Annual Update: 2003-09-19**A. Describe the past year's accomplishments and the current status of this Action Project.**

The goal of this project is to integrate outcome assessment results into the Elements of Quality Programs (EQP) process for improving teaching and learning. This project was initiated in August 2002 through Moraine Parks Outcome Assessment Major Process Team. A Subteam, Assessment in EQP, was established to carry out activities for the first year stretch targets. Subteam membership is comprised of two managers, three instructors and one staff professional. They met as a team six times from October through May. Agendas and meeting summaries were maintained. Communication of the Project's activities and progress was reported at monthly Major Process Team meetings.

Accomplishments. The Subteam's year-end report outlines major products: · Wrote the Subteams purpose statement. · Presented an overview of AQIP to the Major Process Team and Subteam. · Presented an overview of the EQP Process to the Subteam. · Suggested assessment criteria that could be used as the EQP Assessment Indicator. · Recommended edits to the PowerPoint used in gathering faculty input/feedback for the proposed EQP Assessment Indicator. · Wrote an action plan for Assessment Advisors to gather faculty input on the proposed EQP Assessment Indicator. · Submitted conclusions and recommendations from the Assessment Survey data analysis: Efficacy of Assessment subsection. · Revised the Team Portfolio Evaluation metric. And future actions: · To gather qualitative and quantitative assessment data that is used for quality improvement. · To identify current status of the implementation of the College Assessment Plan. · Need to develop an instrument/method to integrate assessment into the EQP Process. · To improve information flow about assessment, find creative ways to communicate directly to instructors and learners. · From the assessment survey, respondents are not sure about the value of assessment or its usefulness (Efficacy subsection). The first years stretch targets were achieved and currently, the Subteam is finalizing plans for the second years work.

Review (11-13-03):

The institution is to be commended for the considerable progress toward project goals during the first year of implementation. The project itself has considerable merit for its goal of utilizing student outcome data for improvement of teaching and learning. The assignment of responsibility for first year stretch targets to a subteam was strategic and the subteam's commitment as evidenced in its meeting and reporting accomplishments regularly to the Major Process Team is laudable. These actions are consistent with AQIP criteria 5. Leading and Communicating and 9. Building Collaborative Relationships. It is

not clear from the narrative whether progress reports were posted to the campus intranet or published in the newsletter as originally planned, but follow-through on these actions is to be encouraged. Although not stated in so many words, it is clear that a chart or timeline for the overall project has been established and that pertinent surveys and other instruments have not only been developed, but administered and piloted as appropriate. Further, faculty and staff involvement has been solicited and recommendations based upon their input have been made. It is impressive that several accomplishments toward the overall goal in addition to those identified among Year One's Stretch Targets can be quantified and that an ambitious list of future actions has been identified. The discovery that a segment of the campus community is unsure of the "value" or "usefulness" of assessment is not surprising and the formation of plans to incorporate input from this segment while seeking creative ways to communicate the benefits of assessment and quality improvement is positive and in keeping with AQIP criterion 4. Valuing People. Overall, the institution has made impressive progress for the first year on this project.

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

The Outcome Assessment Major Process Team is a 26 member cross-disciplinary team comprised of managers, deans, instructors, support professionals and students. An expectation of members of a Major Process Team is to communicate Team activities back to work teams in both the Primary Learning and Support Systems. In this way, communication about this Action Project occurred between and among organizational levels. The Subteam chairperson presented the proposed assessment indicator to the Academic Affairs Guidance and Support Team (AAGST), which is comprised of program deans and support unit partners. Ten faculty Assessment Advisors were responsible for conducting informational sessions about the proposed EQP assessment indicator with program faculty throughout the College. Input was gathered from these groups to make decisions at a level as close as possible to the customer. The Subteam chair worked with the Institutional Advancement (Research) Partner in the development of two measurement instruments, *Assessment – Where Do We Stand?* (an assessment plan implementation survey) and *Portfolio Evaluation of Program Outcomes and Reflections on Learning*. The *Assessment – Where Do We Stand?* survey was conducted in December 2002 and the research was presented at The Higher Learning Commission/NCA annual Meeting in April 2003. Program faculty and advisory committee members at a daylong portfolio review event in June 2003 piloted the Portfolio Evaluation instrument. Both instruments provide baseline data that the college can use to drive performance improvement.

Review (11-13-03):

The involvement of a broad cross section of constituents on the Major Process Team and the inclusion of a student on the subteam is commendable and in keeping with AQIP Criterion 3. Understanding Students' and Other Stakeholders' Needs. To the extent that they are currently underrepresented, the addition of alumni, community leaders and potential donors to the team could be a positive strategy for the second year of the action project. The communication structures which have been implemented and the numbers of advisors employed in the process are significant and are demonstrative of AQIP criteria 5. Leading and Communicating and 9. Building Collaborative Relationships. The gathering of input with the goal of making decisions at the closest possible level to the customer

reflects AQIP criteria 3. Understanding Stakeholders' Needs, 4. Valuing People and 8. Planning Continuous Improvement. This action is especially positive and can be maximized by entrusting those closest to the customer with decision making authority as much as possible. In general, the involvement of people in this project has been purposeful and thorough and is a credit to the institution.

C. Describe your planned next steps for this Action Project.

The year-two stretch targets in this action project are: · Finalize the assessment indicator to be used as a criterion in the EQP process utilizing the data derived from the pilot implementation of the measurement instruments. · Integrate the first phase of the Student Success Dashboard (survey) metric into the assessment process. · Refine the assessment measurement instruments in conjunction with the EQP process and re-administer the instruments. In addition, the Assessment in EQP Subteam made recommendations for 2003-04: · Develop strategies to assist Instructional Excellence Teams to take ownership for integrating assessment into programs. · Assist in Assessment Survey (metric) revision. · Follow up on recommendations from the Efficacy of Assessment subsection of the 2002-03 Assessment Survey. · Work with the Marketing Unit to include Efficacy of Assessment subsection survey findings and recommendations in the Assessment Promotional Plan.

Review (11-13-03):

Again, as evidence of progress toward the successful accomplishment of the action project, the team has made plans to meet all year-two stretch targets and is recommending additional significant actions. The plans to use data and input gathered from the first year of the project to improve the process itself during the second year suggests a serious and aggressive approach to achieving long-term success (c.f. AQIP criteria 7. Measuring Effectiveness and 8. Planning Continuous Improvement).

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

In the past year, the Wisconsin Technical College System (WTCS) adopted Moraine Parks EQP process for use in the statewide Quality Program Review (QPR) program. When this action project is completed, assessment practices will be included as one of the indicators for quality technical college programs in Wisconsin. When assessment is integrated into the program evaluation process, assessment will become an institutional priority with learners, faculty, and staff accepting assessment activities as a part of the organizations culture.

Review (11-13-03):

There is much about this project and its process which is exemplary and worth sharing with other institutions. The institution is to be highly commended for the recognition it has received in this regard as evidenced by inclusion in the April 2003 HLC Meetings program and, perhaps most significantly, by the EQP process being adopted by the Wisconsin Technical College System for state-wide QPR implementation. Such recognition is exceptional and provides strong incentive to maintain high energy and focus to see the project to fruition.

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

The primary challenge this year is to refine the survey instrument, *Assessment - Where Do We Stand?* The Outcome Assessment/NCA Associate will work with the Institutional Advancement (Research) Partner to shorten the survey, incorporate the Assessment Culture Matrix and the Patterns of Characteristics Analysis Worksheet, and administer the revised instrument to administrators and faculty/adjunct instructors.

Review (11-13-03):

The challenges indicated in the annual update are inherent in the goals which have been set for year-two of the project. Perhaps the greater challenge, in light of other indications in the update narrative, is securing “buy-in” from the various constituencies, most notably the faculty. To this end, much attention should be given to the “cultural” aspects of the project. It will be important to listen and respond to faculty concerns and to place a high priority upon the articulated plans to identify and implement creative ways to effectively communicate the benefits of the project to the whole teaching and learning community.

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?

Undetermined at the time of filing this update.

Review (11-13-03):