Faculty Assessment Initiatives: Goals and Timelines for 2017-2018

Faculty will participate in four levels of assessment activity during this academic year:

- Class level: They will continue "Closing the Loop" to document individual assessment projects.
- Course level: They will conduct shared assessments in gateway courses.
- Program/discipline level: They will make curriculum maps. Based on those maps, they will create assessment plans.
- College level: They will participate in the Global Awareness/Diversity assessment initiative.

If faculty or administration have any questions, they should feel free to contact Teresa Brown.

Class Level

1. **Action**. Closing the Loop documentation
2. **Deadline.** May 2018
3. **Description**. Faculty should complete the assessment cycle initiated in 2016-2017 by performing and entering their follow-up assessments. If the follow-up assessment has already been completed, then faculty should begin a new assessment cycle and document it through a new Closing the Loop form submission. The new assessment cycle may focus on the same learning outcome if student performance has not met expectations. Or, if student performance has met expectations, the new assessment cycle may focus on different learning outcome.
4. **Resources**. Faculty ASL website. Professional Development Sessions, see calendar.
5. **HLC requirement this meets** (from page 33 of HLC CQR Report).
   - Item #8: Demonstrate how assessment data informs improvements.

Course Level

1. **Action**. Create and implement signature assessments in gateway courses
2. **Deadlines**. December 2017 (creation) May 2018 (implementation /documentation)
3. **Description**. Faculty that teach gateway courses will develop a shared assessment tool for measuring student achievement for a specific course learning outcome(s). The course learning outcome(s) selected should be clearly aligned to the program/discipline's learning outcomes. The assessment will be documented in Taskstream.
4. **Resources**. Professional Development Sessions, see calendar.
5. **HLC requirements this meets** (from page 33 of HLC CQR Report).
   - Item #7: Assessment data compiled.
   - Item #8 Demonstrate how assessment data informs improvements

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Program/Discipline Level

1. **Action**. Map curriculum and create an assessment plan
2. **Deadline**. December 2017 (map) May 2018 (implementation/documentation)
3. **Description**. Programs/disciplines will map their courses to their learning P/D level learning outcomes. The P/D learning outcomes will be aligned to MnTC goals and the core outcomes through the essential skills framework. A cyclic, four-year plan for assessing and documenting student achievement of the P/D outcomes will be established. Document initial program/discipline assessments in Taskstream.
4. **Resources**. Professional Development Sessions, see calendar. Mapping document. Assessment plan template.
5. **HLC requirements this meets** (from page 33 of HLC CQR Report).
   - Item #2: Document program/discipline learning outcomes.
   - Item #4: Demonstrate how assessment data informs curriculum
   - Item #5: Document core and program outcome assessments
   - Item #6. Create assessment plans
   - Item #7: Assessment data compiled
   - Item #8. Demonstrate how assessment data informs improvements

College-wide Level

1. **Action**. Assess Global Awareness and Diversity
2. **Deadline**. May 2018 (implementation/documentation)
3. **Description**. Faculty teaching Goal 7 and Goal 8 courses will participate in the assessment of Global Awareness & Diversity by submitting student artifacts for review through Aqua, a platform within Taskstream. Trained scorers will evaluate the student work via a rubric. The results of the assessment will be documented in Taskstream.
4. **Resources**. Professional Development Sessions, see calendar.
5. **HLC requirements this meets** (from page 33 of HLC CQR Report)
   - Item #7: Assessment data compiled
   - Item #8: Demonstrate how assessment data informs improvements