

## ASSESSMENT COMMITTEE

MEETING ON SEPTEMBER 24, 2024, AT 2:00 P.M., DON 202

### MINUTES

---

**Helena College Mission:** Helena College Supports our diverse community by providing the paths and tools necessary to assist learners in achieving their educational and career goals.

**Assessment Committee Mission:**

#### Attendees

---

- |                                                                                                                     |                                                                                              |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> <b>Jessie Pate (Chair)</b> , Director of Institutional Research & Effectiveness | <input checked="" type="checkbox"/> <b>Sophia Romanic</b> , eLearning Specialist & Developer |
| <input checked="" type="checkbox"/> <b>Amy Kong</b> , Director of eLearning & Faculty Development                   | <input checked="" type="checkbox"/> <b>Laura Senn</b> , Nursing Instructor                   |
| <input checked="" type="checkbox"/> <b>John McLaughlin</b> , Machining Instructor                                   | <input checked="" type="checkbox"/> <b>Joyce Walborn</b> , Mathematics Instructor            |
| <input checked="" type="checkbox"/> <b>Deb Rapaport</b> , Director of Nursing                                       |                                                                                              |

#### Minutes

---

1. Charge: Two Recommendations from NWCCU
  - a. **Recommendation 1:** Implement an institutional level assessment process that informs operational planning, allowing for effective resource allocation to enhance student learning and achievement. (2020 Standard(s) 1.B.1)
  - b. **Recommendation 2:** Expand assessment beyond the course level, to include program and institutional outcomes that evaluate and demonstrate the quality of learning, and use the results to inform continuous improvement of student learning outcomes. (2020 Standard(s) 1.C.5;1.C.6;1.C.7)
2. Purpose of student learning outcomes assessment
  - a. Measure student learning “Evaluate and demonstrate the quality of learning”
  - b. Measure effectiveness of instruction: “Inform continuous improvement of student learning outcomes”
  - c. “Inform operational planning [and allow for] effective resource allocation”
3. Committee discussion about the difference between learning outcomes structures in different types of programs
  - a. Nursing looks at fourth-semester students to document how they meet the program learning outcomes. Has been working pretty well, but the accreditors did point out a few areas for improvement. Institutional learning outcomes aren’t assessed as thoroughly. They review learning outcomes assessment regularly for accreditation. Deb does the bulk of the accreditation work with input from faculty. Accreditors liked to see more than one assessment for each learning outcome.
  - b. Trades programs (per JM) don’t currently do much program assessment. At JM’s prior school, they would give a pre-test at the beginning of the program and then give it again

at the end of the program. That exam would cover all of the learning outcomes. JM plans to start this next year.

- c. JW has seen some examples of schools giving pre-and post-tests as a straightforward way to measure student learning. Another school did an exit exam for graduating students to demonstrate achievement of institutional learning outcomes.
    - i. Feels challenging for gen ed as a bigger, less structured division to develop what works for trades and technical education programs. It's hard to get this group together.
    - ii. Needs to be based on data and numbers.
  - d. Would be interested in viewing a report of learning outcomes achievement over time.
  - e. Suggestion: Divvy up program outcomes to be assessed by different instructors/courses.
4. Needs for our assessment process
- a. All outcomes need to be easy to find in one location. Currently inconsistent whether it's in the catalog or the course bank. There may be a lag in updates being done, maybe no consistent process for it.
    - i. Catalog, Course Bank (ask BS to rename link on Employee portal), Canvas Commons
    - ii. CourseLeaf Catalog may help
    - iii. CourseLeaf Curriculum Management – college is interested in this tool, but not committed yet
  - b. Regular review of student learning outcomes at course, program, and institutional level
    - i. Review the outcomes AND the mapping
    - ii. Institutional competencies definitely need updating
    - iii. Consistent publication of course, program/credential, and institutional outcomes
    - iv. Gen Ed is tied to MUS course outcomes – must have 80% alignment with state outcomes – original work in early 2000s has not been revisited to a large scale
    - v. We set our own program/credential outcomes
    - vi. Nursing is tied to statewide curriculum for course outcomes – possible to make changes, but significant changes need to go through board of nursing and ACEN
    - vii. CTE programs have advisory board to learn about gaps, preparation, etc.
    - viii. JM reviewing course outcomes for a couple courses – no formal system, changes are more incremental and come as a result of faculty working together or learning from advisory boards about what their students need
  - c. Analysis/evaluation of assessment
  - d. Student-level, or at least ability to tie to demographics to disaggregate data – “mitigate perceived gaps in achievement and equity”
  - e. Balance comprehensive process with manageable/sustainable process for all parties
    - i. Have seen other schools set up a rotation of courses/program outcomes so they are only looking at a portion each year, then looking holistically at the program as a whole every few years

- ii. Program review is a potentially good opportunity to pull all assessment data together
  - iii. Can we include it in part of another annual assessment process, such as annual plans?
  - iv. Canvas can do this, just a lot of initial setup – would be worth the upfront investment
    - 1. Amy has started looking into it – initial set up *is* time-consuming and manual – e.g., requires a rubric for each outcome, grading for learning outcomes is a little time consuming – grade each student for each assessment
    - 2. OCHE is looking at a program assessment tool that will be more sophisticated but also expensive
  - v. Including adjuncts is a challenge due to communication, engagement, etc.
  - vi. Need to take this transition slowly – time to learn tool, develop new processes – start with pilot
5. Meetings: Meet 2<sup>nd</sup> and 4<sup>th</sup> Thursdays at 2:00 – JP Will get room reservation and send out calendar.
6. Homework for next meeting on 10/10
- a. All members are encouraged to research how other 2-year schools do program and institutional learning outcomes assessment. Come prepared to share one or two things you liked from those school.
  - b. Talk to your colleagues: In learning outcomes assessment, what do you see as your responsibility as a faculty member, administrator/division director, or student support staff/director