

## **WATC Assessment Plan AY 2016-2017**

Beginning in AY 2015-2016 across the college student learning outcomes were grouped together to form the acronym Edu-Cate. The plan to Edu-Cate was adopted college wide in the spring 2016 with all courses and programs defining specific skills, activities, assignments, and assessments within the program/Course that facilitate the learning process and fulfillment of the student learning process. The plan to Edu-Cate was placed on every course syllabus. This process continue in AY 2016-2017 as faculty work with representatives of the Assessment Committee and academic leaders to create Edu-Cate plans for all with all new course and programs. The Instructional Technology and Support (ITAS) department as well as academic leadership ensure that the Edu-Cate plan is being implemented at all aspects within academics at the college.

### **Assessment Timeline: Promoting a Cycle of Improvement**

WATC uses the fall and spring semesters of each school year as the time when faculty members primarily focus on assessing the general education core (Student Learning Outcomes). Faculty members can continue to assess the core outcomes in the summer semesters, but data is only to be gathered and evaluated for the fall and spring semesters each year. In contrast, Program level assessment is gathered fall, spring, and summer.

As WATC sought to refine the Assessment process and deepen the culture of academic improvement, changes were made to the assessment process to consider this the initial year a building year. During the building year, the Director of Assessment met individually with program/discipline faculty and academic leadership to set up the structure of the WATC Assessment Plan and its underlying strategies. These includes included selection and approval of implementation cycle for SLO and an audit of program and discipline level outcomes.

As the college sought to further embed the assessment process in the-academic culture, with a greater emphasis on faculty involvement the Director of assessment position was eliminated in May 2016. Over the summer 2016 plans for an Assessment Committee were implemented including faculty representation structure from all divisions, identification of committee chair, and allocation of budgetary funds for the committee. At the first meeting of the Assessment Committee (September 2016), a schedule of assessment events and due dates was presented and approved by the committee members. This schedule allowed for the completion of AY 2015-2016 assessment cycle as well as the set up for Assessment Plans for AY 2016-2017.

<b>Assessment Task</b>	<b>Due Date</b>	<b>Responsible Party</b>
AY 15-16 Data Pull	September 2016	ITAS

AY 15- 16 Data Review	October 2016	Faculty
AY 15-16 Analysis	November 2016	Faculty
Ay 16-17 Assessment plans	December 2016	Faculty
AY 15- 16 Departmental Assessment Report	February 2017	Assessment Committee Members
AY 2015-2016 Institutional Assessment Report	March 2017	Chair Assessment Committee
AY 16-17 Data Pull	May 2017	ITAS
AY 16 -17 Data Review	June 2017	Faculty
AY 16- 17 Analysis	July 2017	Faculty
AY 17-18 Assessment Plans	August 2017	Faculty

### **Program Level Assessment – AY 2016-2017**

All programs at Wichita Area Technical College (WATC) have established program or discipline outcomes. The program and discipline outcomes connect student learning to the activities in the classroom. The program outcomes are specific to technical programs such as Medical Assistant and Automotive Service Technology, while the discipline outcomes are specific to general education courses such as English and Mathematics.

In AY 2015-2016, these outcomes were entered into Worldwide Instructional Design System (WIDS) and mapped through the programs and courses. The assessment data was then pulled from the college learning management system and put through the assessment analysis process. Faculty reviewed the data and identified if goals were met or not met. Improvement objectives and interventions were then identified and implemented for any unmet goals.

In a normal assessment cycle faculty would engage in the 2015-2016 data analysis creation of AY 2016-2017 Assessment Plans between June and August of 2016. Since this was not possible, Academic Leadership, with the support of the Assessment Committee decided to complete the previous year's assessment cycle by November of 2016 and have the current year's Assessment Plans in place by December of 2016.

Regardless of whether the plans were copied or created each program/discipline identifies specific assessments. Every plan included one skills-based assessment and one knowledge-based assessment to gauge how well students learn the important concepts from the course as outlined in the list of outcomes and then translate knowledge into a form of performance.

As part of the overall college, assessment strategy each technical program/discipline will evaluate the knowledge and skill based assessment using the same goal or quality objective (100%). Additionally, each program/discipline or academic area have the opportunity to determine the standard of student success as is appropriate to the assessment, his or her program or the industry.

ITAS will pull assessment data from summer 2016 – spring 2017 for CTE programs to begin the Assessment Analysis process. General Education faculty will receive fall 2016 and spring 2017 data for the same purpose. Faculty will complete the analysis portion of Assessment and identify improvement objectives and interventions. Faculty will then create AY 2017-2018 Assessment plans which ITAS will enter into WIDS.

### **General Education Outcomes/Student Learning Outcomes**

Wichita Area Technical College has four core general education outcomes (known at the college as Student Learning Outcomes). The student learning outcomes allow Technical Programs and General Education programs to cohesively support student learning of core components of education in a manner that prepares them for a 21<sup>st</sup> century academic and professional environment.

The student learning outcomes, their corresponding descriptions appear below.

#### **Student Learning Outcomes:**

1. Communication: The student will demonstrate the ability to communicate effectively using written and oral communication.
2. Critical Thinking: The student will demonstrate the ability to think critically, logically and abstractly.
3. Information Literacy: The student will recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.
4. Problem Solving: The student will demonstrate the ability to analyze information and solve problems.

The WATC Assessment Plan calls for SLO's to be phased in over a four-year period and assessed on a rotating four-year cycle. See the SLO chart below for full details. AY 2016-2017 plan calls for full integration and assessment (Communication) as well a pilot project (Information Literacy). During the fall 2016 faculty in all CTE programs selected one course to integrate and assess the SLO – Communication. For ease of use and data collection faculty will be encouraged to download the oral or written communication rubric into the appropriate course. Some programs already assess communication using program-based rubrics. Faculty in these programs adjusted their

rubric to ensure they align with the common rubrics. Data will be collected by ITAS in May 2017 and reported back to faculty during the summer 2017. Faculty will evaluate the findings, and adjust instructional content/teaching methods for the fall 2017.

Additionally, AY 2016-2017 will be a pilot year for the SLO – Information Literacy. SLO – Information Literacy will be assessed using online course materials aimed at educating students on concepts related to information literacy. The content, created by the library and ITAS, provides faculty and student with relevant information to assist them in their progression towards completing comprehensive and accurate projects. Topics include the differences between academic journals and popular magazines; how knowledge is created and the student’s potential role in that process; how to search effectively online; the importance of and how to cite sources. During the summer 2017 input from, both faculty and students will be evaluated and the course content revised. In the fall 2017 the materials will be integrated into one course in every CTE program at the college

The graph below provides Student Learning Integration/Assessment Calendar

<b>Student Learning Outcomes</b>	<b>Pilot</b>	<b>Integration and Assessment</b>
Communication	AY 15-16	AY 16-17
Information Literacy	AY 16-17	AY 17-18
Critical Thinking	AY 17-18	AY 18-19
Problem Solving	AY 18-19	AY 19-20

WATC has decided to approach the process for assessing Critical Thinking in a more global manner. Instead of assessing, the student’s progress in these areas at the course and program level the college is planning to engage in an initiative aimed at revealing trends in student performance at the organizational level. Beginning in the fall 2017, a pilot group of students enrolled full time at WATC will be administered the Critical Thinking Assessment (CAT) test to determine their ability to meet the competencies associated with the Critical Thinking learning outcome. The Assessment Committee will begin the required preparation work in the spring of 2016 including determining the pilot group and securing funding through the budgeting process.

Assessment of the last student learning outcome – problem solving is slated for pilot in fall 2018-2019. This will include the development of common rubric, and selection of project based learning experiences. The rollout of this SLO will mirror that of communications and be fully integrated by AY 2019-2020.