

Institutional Level of General Education Assessment

Through its twenty-two years of development, Fond du Lac Tribal and Community College has built a significant **tradition of excellence**, as demonstrated by the success of our graduates and programs. Achieving some of the highest rankings in the State and in national competitions, however, is only an indirect measure of student learning. Evaluators from the Higher Learning Commission noted specific concern that the college lacked a formal assessment plan and that its data collection and data-driven decision mechanisms were not adequate.

The Higher Learning Commission has placed FDLTCC on notice in this area of operations, specifically with regard to Criterion 3, Core Component 3A: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible, and Criterion 4, Core Component 4C: The organization assesses the usefulness of its curricula to students who live and work in a global, diverse and technological society.

To adequately resolve this area of concern, FDLTCC must take the following necessary actions: "The development of an Assessment of Student Learning Plan and demonstrated progress on full implementation, data collection, and appropriate attention to instructional and college decision making based on assessed outcomes. In addition, the college needs to provide evidence that it has embraced the value of the assessment of student learning and has integrated it into their overall curriculum and instructional processes" (p. 27, Assurance Section, *Final Report*). The college also needs "demonstrated evidence that general education and program outcomes have been fully integrated into program development and the evaluation of programs is driven by data informed decisions" (p. 27, Assurance Section, *Final Report*).

The college's primary actions and the results of those actions to date are summarized below.

FDLTCC's Primary Actions

- April 2009: Informed area legislators of the Commission's assessment-related concerns
- July 2009: Replaced Vice President of Academic Affairs
- July 2009: Faculty of cornerstone course met and revised, in content and format, pre- and post-survey
- August 2009: Faculty and staff met for assessment-related discussions and presentation of general work plan
- August 2009: Academic Affairs and Standards Council met for general discussion of improvements necessary in the area of assessment of general education curriculum.
- August 2009: Administration met with area legislators to update them on the Commission's assessment-related concerns
- September 2009: Academic program coordinators met to begin addressing program-level improvements.
- September 2009: Academic Affairs and Standards Council discussed program review agenda for 2009 – 2010.
- September 2009: Administration met with three faculty designated to lead general education assessment work.
- September – December 2009: Continued reporting on assessment-related work in Leadership Team, Academic Affairs and Standards Council, and Shared Governance

Results of Actions

- September 2009: Academic program coordinators developed list of work items, including reviewing and revising program learning goals and outcomes, reviewing and reporting program advisory boards activities and composition, engaging additional budget process education, reviewing program review policy, establishing data sets necessary for routine program coordination, reviewing the scheduling process, improving communication—internal and external—regarding learning goals, outcomes, and results.
- September – October 2009: Academic program coordinators met weekly to review and revise program learning goals and outcomes.
- Academic program coordinators completed work on program learning goals and outcomes
- Implemented revised AMIN 1050 pre-/post-survey
- Established two programs for review in 2009 – 2010, including general education/A. A. degree.
- Established VP of Academic Affairs as key figure accountable for general education/A.A. review and faculty will serve as evaluators.
- Established that data from fall 2009 general education assessment will inform, in part, 2010 review of general education/A.A.
- Established general education assessment work goals for fall semester 2009
- September – October 2009: Broadened the four general education competencies to four "Competencies Across the Curriculum"
- September - October 2009 Revised Competencies Across the Curriculum assessment tool
- November 2009: Delivered Competencies Across the Curriculum assessment tool

- Set foundation for spring 2010 analysis and discussion of results of Competencies Across the Curriculum assessment
- October 2009: Developed process for revising common course outlines, specifically addressing learning goals and outcomes under the four Competencies Across the Curriculum
- October 2009: Revised course outline forms to explicitly address the Competencies Across the Curriculum
- October – November 2009: Held eight open work sessions for revising student learning goals and outcomes stated on course outlines
- Revised course outlines
- November 2009: Developing four holistic rubrics, one for each competency, to be used voluntarily in classrooms
- November – December 2009: Developing institutional data collection method for competency-based rubrics
- Laid foundation for comparing broad-based assessment of competencies with classroom-based competency rubrics
- Began discussion of building bridges between core course assessment and program-level assessment of learning goals and outcomes
- Laid foundation for three to five year assessment plan for finalization in spring 2010
- Laid groundwork for “mapping” the general education curriculum in spring 2010
- November – December 2009: Began discussion of establishing three academic divisions, each with division heads, to further direct FDLTCC’s assessment development