How Enthusiastic and Knowledgeable are ACC Faculty and Staff about the Assessment of Student Learning?

Think about the full-time and regular part-time employees of Austin Community College – all of them (faculty, administrators, support staff, professional staff, maintenance staff, technicians, etc.). In the next **5 minutes** (don't think too much!). Complete these scales, making sure your percentages total 100% across each scale.

1. **Knowledge about Assessment's Role in the Improvement of Student Learning.**

   Given your general impressions, identify the percentage of ACC employees that fall into the categories below.
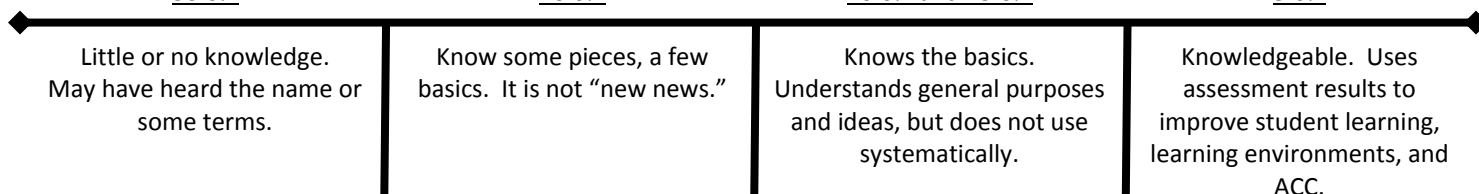
   Average:

37.6%	27.0%	24.6%	10.8%

   Mode:

50.0%	20.0%	20.0% and 25.0%	5.0%
Little or no knowledge. May have heard the name or some terms.	Know some pieces, a few basics. It is not "new news."	Knows the basics. Understands general purposes and ideas, but does not use systematically.	Knowledgeable. Uses assessment results to improve student learning, learning environments, and ACC.

2. **Enthusiasm Level for Using Assessment Strategies to Improve Student Learning.**

   Given your general impressions, identify the percentage of ACC employees that fall into the categories below.

   Average:

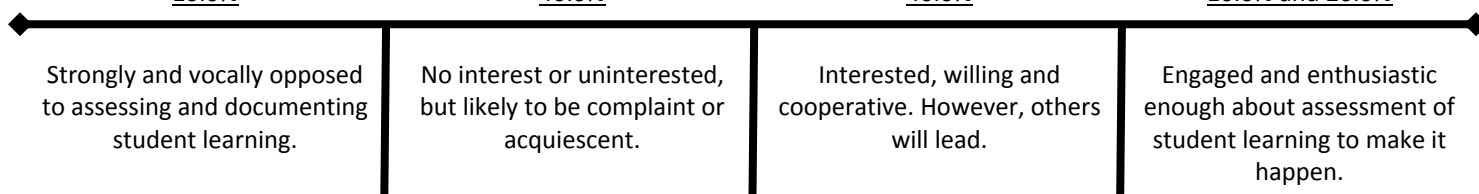 | 10.8% | 41.1% | 35.4% | 12.7% |
   |---|---|---|---|

   Mode:

10.0%	40.0%	40.0%	10.0% and 20.0%
Strongly and vocally opposed to assessing and documenting student learning.	No interest or uninterested, but likely to be complaint or acquiescent.	Interested, willing and cooperative. However, others will lead.	Engaged and enthusiastic enough about assessment of student learning to make it happen.

3. **Understanding of Assessment Processes and Strategies Needed Campus-Wide to Improve Student Learning.**

   Given your general impressions, identify the percentage of ACC employees that fall into the categories below.

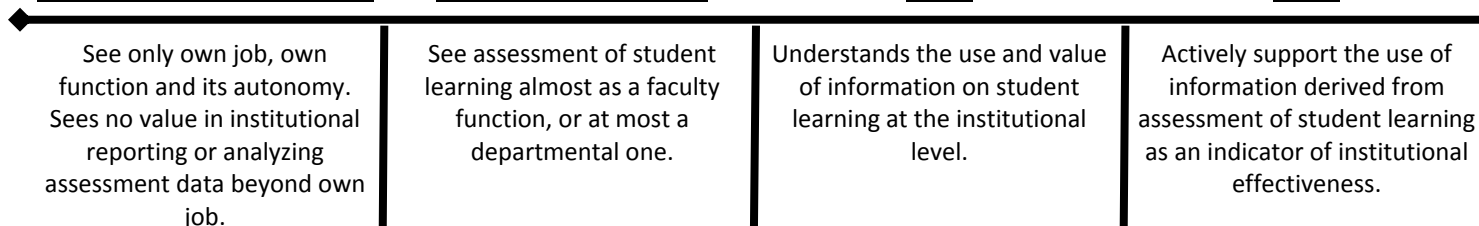   *Average:*

24.0%	26.3%	29.5%	20.3%

   Mode:

80.0%, 15.0%, 10.0%, and 0.0%	20.0%, 25.0%, and 40.0%	20.0%	20.0%
See only own job, own function and its autonomy. Sees no value in institutional reporting or analyzing assessment data beyond own job.	See assessment of student learning almost as a faculty function, or at most a departmental one.	Understands the use and value of information on student learning at the institutional level.	Actively support the use of information derived from assessment of student learning as an indicator of institutional effectiveness.

Jot down your initial responses to each of the questions based on your knowledge of what is happening at ACC.

1. **Over the past 2-3 years, what's been accomplished at ACC as a whole, or in your specific area, regarding assessing student learning outcomes or program improvement? For example, new delivery methods, teaching strategies, technology, curricula.**

   Data
   - Better data mining and dissemination – need to figure out how to apply the data
   - Some departments actively gather data and use it to improve instruction. Most departments do the minimum in order to meet mandated requirements.
   - Examining data at meetings and introducing technology as a method of assessment for distance learning courses.
   - Developed data warehouse in OIEA

   Course Level
   - None within the group; however, I've attempted to do regular quizzes to gauge student progress
   - Instructional Department Level
   - Accounting has been working hard to find different methods and strategies to improve student learning. Technology is used by many to assist the student.
   - More hybrid courses
   - Began addressing SLOs at program level
   - SLO – We have learned that we need to start soon with curriculum maps that are student centered.

   ACC as a Whole
   - Start of SSI
   - Some improvement, a few individuals have become involved, also SSI and Achieving the Dream

   Support Services Departments
   - DMAs, ASP procedures, case management (counseling)

   Technology
   - Increased technology use (Blackboard, etc.) and new delivery use.

2. **What are the biggest challenges and issues with making assessment meaningful, useful, workable and reasonable at ACC?**

   Time
   - Time/work commitment when enrollment is increasing
   - Time – As a faculty member, I have far more "to do" than time, which I know to be the case for all full-time faculty. Accounting is probably different than many disciplines because of the demands of teaching upper level courses.
   - Finding time. Everyone is over-committed at every level.
   - Time to learn about assessment and practice it is in short supply.
   - Time

   Faculty
   - Educating the staff that are not experienced or know about how to utilize information gained via SLO
   - Faculty involvement
   - Helping faculty see a payoff
   - Integrating assessment mindset into everyone's teaching philosophy.
   - Variety of factors including instructor characteristics, methods of instruction
   - Cohesiveness within departments on best approach

   Communication
   - Communication in general; learning what other units/departments are doing
   - Communication and understanding
   - Communication

   Support
   - Support – financially and from supervisors
   - Variety of factors including facilities, resources, number of faculty/staff

   Students
   - Determining students' attitudes toward college, study habits, etc.
   - Variety of factors including student characteristics, number of students

3. **What, if accomplished, would make the biggest difference in ACC's efforts to assess and improve student learning?**

Community Engagement/Buy In
- Engagement of faculty in benefit of spending their time on this
- Gaining awareness, education, implementation; getting faculty/staff on board
- Faculty involvement
- Develop a REAL learning community. Start where we are – roadmaps and professional development – the steps are clearly defined in question 4.

More Information about Assessment
- If ACC is able to define assessment succinctly and make the connection to student success and inform employees college-wide consistently.
- Education, dedicated time and focus
- I think one concern can be summarized as "micro management" of the classroom. Classes are small. It is difficult to draw conclusions about the class experience.

Action and Success
- Several diverse departments successfully implementing assessment strategies that lead to real improvement in student success.
- Increasing a student's ability to critically think as well as the student's study skills

Streamlining Processes
- Tying separate processed into a more unified, coherent, consistent whole: IPR, ULEAD, budget, development, etc.

Rewards for Assessment
- Sadly, have grade increases tied into successful outcomes, or some reward for successful outcomes.

Use of Data
- Data based decisions

4. If you had to generalize where ACC is in terms of assessing and improving student learning, would you say:

Number of
Responses

<u>1</u>	*Level 0:* None of these (written in comment)
<u>5</u>	*Level 1:* We're currently defining student learning outcomes at multiple levels (course, program, general education, institutional).
<u>4</u>	*Level 2:* We're setting up structures and groups to look at curricula, syllabi, software, delivery, student success, student learning outcomes, etc.
<u>1</u>	*Level 3:* We're assessing student learning outcomes and have data on what and how well students are learning those outcomes at multiple levels – or at least one level (course, program, etc.).
<u>0</u>	*Level 4:* We've analyzed the data on student learning outcomes and have made changes in curricula, teaching, delivery, etc.
<u>0</u>	*Level 5:* We've done the above and have discovered that the assessment strategy isn't working to get us the meaningful data and so we're changing how you assess to get better data.
<u>0</u>	*Level 6:* We've done the above, have revised the ways we assess many times, and are finally getting meaningful data for student learning outcomes (course, program, general education, institutional).
<u>0</u>	*Level 7:* We've done the above and have completed several iterative action research cycles into our students' learning and are beginning to see improvements in learning.
<u>1</u>	*Level 8:* We've determined what data on student learning, engagement, satisfaction and education effectiveness we will share with the public and are sharing it.

Additional Comments

- We are at the mercy of random acts of learning kindness.
- What is student success?
- Where is SLO? U-Lead
- Unfortunately, we are at the beginning – data collection, building linkages and infrastructure
- It takes a village to raise the student

- Need to monitor milestones

- Need for connection (learning communities), faculty coaches, <u>best practices</u>