

Assessment Handbook



Last Updated:

August 14, 2024

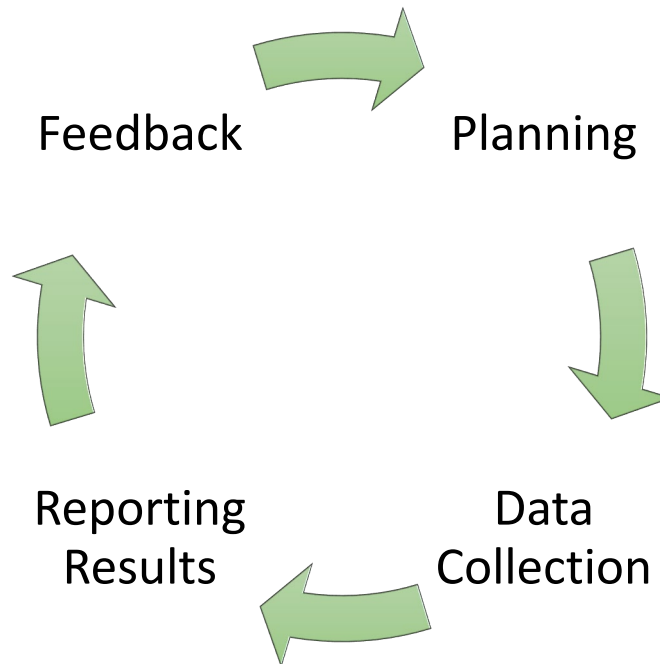
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Overview of Assessment at Dakota College

The Purpose of Assessment

Dakota College at Bottineau (DCB) assesses student learning at the academic and cocurricular levels to ensure quality of offerings on campus and online. The general process follows a cyclical loop of planning, data collection, reporting, and feedback, so that results of assessments can be drivers for continuous improvement in academic courses and cocurricular activities.



Planning serves to organize the courses and activities to be assessed and allows the instructor or advisor to determine the appropriate tools and methods to collect information regarding student learning with the purpose of improving student learning. This is also a good time for instructors to incorporate feedback from the previous assessment cycle into their plans.

Data collection happens during the semesters when the cycle is in process. Once all semesters of a course are completed during a cycle, the information is summarized, and results and findings are reported.

After a report is completed, the disciplines can look for areas of improvement based on the results. This may be done in conjunction with the Assessment Team. Feedback and changes should be incorporated into the planning phase going forward.

The Assessment Team

Membership

- (Co-)Director of Assessment, serves as chair(s)
- Director for Academic Affairs

Duties

- Monitor and facilitate continuous improvement of student learning to campus-wide academic and cocurricular assessment process and practice.
- Assist faculty and cocurricular leaders in coordinating and integrating assessment activities.
- Review assessment forms (e.g. plan, course, competency, timeline, curriculum map)
- Facilitate a process to assess student learning in academic disciplines and cocurricular groups.
- Use assessment findings to support the Campus Mission.
- Finalize reporting for academic disciplines and cocurricular groups.
- Ensure compliance with HLC Criteria for Accreditation and NDUS Policies and Procedures.
- Works closely with the Curriculum Committee to ensure assessment processes are in place when course and programmatic changes occur.

Academic Assessment

The academic areas are divided into two categories: transfer (AA, AS, and Certificate of College Studies) and Career and Technical Education (AAS and certificate).

Defining an academic department versus an academic program

Academic departments are centered around specific disciplines providing oversight of academic program curriculum and individual courses. Departments are staffed by faculty who are experts in their field of study or discipline. DCB has both general education and career and technical education (CTE) departments. These departments include, but are not limited to, arts and humanities, English and communication, mathematics, science, social sciences, wellness, agriculture, business, computer technology, education and human services, health professions, natural resources, and nursing.

Academic programs are considered any plan of study that would lead to the issuance of a degree, certificate, credential, or proof of completion.

Assessment Criteria

Each department at DCB has a Department Mission that defines the department's overall purpose. Departments also have a Student Learning Competency (SLC) that provides the framework of assessment criteria for the academic disciplines. Under each competency are anywhere from two to five Student Learning Outcomes (SLOs) that support the competency.

The academic areas are divided into two categories: General Education/Transfer (AA, AS, and Certificate of College Studies) and Career and Technical Education (AAS and certificate).

Competencies and SLOs can be rewritten by departments. The proposed changes are submitted to the Assessment Team for review. The changes are then brought to Faculty Senate for final approval.

General Education Competencies

DCB has seven general education competencies. Each competency relates back to one main general education department.

Students will:

- Identify the interrelationships between humans and their environment
- Demonstrate technological literacy
- Demonstrate the ability to solve a variety of mathematical problems
- Communicate effectively
- Employ the principles of wellness
- Demonstrate knowledge of social structures
- Evaluate principles of Arts and Humanities

CTE Competencies

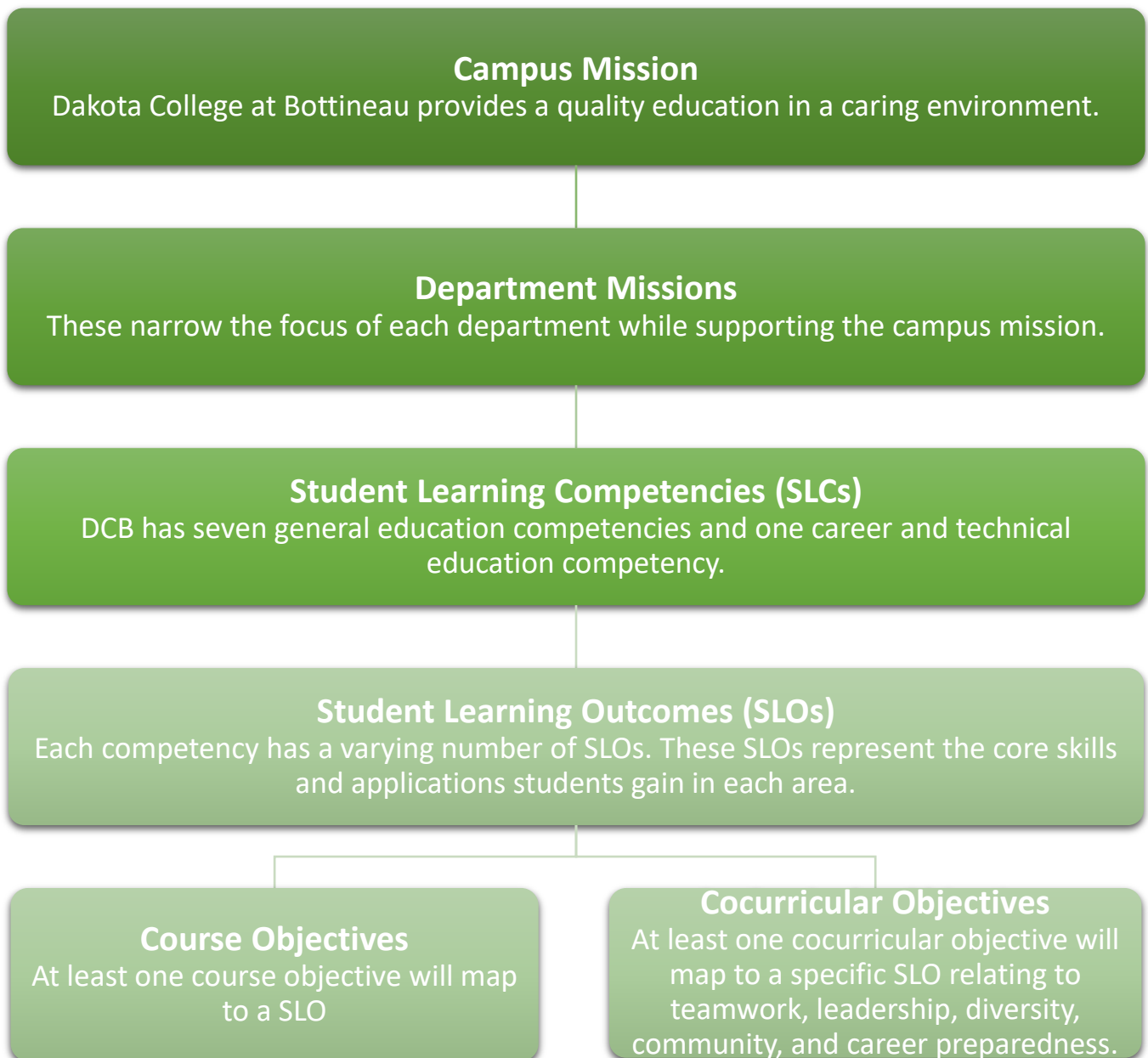
DCB has two CTE competencies for all Career and Technical Education departments.

Students will:

- Employ industry-specific skills in preparation for workplace readiness
- Combine general education and vocational skills curriculum.

The second CTE competency is not assessed separately but shows that general education is an integral part of all AAS curriculum.

Each level of assessment criteria supports the one above it, which ultimately supports the DCB Campus Mission.



Academic Assessment Cycle

Academic Assessment at DCB is based on a 5-year cycle: four years of department driven course-level assessment of course objectives, and one year of department assessment.

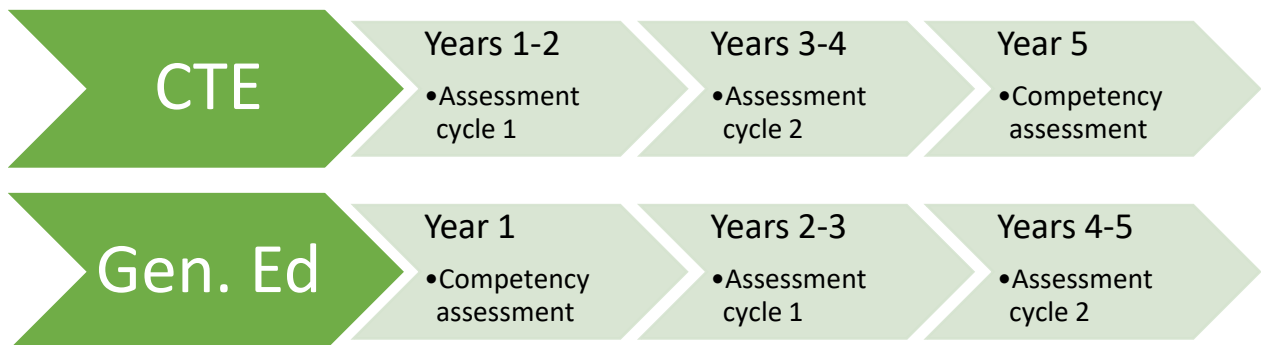
Course-level assessment is completed in two, two-year cycles for a total of four consecutive years. Each two-year cycle assesses at least one Student Learning Outcome (SLO) under the department Student Learning Competency (SLC). Every course in the department related to the SLO is assessed during Assessment Cycle 1 or Assessment Cycle 2, or both. These courses are outlined in the Department Assessment Plan.

During year five, each department will complete an overall assessment of the SLOs, and the competency related to their department. This will analyze historical assessment data and results, identify gaps in student learning, and set up action plans for improvement. This is when changes could be made to competencies or SLOs. Updates could also be made between assessment cycles if needed. The department should work with the Assessment Team on any revisions.

Assessment Cycle 1 (Years 1-2)	Assessment Cycle 2 (Years 3-4)	Competency Assessment (Year 5)
<ul style="list-style-type: none">• Fall<ul style="list-style-type: none">• Submit Course Assessment Form (planning portion) for assessment cycle 1• Collect Course Data• Spring<ul style="list-style-type: none">• Collect Course Data• Fall<ul style="list-style-type: none">• Collect Course Data• Spring<ul style="list-style-type: none">• Collect Course Data	<ul style="list-style-type: none">• Fall<ul style="list-style-type: none">• Summarize data from assessment cycle 1 and submit Course Assessment Form (reporting portion)• Implement Course changes based on SLO assessment• Submit Course Assessment Form (planning portion) for assessment cycle 2• Collect Course Data• Spring<ul style="list-style-type: none">• Collect Course Data• Fall<ul style="list-style-type: none">• Collect Course Data• Spring<ul style="list-style-type: none">• Collect Course Data	<ul style="list-style-type: none">• Fall<ul style="list-style-type: none">• Summarize data from assessment cycle 2 and submit Course Assessment Form (reporting portion)• Implement Course changes based on SLO assessment• Spring<ul style="list-style-type: none">• Competency Assessment• Review Department Missions and SLOs

Timeline

Career and technical education will be staggered with general education.



Academic Assessment Process

Course-Level Planning

Planning starts with reviewing the Department Assessment Plan, which includes the Department Mission and Learning. The mission states the purpose of the department and the outcomes state overall expectations of students taking any class within the department. The Department Assessment Plan maps all department courses to at least one of the SLOs under the department competency. Having all courses mapped to a SLO helps ensure that all courses are assessed at least once during the 5-year cycle.

Faculty in the department will choose at least one course objective from each course that is slated to be assessed under the SLO for the cycle (years 1-2 or 3-4). If multiple sections of the course are taught, all sections will assess the same course objective. During Fall faculty in-service, the planning portion of the Course Assessment Form will be completed by department faculty stating the Student Learning Competency, Student Learning Outcome, each course with the course objective being assessed and the method for which the course objectives are going to be assessed. Again, all sections of the same course should use the same method of assessment. However, not all courses need to use the same method (e.g., MATH 103 may choose to use accuracy on a test question, MATH 104 may use a project, and MATH 107 may use a pre-test/post-test comparison). Faculty will also be asked to state the expectations of the assessment and how the assessment results will be used.

Course-Level Reporting

Over the course of the two-year cycle, all faculty in the department are expected to collect data from each course being assessed using the method of assessment chosen on the planning form. During Fall faculty in-service, the data will be summarized on the reporting portion of the Course Assessment Form. Faculty are then able to analyze the results and compare the results to the expected outcomes on the planning form. If the outcome was not met, faculty will then make plans for improvement to meet the outcome during the next assessment period. Follow-up on these improvements will be summarized during the following assessment cycle. Faculty are also able to make assessment-related budget requests based on the findings and planned improvements to the course(s).

Competency Assessment

Competency Assessment is completed every five years. This measures how students are learning as they progress through the academic competencies. The goals of competency assessment are to ensure that the department's mission, goals, and student learning outcomes (SLOs) are being addressed across the courses offered in each department/program. This will empower instructors to identify ways that the courses linked to the competency can be improved. It will also drive changes to department/program missions, competencies, outcomes, and assessment plans. This will be documented on the Competency Assessment Form.

Onboarding new programs

Assessment is part of the process of adding a new program at DCB. When a new program is presented to Curriculum Committee, a program curriculum map is required.

If the program falls under an already existing department, any new courses for the program are added to the Department Assessment Plan.

If the program does not fall under an existing department, the program faculty meets with a member of the Assessment Team to create a Department Mission, Student Learning Outcomes, and a Department Assessment Plan.

Onboarding new faculty

New faculty meet with a member of the Assessment Team to learn the process of assessment at DCB. Topics to be covered include:

- Department/Program Assessment
- Course Assessment
- Competency Assessment
- Required Forms
- Cocurricular assessment (if applicable)
- Curriculum Mapping
- Types of Assessment

Cocurricular Assessment

Cocurricular programming at DCB seeks to enhance academic learning and provide a greater understanding of human diversity through community involvement, leadership opportunities, team building skills, and career readiness experiences.

Defining cocurricular groups

Cocurricular groups are defined as learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. At DCB, groups whose primary emphasis centers on teamwork, leadership, community, diversity, and/or career preparedness fall under the definition of cocurricular.

Cocurricular Student Learning Competencies

The student learning competencies guiding cocurricular programming at DCB exist within the General Education and CTE Competencies that guide academic student learning at DCB. During a 4-year long assessment academy project working with the HLC, cocurricular leaders were surveyed on the student learning they wanted to help foster in their activity. As a result, five major themes emerged, which were mapped to the general education competencies. Three competencies (and four corresponding learning outcomes) guide the assessment of cocurricular programs:

1. Competency 4: Communicates Effectively (**leadership/teamwork**)
 - a. Learning Outcome 4: Collaborates with others.
2. Competency 6: Demonstrates knowledge of social structures (**diversity**)
 - a. Learning Outcome 2: Examines the world of human diversity.
3. Competency 6: Demonstrates knowledge of social structures (**community**)
 - a. Learning Outcome 3: Recognizes human social structures.
4. CTE Competency 1: Employ industry-specific skills in preparation for workplace readiness (**career preparedness**)

Cocurricular Assessment Cycle

The process happens over a 2-year cycle. Year 1 involves planning, data collection and reporting. While year 2 focuses on implementing changes based on results from year 1.

Year 1	Year 2
<ul style="list-style-type: none"> • Fall planning <ul style="list-style-type: none"> • Finalize survey and validation method • Data Collection <ul style="list-style-type: none"> • Survey • Validate • Report 	<ul style="list-style-type: none"> • Feedback/Discussion • Identify changes based on survey results • Complete Cocurricular Action Plan Form • Implement changes

Timeline

Over the course of 2 years, groups will be staggered on their starting year, so not all groups will be on the reporting phase at the same time. Athletics will be grouped together and start in the same year and other groups will start their cycle the following year.

Group	Start Fall of Even Years	Start Fall of Odd Years
Baseball	X	
Clay Target	X	
Men's Basketball	X	
Men's Hockey	X	
Softball	X	
Volleyball	X	
Women's Basketball	X	
Women's Hockey	X	
Agrojacks		X
Intramurals		X
Leaderjacks		X
Phi Theta Kappa (PTK)		X
Student Nursing Organization (SNO)		X
Student Senate		X

Cocurricular Assessment Process

During year 1, the Assessment Team will schedule time to meet with the cocurricular leaders individually or in cohorts to plan the year of data collection. A self-assessment survey asks each student involved in a cocurricular activity to rate themselves on specific items related to the five areas identified above: leadership, teamwork, community, diversity, and career preparedness. Cocurricular leaders can add group specific questions to the survey. The survey will be administered at the completion of the semester/activity season. Once collected, the data will be validated using one of two methods. The first method is to have a small focus group of students be interviewed by a member of the Assessment Team. The second is to have the cocurricular leader complete the same self-assessment survey for each student participating in the cocurricular activity, based on their judgment of the student's development in the five areas. After all the surveys are administered and validations completed, the information is summarized by the Assessment Team and shared with the cocurricular leader.

During year 2, the leader and the Assessment Team meet to discuss the results of the survey and validation. They will also identify changes they might want to implement during the coming year based on the survey results. The proposed changes will be documented in the Cocurricular Action Plan form. A follow-up will be conducted at the beginning of the next cycle.

Onboarding new cocurricular groups

Onboarding new groups will generally fall into one of two processes: student organizations or athletics. Each process for beginning a cocurricular group will happen in a different way. However, regardless of the type of cocurricular, the group will start the assessment cycle once officially recognized as a student organization or athletic team.

- i. Student groups that are new to DCB will follow the process outlined in the Student Handbook to become a recognized organization on campus. The advisor to the group will work with the Assessment Team to follow the cocurricular assessment procedures.
- ii. Athletic groups that are new to DCB will follow a different process to become recognized on campus. This process will be outlined in the Athletic Department Handbook. The head coach or assistant coach will work with the Assessment Team to follow the cocurricular assessment procedures outlined in the assessment handbook.

Onboarding new cocurricular leaders

In the event of an advisor change or coaching change for a student group. The new advisor will work with the Assessment Team to follow the cocurricular assessment procedures outlined in the assessment handbook. Training on the cocurricular process will be provided for the individual replacing the prior advisor or coach.

Department Assessment Plan

Full-Time Faculty:

Department:

XX Department Mission Statement:

General Education Competency # __: _____

Student Learning Outcomes (SLO):

Students will:

1. _____

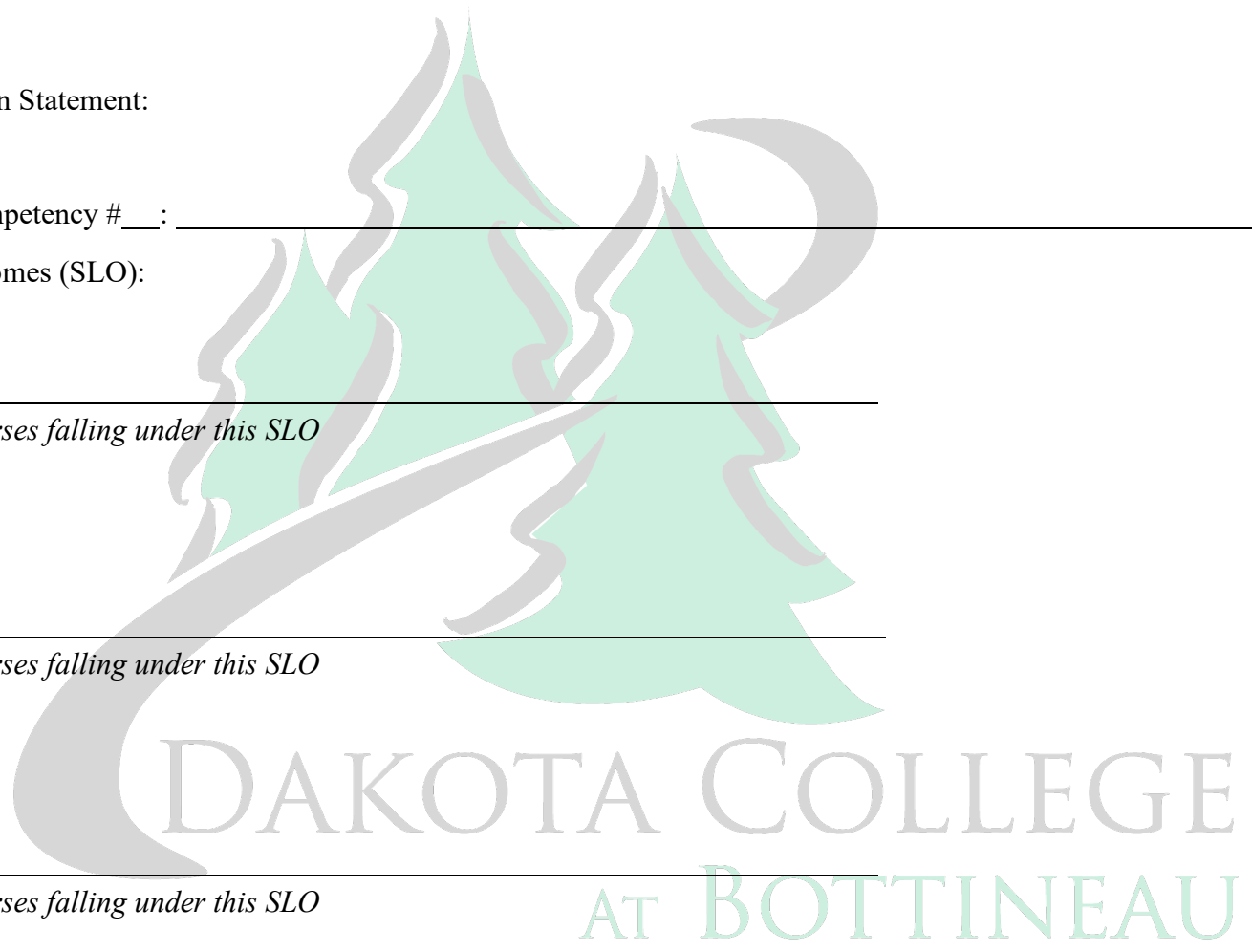
- *List courses falling under this SLO*
-
-

2. _____

- *List courses falling under this SLO*
-
-

3. _____

- *List courses falling under this SLO*
-
-



Course Assessment Form

Academic Department:	
Submitted by:	
Date Submitted:	
General Education/ CTE Competency:	
Department Student Learning Outcome (SLO):	

****Prior Assessment Cycle** Follow-up on Prior Action Steps/Assessment-Driven Change**

- *Course 1*
 - *Course Objective*
 - *Planned Improvement*
 - *Results*
- *Course 2*
 - *Course Objective*
 - *Planned Improvement*
 - *Results*

****Planning - New Assessment Cycle****

Cycle:	Fall 2024-Spring 2026
Course Objectives: <ul style="list-style-type: none"> • <i>only list classes that assess the SLO</i> • <i>list which course objective is being measured from those courses</i> 	<ul style="list-style-type: none"> • MATH XXX: Calculate... • MUSC XXX: Play the national anthem
Method of Assessment: <ul style="list-style-type: none"> • <i>Ex: rubric, pre-/post-test, test questions, etc.</i> • <i>Include desired goal/benchmark</i> 	

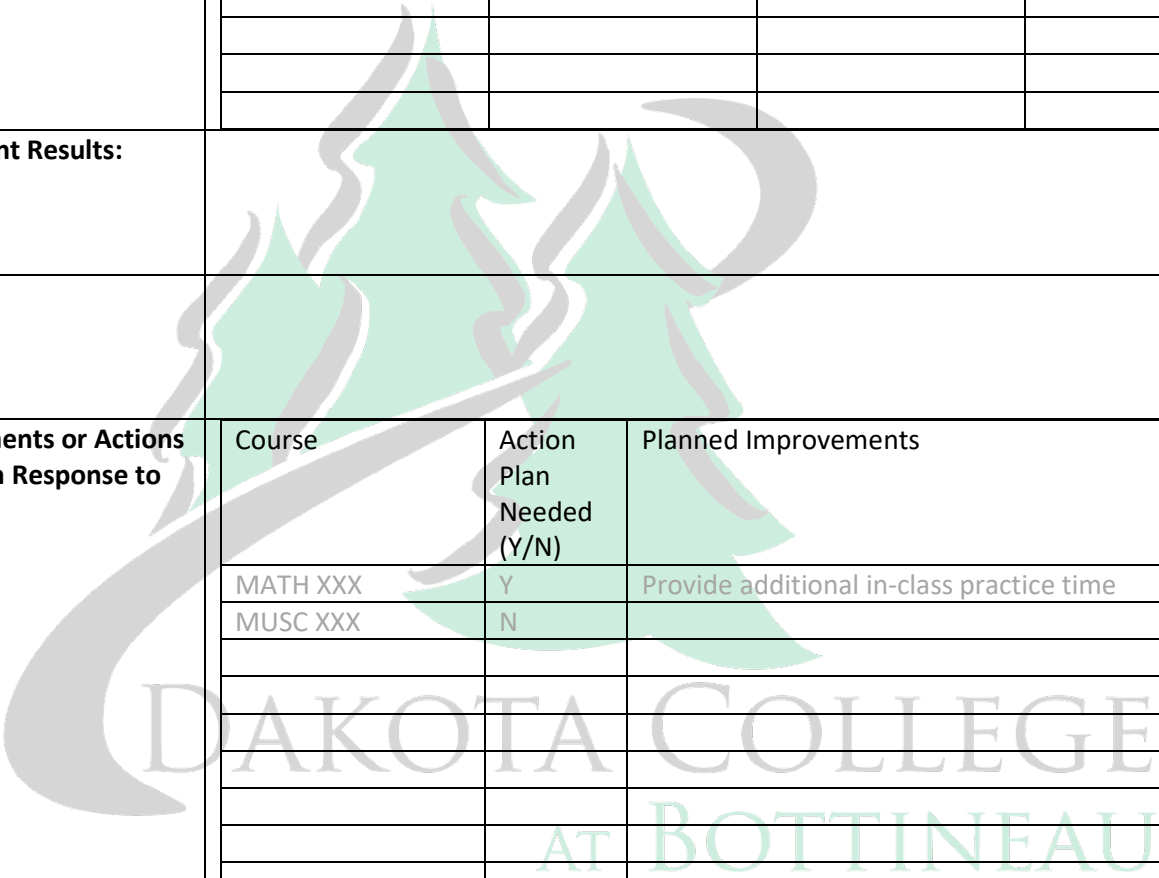
PAUSE until ready to report

DAKOTA COLLEGE
AT BOTTINEAU

Course Assessment Form

****Reporting****

Courses/Instructors Reporting: <ul style="list-style-type: none"> • <i>only list classes that assess the SLO</i> • <i>if no data for course - clarify if a class was offered but no enrollment, if no assessment data was submitted, or any other reason</i> 	Course	Instructor	Reported	Not Reported
	MATH XXX	Chisholm	X	
	MUSC XXX	Hendrix		X (no enrollment)
Assessment Results:				
Analysis:				
Improvements or Actions Planned in Response to Findings:	Course	Action Plan Needed (Y/N)	Planned Improvements	
	MATH XXX	Y	Provide additional in-class practice time	
	MUSC XXX	N		
Course Updates: <ul style="list-style-type: none"> • <i>List courses that have 20% or more materials updated in the last cycle; examples could be new textbooks, changing content or</i> 				



Course Assessment Form

<i>assignments to a large degree</i>	
Assessment Based Requests: <ul style="list-style-type: none">• <i>resources, support, professional development, etc</i>	



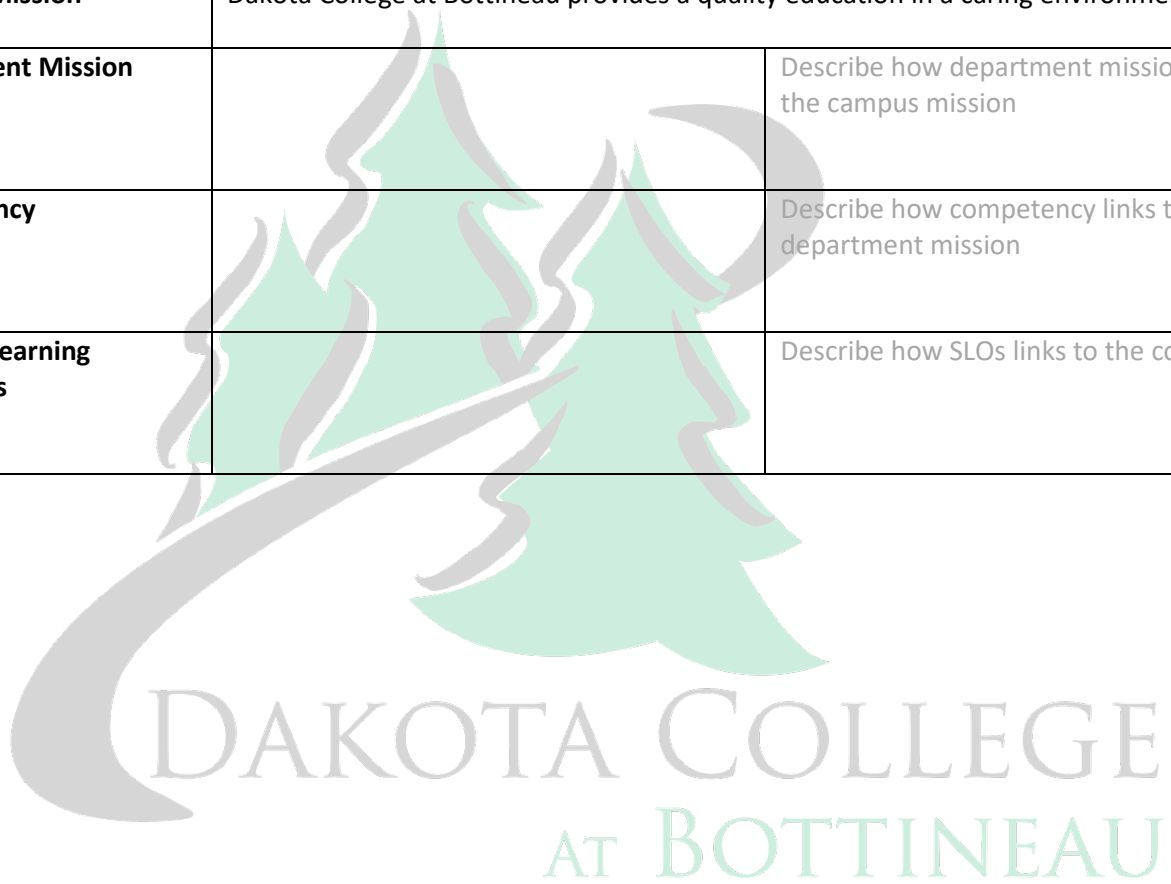
Competency Assessment Form

Competency Assessment measures how students are learning as they progress through the academic competencies. The goals of competency assessment are to ensure that the department’s mission, goals, and student learning outcomes (SLOs) are being addressed across the courses offered in each department. This will empower instructors to identify ways that the courses linked to the competency can be improved.

Academic Department:	
Submitted by:	
Date Submitted:	

****Link to Mission****

Campus Mission	Dakota College at Bottineau provides a quality education in a caring environment.	
Department Mission		Describe how department mission links to the campus mission
Competency		Describe how competency links to the department mission
Student Learning Outcomes		Describe how SLOs links to the competency



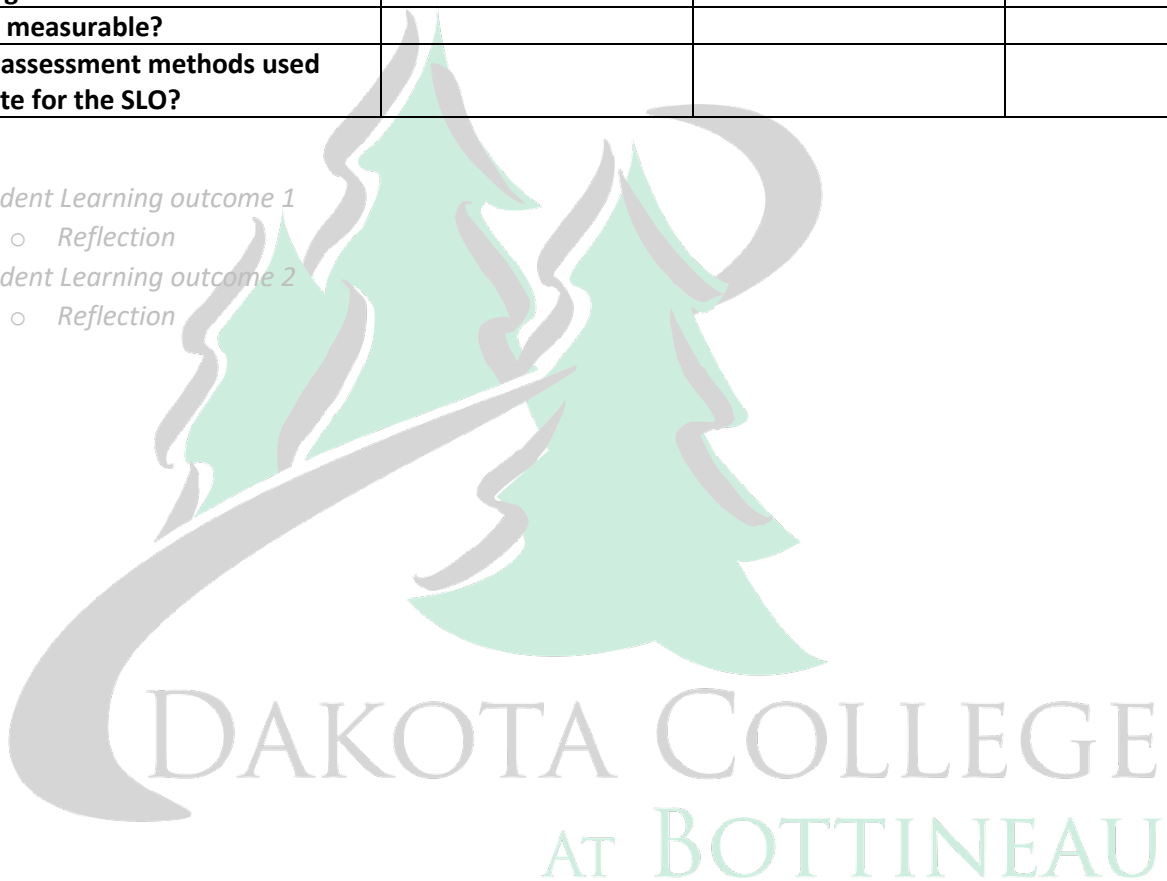
Competency Assessment Form

****Historical Assessment Cycles****

Total number of courses assessed by the competency:

Student Learning Outcome	LO 1	LO 2	LO 3
Was this LO Reported on in the last 4 years?			
Number of Courses Assessed by LO			
Number of Courses Reporting			
Number of Courses Not Reporting			
% of courses meeting benchmark			
SROI – materials in the course were challenging?			
Is the SLO measurable?			
Were the assessment methods used appropriate for the SLO?			

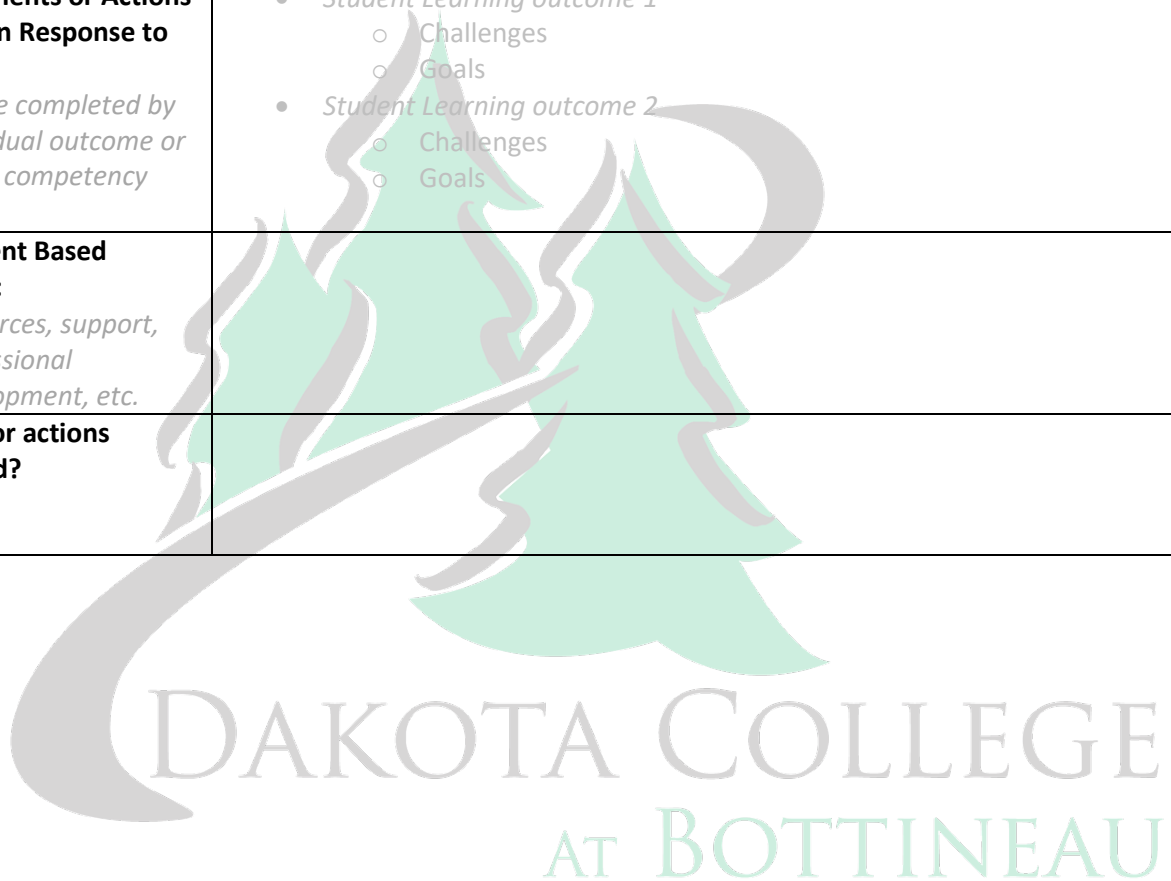
- Student Learning outcome 1
 - Reflection
- Student Learning outcome 2
 - Reflection



Competency Assessment Form

****Analysis****

<p>Competency Results/Findings:</p> <ul style="list-style-type: none"> • <i>Are there clear links from the campus mission down to the SLOs?</i> • <i>Is there sufficient reporting?</i> • <i>Are there gaps in LO assessment?</i> 	
<p>Improvements or Actions Planned in Response to Findings:</p> <ul style="list-style-type: none"> • <i>Can be completed by individual outcome or entire competency</i> 	<ul style="list-style-type: none"> • <i>Student Learning outcome 1</i> <ul style="list-style-type: none"> ○ Challenges ○ Goals • <i>Student Learning outcome 2</i> <ul style="list-style-type: none"> ○ Challenges ○ Goals
<p>Assessment Based Requests:</p> <ul style="list-style-type: none"> • <i>Resources, support, professional development, etc.</i> 	
<p>Were prior actions addressed?</p>	



Cocurricular Student Survey

How many semesters have you been in this cocurricular activity? _____

How many semesters have you been a college student (only count fall & spring semesters)? _____

How many DCB cocurricular activities have you participated in? _____

(ex: Athletics, Student Senate, PTK, clubs, etc.)

Rate the degree to which you agree or disagree with the statement presented.

	Not at all	Strongly Disagree	Slightly disagree	Neutral	Slightly Agree	Strongly Agree
Because of my involvement in Student Senate:	0	1	2	3	4	5
1. I'm confident in my ability to take initiative on a project.	0	1	2	3	4	5
2. I'm confident in my ability to motivate others.	0	1	2	3	4	5
3. I'm able to help resolve conflicts.	0	1	2	3	4	5
4. I'm confident to (respectfully) voice my opinion in a group setting.	0	1	2	3	4	5
5. I'm able to cooperate with others.	0	1	2	3	4	5
6. I can work together with others towards a common goal.	0	1	2	3	4	5
7. I am able to allow others to lead.	0	1	2	3	4	5
8. I have been encouraged to get involved in community events.	0	1	2	3	4	5
9. I have used resources in the community (off campus).	0	1	2	3	4	5
10. I am confident in my ability to intergrate into a new community.	0	1	2	3	4	5
11. I respect cultures, values, and opinions different from my own.	0	1	2	3	4	5
12. I feel I am part of the campus community.	0	1	2	3	4	5
13. I feel comfortable engaging in conversations about diversity, equity, and belonging.	0	1	2	3	4	5

Cocurricular Assessment Action Plan

Cocurricular Group:	
Submitted by:	
Date Submitted:	

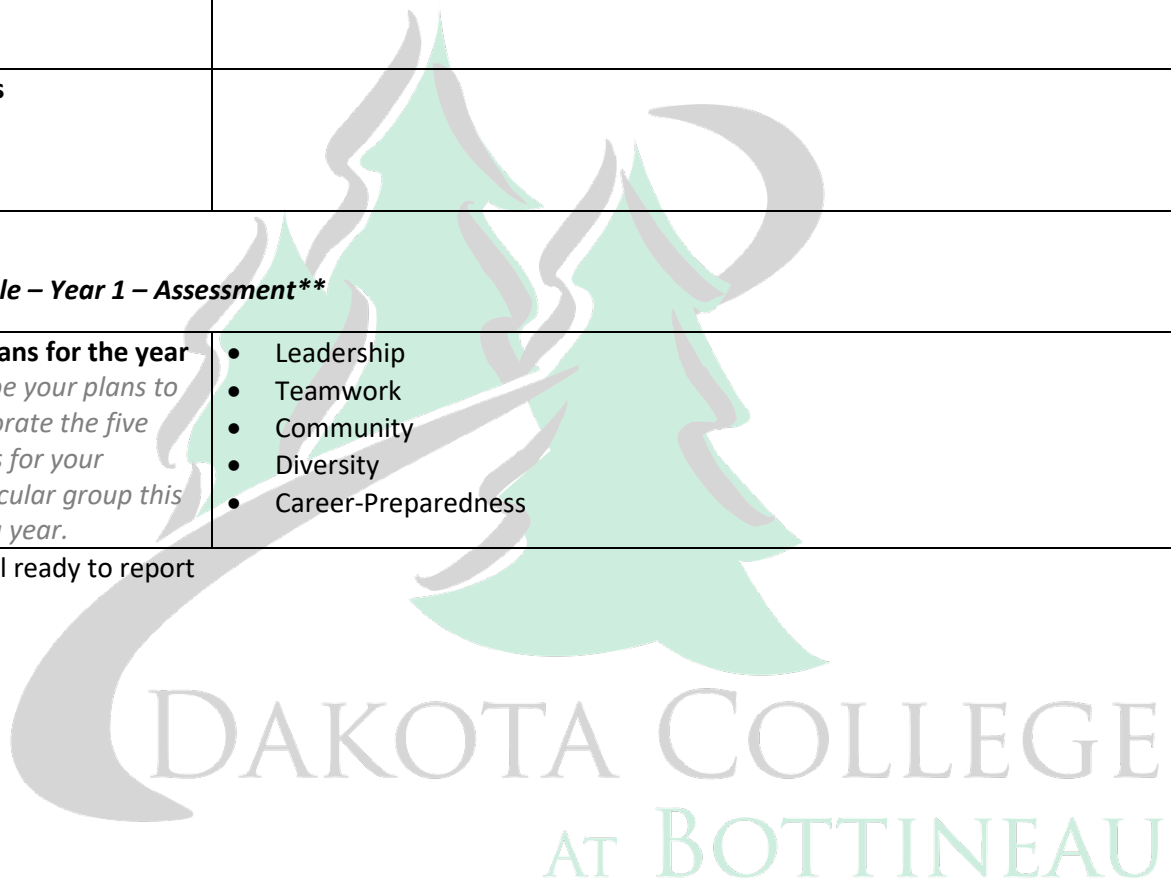
****Prior Assessment Cycle** Follow-up on Prior Action Steps/Assessment-Driven Change**

Summary of what was done & how it went	
Challenges	
Highlights	

****New Cycle – Year 1 – Assessment****

<p>Year 1: Plans for the year <i>Describe your plans to incorporate the five themes for your cocurricular group this coming year.</i></p>	<ul style="list-style-type: none"> • Leadership • Teamwork • Community • Diversity • Career-Preparedness
---	---

PAUSE until ready to report



Cocurricular Assessment Action Plan

Begin Reporting Here

****Year 2 – Analysis****

Results: <ul style="list-style-type: none">• <i>These will be found in report from Assessment Team</i>	
Analysis:	
Improvements or Actions Planned in Response to Assessment Findings:	1.
Assessment Based Requests: <ul style="list-style-type: none">• <i>resources, support, professional development, etc</i>	

