



# LEARNING ASSESSMENT AT HARPER

Harper College Board of Trustees  
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# Developing a Culture of Assessment

## 2007 HLC Comprehensive Evaluation – Assessment Finding

Needed to address:

- Standing assessment committee with timeline and goals
- Organizational oversight for assessment, documented assessment leadership
- Publicly available learning outcomes
- Processes and support for implementing program and Gen Ed assessment
- Financial & personnel support for faculty to engage in assessment activities
- Link Program Review with Outcomes Assessment results

# Developing a Culture of Assessment

Actions taken as a result of 2007 Assessment Finding:

- Created a shared governance committee for Outcomes Assessment
- Developed an Outcomes Assessment (OA) Office
- Included General Education and program learning outcomes on the external website
- Five-column model of assessment fully implemented and supported
- Professional development funds, Assessment Fellowships and Conference
- Updated program review manuals to incorporate outcomes assessment data

# Growth of the Assessment Culture

- 2010 Follow-up Report on Assessment
  - *HLC Response: “The progress report submitted by Harper College gives ample and convincing evidence of a mature assessment program that is effective in improving student learning and giving valuable insight into the strengths and challenges of current programming at the College. The College has responded well to the challenges of the comprehensive visit team and is commended for that success.”*

# Growth of the Assessment Culture

- Outcomes Assessment since 2010
  - Outcomes Assessment Manager (now Associate Director) hired to support the growing assessment and effectiveness work of the College
  - Comprehensive assessment plan for General Education Learning Outcomes
  - Assessment of the College through IEMs
  - Assessment of Strategic Plan goals and targets through Evaluation Plans
  - Assessment Conference (10<sup>th</sup> annual), Community of Practice, newsletter, blog, and workshops

# Current Assessment Culture

## ■ 2018 HLC Comprehensive Evaluation

- *Results: Continued accreditation with the next Reaffirmation of Accreditation in 2027-28. No findings or follow-up reports or visits.*
- Visiting team commented on our outstanding work in assessment

## ■ 2018 Excellence in Assessment Designee

- One of five colleges/universities and the only community college
- Recognizes colleges who successfully integrate assessment across campus and use results to guide decision-making and improve student performance.
- Harper received this recognition based on its strong work in general education assessment and improvement, its use of research and best practices, and its inclusion of a wide variety of stakeholders.

# Assessment at Harper

Assessment at Harper is comprehensive, and the annual cycle includes:

- All academic departments, through either program or course assessment
- General Education assessment is conducted in a random selection of sections
- Noninstructional departments

*The intent of learning outcomes assessment is to identify strengths and weaknesses and then implement changes in an effort to make meaningful improvements.*

# Course-level Assessment

- Departments without A.A.S. degrees and courses identified as part of the “0-15” initiative
- Participation rates have increased over time, reaching 100% in 2016-17 (26/26 departments)
- Example: Chemistry



# Program-level Assessment

- Departments with A.A.S. degrees or career certificates of 30+ credit hours
- Participation rates have increased over time, reaching 100% in 2015-16  
(37/37 departments)
- Example: Graphic Arts

# General Education Assessment

- General Education Outcomes: Communication, Critical Thinking, Diverse Perspectives and Cultures, Information Literacy, and Quantitative Reasoning
- All courses are mapped to General Education Outcomes
- Five-year cycle to ensure all outcomes are assessed regularly
- Assessments conducted using random selection, focusing on students nearing graduation
- Formal improvement plans are developed and implemented after each large-scale assessment

# General Education Assessment

- 2016-17 Diverse Perspectives & Cultures assessment:
  - Conducted in courses that meet the World Cultures and Diversity graduation requirement
  - Student skills did not reach the expected level
  - 41.7% of students stated they discussed these topics never, very little, or only outside of class
  - Improvement Plan focuses on faculty development (Community of Practice focus, Graduate Equivalency course, additional workshops, etc.)

# Continued Focus on Improvement

- Meaningful assessment requires use of results for improvement.
- Departments identify Use of Results when the criterion for success is not met; many departments make improvements even when the criterion is met.

## Priorities for FY2019

- Develop General Education Assessment Advisory Council
- Improve co-curricular learning assessment
- Continue efforts to communicate with both employees and students
- Expanding professional development
- Continue implementation of General Education assessments and improvements

# Questions