


Design, Analysis, and
Assessment of Learning
Workgroup Recommendations

Recommendations Submitted April 2020




MVCC
MOHAWK VALLEY COMMUNITY COLLEGE

1

DNA Workgroup Recommendations

- Goal Statement
- Main Recommendations
- Curriculum Development Recommendations
- Program Assessment Recommendations
- Other Considerations




Design, Analysis, and Assessment of Learning Workgroup -
Draft Recommendations

2

2

DNA Workgroup

- Aaron Fried & Timothy Thomas Co-Chairs
- Julie Dewan
- Gary Kulis
- Rosemary Mink
- Anna Radlowski
- Erica Brindisi
- Justin Rahn
- Sarah Lamb
- Marie Miknavich




Design, Analysis, and Assessment of Learning Workgroup -
Draft Recommendations

3

3

Workgroup Goal Statement:


- The **competencies** and **critical thinking skills** we want our program graduates to develop should be relatively constant over time. However, the **methods** by which they achieve these competencies have to be flexible and attentive to the changing **content or skill knowledge-base** students have when we encounter them and the changing realities of the world outside the classroom.

 Design, Analysis, and Assessment of Learning Workgroup - Draft Recommendations 4

4

MVCC College-Wide Competencies


- By the time of program completion, students will have demonstrated, at a level appropriate to their degree or certificate, the ability to:
 - Communicate effectively with others
 - Organize information, evaluate alternatives, distinguish fact from opinion and reach logical conclusions
 - Interact effectively within a diverse society
 - Think logically and solve quantitative problems by using various computational and other mathematical techniques.
 - Identify and locate information from a variety of sources and understand the related legal and ethical uses

 Design, Analysis, and Assessment of Learning Workgroup - Draft Recommendations 5

5

Workgroup Goal Statement:

- We are recommending a set of processes for curriculum development and assessment that ensures:
 - Changes to curriculum and changes to assessment are tied together.**
 - MVCC Core Competencies are the consistent basis that underlies program and course development and assessment and the MVCC Core Competencies should be reviewed periodically. For example, review of the competencies could occur in conjunction with Middle States Review.
 - The **content or skill knowledge-base** of the program, or course serve as a way to embed the MVCC Core Competencies in the program.
 - The process for change still has to have some flexibility to allow for the ability to make changes to established programs at an acceptable pace.
 - The overall process should become routine within academic schools so that regular participation becomes the norm but should not be so burdensome that that it overwhelms participants.

 Design, Analysis, and Assessment of Learning Workgroup - Draft Recommendations 6

6

Summary of Main Recommendations

1. College-Wide Curriculum Committee (CWCC) should drive curriculum development and a new committee, Program Assessment Committee (PAC), should drive program assessment and each school should have representatives in each committee.

Curriculum = content and instruction that supports the outcomes of a program

Assessment = measurement of how the program is meeting its intended outcomes



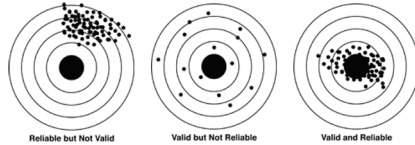
Design, Analysis, and Assessment of Learning Workgroup - Draft Recommendations

7

7

• In other words:

- Curriculum = Work to Set **Validity** of Program (Target)
- Assessment = Work to Measure **Reliability** Program Validity (How well you hit target)



- How do both areas get tied together?
- Program Learning Outcomes



Design, Analysis, and Assessment of Learning Workgroup - Draft Recommendations

8

8

Summary of Main Recommendations

2. New or heavily revised programs process should include a backwards design process

Pre-Planning Phase

PLOs are developed with Dean and AVP level support and in conjunction with CWCC and PAC supervision.

Planning Phase

School develops a program curriculum plan/map AND concurrently develops a program assessment plan.

Review Phase

CWCC reviews program to determine that program plan/map meets/supports PLOs.

PAC reviews program assessment plan effectively measures PLOs.



Design, Analysis, and Assessment of Learning Workgroup - Draft Recommendations

9

9

Summary of Main Recommendations

- Backwards Design means designing with the end in mind:


Start with the End in Mind

• Program Content	• Program Learning Outcomes	GOAL:
		College-Wide Competencies

Step 2: Determine Assessment
What would be the acceptable evidence that someone has met the PLOs?

Step 3: Plan Instruction
Select or design experiences with outcomes (SLOs) that support the PLOs

Design, Analysis, and Assessment of Learning Workgroup - Draft Recommendations


 www.mvcc.edu 10

10

Summary of Main Recommendations

3. Existing programs should be subject to continuous review and improvement cycles.


Both committees should review 20% of the colleges program each academic year and generate recommendations to the VPLAA, AVPs, Academic Deans, and Schools.

 www.mvcc.edu 11

11

Highlights of Program Planning and Development Recommendations

- Emphasis heavy on front-end analysis
 - Defining program purpose (career vs transfer).
 - Understanding program demand.
 - Cost analysis and career analysis.
 - Cost to school and student including time to benefit from program and ROI (i.e. does the career actually require many more steps than MVCC?)
 - Mapping programs beyond a 4 semester plan.
 - Map Course SLOs to PLOs
 - Plan programs with equity in mind.
 - Include areas outside of Academic Affairs that will be critical to program success in planning and development.

 www.mvcc.edu 12

12

Highlights of Program Assessment Recommendations

- Refine program assessment (and rename Ongoing Program Assessment).
- Create and develop a new committee to develop and refine assessment process.
- Program assessment should conform to a standard, but should take into account the different stakeholders for different programs.
- Work with relevant sources of data on campus to develop methods of data collection that are collected in a more ongoing process instead of compiled as needed.



Design, Analysis, and Assessment of Learning Workgroup - Draft Recommendations

13

13

Other Considerations

- General Education Courses and Math courses should be considered as a Program
 - Gen Ed should formalize a plan based on the OPA to determine effectiveness within Schools and Programs = Equity
 - Math faculty should work in an ongoing process to assess math pathways in programs and success in a course overall, but also how Math Pathways affect Schools and programs
- Standardizing data collection and retention methods
- Develop Program or Program Cluster Advisory Boards
- Develop consistent, current, and ongoing Professional Development to support Program Development and Assessment.



Design, Analysis, and Assessment of Learning Workgroup - Draft Recommendations

14

14