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## Saint Paul College-A Community & Technical College, MN Saint Paul College Project

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This Results Report reflects the activity of Saint Paul College-A Community & Technical College in Assessment Academy. It is not an official document of the Higher Learning Commission.

## Impact Report Part 2

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## Impact Report Part II

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**Q: Summarize the Academy Team's sustainability plan developed during the Results Forum.**

A: The Saint Paul College Assessment Academy Team developed five objectives for their sustainability plan:

1. Sustain and enhancing a culture of data driven decision making.

- Continue to develop multiple methods of support for how to reflect on the data and analyze it. This includes asynchronous and on-demand support one to one and with teams. Develop a “menu of options” for training/PD offerings.
- Update Program Review, Assessment, Planning & Budgeting Timeline PDF for assessment and program review due dates for FY22 and communicate through website, email, etc.
- Assessment celebrations and showcasing (storytelling, sharing examples).
- Close the loop and report out on how assessment has informed budgeting/resources.
- Strengthen introduction to assessment in faculty and staff onboarding for new hires

2. Strengthen our CLO Assessment Process

- Review/update CLO maps during Comprehensive Program Reviews.
- Integrate CLO data collection into PLO, course and CCLO data collection.
- Provide annual outreach, support, training and toolkit resources to faculty to collect CLO data.

3. SPOL V5 optimization (assessment data platform), training and professional development for end users. (APOLOGIES, I DO NOT KNOW WHAT IS HAPPENING WITH FORMATTING IN THIS PORTAL!)

- *Asynchronous and on-demand with 1-1 and teams/depts “menu of options” for training/PD offerings (linked to “use of data” training/PD).*
  - *Streamline and simplify assessment data entry steps/clicks/navigation for faculty and staff (shift focus from data collection to data use – faculty and staff only have so much time).*
  - *Reduce repetitive assessment data entry (data is entered once and it then populates all associated/mapped outcomes/programs).*
  - *Improve SPOL reporting to be able to highlight key data, graphics/dashboards for aggregate trends, data trends over multiple semesters/years, budgeting approvals/denials, etc. Explore distinctions/integrations between SPOL data and PR dashboards data. Honor uniqueness/customization across disciplines.*
  - *Linking assessment data and other data to planning and budgeting requests in SPOL and in our mindset and action plans.*

4. Clarify oversight, distinctions, and integrations between Assessment and Program Review.

5. Align our assessment of student learning work with our Anti-Racist Trauma Informed Institution (ARTII), Equity By Design and Equity 2030.

**Q: What are the next immediate action steps for continuing the work that the Academy Team launched in the Academy?**

A: We will be presenting our sustainability plan at the first fall Assessment of Student Learning Committee. This Committee is comprised of a cross-section of administration, faculty and staff. Through this committee we will receive feedback and finalize the plan.

**Q: How will the Academy Team ensure the administration's support for these future plans?**

A: The Academy Team, in partnership with the Assessment of Student Learning Committee and the Academic Effectiveness and Innovation division, will continue to communicate and provide feedback loops on the College's assessment work. Assessment of Student Learning is built into the College's new Program Review process, which guides the Planning and Budgeting Process for academic process. Integrating these systems will help ensure administration support for future work.

**Q: What steps need to be taken to keep faculty and staff engaged in ongoing assessment of student learning?**

A: Assessment of Student learning will continue to be a professional development topic at faculty and staff professional development days. It's integration into the program review and subsequently planning and budgeting will help ensure that this work continues. It is critical that there is ongoing communication and feedback loops on the success of assessment of student learning, as well as education on how it is tied to other critical planning processes.

Reviewed by **Sarah Carrico** on 07/16/2021 08:42 PM.

## Impact Report Part 1

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## Impact Report Part I

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**Q:What have been the Academy Team’s accomplishments while in participating in the program? Consider the range of successes, from the very specific (e.g., development of a rubric) to the more general (e.g. outcomes-based curriculum approval processes or faculty training program).**

A: While participating in the HLC Assessment Academy, Saint Paul College has built an entirely new assessment framework for college learning outcomes, program learning outcomes, course learning outcomes, and co-curricular learning outcomes.

**College Learning Outcomes (CLOs)**-A group of faculty and staff reviewed the College's eight CLOs. With college-wide input the CLOs were revised from eight to five: Communication, Creative & Critical Thinking, Global Citizenship & Civic Responsibility, Information & Technology Literacy, and Personal Responsibility & Life Skills. This group then developed rubrics for each of these CLOs. Faculty and staff are now using these rubrics to collect and report assessment data. This data is aggregated and then reviewed by the Assessment of Student Learning Committee. The Committee then makes recommendations for changes or improvements.

**Program Learning Outcomes (PLOs)**-All programs were guided through a review of their current program learning outcomes through a series of professional development in-service trainings. This included developing curriculum maps and linking them with learning outcomes and assessment plans. In fall 2019 semester alone, the Academic Affairs and Standards Council reviewed and approved faculty proposed learning outcome changes for 62 programs. Faculty can now speak to their program's assessment plan and they report and reflect on their results in their annual program reviews.

**General Education Assessment**-All general education faculty reviewed course learning outcomes within their discipline, developing discipline-specific course assessment plans for at least one course in their discipline. Collectively faculty created a signature assignment administered across all course sections to assess one or more course learning outcomes. All faculty teaching sections of the identified course use an agreed upon rubric to assess the assignment.

**Co-Curricular Learning Outcomes (CCLOs)**-Student Affairs staff members engaged in ongoing trainings on co-curricular assessment through retreats, small group meetings and individual consultation meetings. Through these activities and events, student affairs developed five co-curricular learning outcomes: Communication, Critical Thinking, Community Involvement, Goal Setting, and Navigating Processes. Departments evaluated if they have a direct role in impacting student learning, and subsequently developed an assessment plan to align with the identified CCLOs.

**Culture of Assessment**-Saint Paul College has truly transformed from a community where questions about student learning would be responded to with confusion, inconsistency, and irritation, to a place where faculty and staff can demonstrated a broad understanding of the value of assessment, sharing examples of assessment in their own work.

**Q: Looking back, reflect on the evolution of the Academy Project. What factors does the team feel most influenced how the project developed and changed?**

A: Saint Paul College faculty and staff wholeheartedly engaged in this work. Certainly one motivation was the College's HLC probationary status, with one of the reasons due to lack of assessment of student learning on campus. However, although the probationary status was certainly received by faculty and staff as a call to action, faculty and staff engagement and commitment blossomed as individuals and groups began to understand the true value of assessment of student learning frameworks.

As different areas of the college began to collect, review and analyze assessment data, rich conversations ensued about the data. In some cases the data was useful to inform future practices. In other cases, it was engaging in the process that made those involved realize that their learning outcomes or assessment plans needed to be revised. This prompted modification to learning outcomes and/or assessment plans.

**Q: What Academy Project tasks still remain unfinished? Bring this list of outstanding tasks to the Academy Results for further team discussion.**

A: The College has successfully completed all of its original Assessment Academy Projects. Next steps for assessment are now guided by the College's Assessment of Student Learning Committee.

**Q: How has institutional capacity for assessing student learning changed over time in the Academy?**

A: In 2018 Saint Paul College created a new unit, the division of Academic Effectiveness and Innovation (AEI). This was a realignment of existing positions along with new positions, including a Curriculum and Assessment Coordinator, Instructional Designer, Co-curricular Assessment Coordinator, Associate Dean of Faculty and Staff Development, and a Dean of the division. This new unit was tasked with leading the College's assessment work. The creation of this unit was critical for the sustainability of assessment of student learning work at the college. Faculty and staff look to AEI for support and leadership, as well as coordination of the collection and reporting of assessment data, along with support in analyzing it. Members of this unit coordinate the Assessment of Student Learning Committee, which has representation from across the college.

**Q: What evidence do you have that the Academy work is improving student learning? If needed, how might you go about collecting this evidence?**

A: Within two years of joining the Assessment Academy, Saint Paul College was placed on probation with the Higher Learning Commission, in part due to a limited and inconsistent assessment process and cycle. The College was required to provide extensive evidence on the progress made in developing an assessment of student learning framework, and the results.

Reviewed by **Sarah Carrico** on 06/06/2021 03:33 PM.