



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

Participation Start: 6/21/2017

Participation End: 6/17/2021

Date Completed: 6/8/2020

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Scholar(s): Rosemary Niedens

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.

Project Update 7

Update Questions

Q: Document any recent Academy Project progress. Identify any goals achieved that were outlined in recent posts.

A: Saint Paul College has been busy preparing and submitting (on October 12th) it's HLC Assurance Argument, in preparation for its December site visit. Criterion 4B is validating of the tremendous progress the College has made in the area of assessment. This fall the Assessment of Student Learning Committee, comprised of faculty, staff and administrators, reviewed assessment data and provided recommendations. This was a culminating moment, having the committee review summative assessment data for the first time, as a result of two years of work laying the groundwork for a new assessment model.

Program Learning Outcomes (PLOs)

When faculty returned from summer break, Academic Effectiveness and Innovation (AEI) team members has focused on actively reaching out to provide support and consultation regarding final FY20 PLO assessment data entry in SPOL. As of 9/18/20 here are the status numbers on PLO data entry in SPOL:

Over the first month of fall semester there was significant progress made in these numbers above. Below are the status numbers as of 8/31/20 for comparison:

Most of the remaining 129 outcomes without data entered are coming from a handful of programs where no data has been entered in any of the outcomes. .

A detailed visualization of PLO achievement (i.e. PLOs without data, PLOs target not met, PLOs target met) by program/credential was drafted (see attached) and shared with the Assessment of Student Learning Committee (minutes attached).

College Learning Outcomes (CLOs)

The assessment committee reviewed and evaluated FY20 CLO data visualizations. Several trends, action items and recommendations surfaced. In FY20, 97 classes/sections applied CLO rubrics and collected assessment data, alongside 9 Student Affairs departments. A condensed 2-page overview of FY20 CLO was developed according to committee recommendations (see attached).

Q: Revisiting recent posts, are there any outstanding tasks for the Academy Team to complete in the coming months?

A: There are currently no outstanding tasks for the Academy Team. Saint Paul College has reached a point where systems are in place to achieve sustainability on our model.

Q: How did you incorporate the feedback from the Third Year Mentor Consultation and previous postings?

A: Validation and encouragement from our third year mentor consultation has been very helpful in boosting our confidence that our work is on the right trajectory.

Q: What are the Academy Team's goals for the next six months?

A: Our Academy Team's goals for the next six months are to:

- 1) Successfully begin year 2 (FY21) of data collection using our centralized collection process
- 2) Increase the number of faculty who are able to collecting and report data independently or with minimal assistance
- 3) Collect data for programs that were unable to collect data in FY20, for a variety of reasons
- 4) Implement recommendations from the Assessment of Student Learning Committee
- 5) Continue a cycle of feedback between the faculty, AEI, administration, and the Assessment of Student Learning Committee

Q: What additional guidance is needed to see the Academy Project through to the end of the program?

A: None at this time.

Q: Now, in the final year, the Academy Team should begin to think about how the institution will continue to support and sustain improvement efforts without the structure of the Academy. What are some of your initial thoughts that the team has for continuing momentum post-Academy?

(Note: Formal sustainability planning will be facilitated at the Results Forum).

A: Saint Paul College's newly revised assessment model is sustainable with adequate document and staff support to continue on successfully post-academy.

Reviewed by **Sarah Carrico** on 10/21/2020 08:39 PM.

Consolidated Response

Q: What are some strengths of this project/Academy work? Why are these strengths?

A:

**Mary Blakefield**

Mentor

From Mary Blakefield, Mentor

St. Paul College has made significant progress through their time in the Academy. However, I am particularly impressed with the accomplishments in this posting. The attached documents provide data on the CLOs and PLO as well as detailed minutes from two meetings of the Assessment of Student Learning Committee. From the minutes, it is apparent that the campus assessment leaders are holding meaningful conversations about the process, the results and the meaning of the data. They mark this completion of year-one data analysis and discussion as a culminating moment and I agree with that.

The level of participation among the faculty is impressive for year-one data collection. Efforts are underway to push faculty participation in programs that have not yet begun the assessment process. For the CLOs I was particularly impressed to see that, for most of the outcomes, the achievement level of second-year students is greater than that of first-year students. This provides clear and convincing evidence of growth in student learning from one year to the next.

St. Paul's has deliberately spent time in creating a successful foundation of assessment. The conversations that are taking place will lead to greater participation in the process. With one year of data, the assessment team has identified trends, action items and recommendations for

improvement. All of these will continue to be key in sustaining their momentum after the Academy has concluded.

From Rosemary Niedens, Scholar

I agree with the summary of strengths provided by Mary Blakefield. Not only has the team integrated the value and process of assessment at St. Paul but the data learned is being effectively evaluated and should lead to implementation of any needed change. While the level of participation was not quantified, it appears that the majorities of areas did participate and there is a plan to work with those who did not for whatever reason.

In addition, I commend you on the clear data reporting that you provided. This level of clarity will continue to help your community understand and utilize what is learned.

Q: What remains unclear or what questions do you still have about this work to assess and improve student learning?

A:



Mary Blakefield
Mentor

From Mary Blakefield, Mentor

This posting was very clear, and the attached documents provided a detailed look at the data. The meeting minutes clearly identified the threads of the discussions and these helped to give me a more comprehensive understanding of where you are at this point in time. I realize that those documents may have been created to serve multiple purposes and multiple audiences, but now I wish all of the Assessment Academy schools could be so proactive. Good work!

As a side note, in one of the meeting minutes there was a mention about archiving program reviews. I just want to clarify that assessment is different from program review, although some institutions will include assessment information within program reviews as evidence of student learning. The overlap can sometimes create confusion, so be sure to ask Rosemary or me if you have questions about this point.

From Rosemary Niedens, Scholar

As mentioned in the section above and echoing Blakefield's comments, this was an exceptionally clear post. My only questions are:

*as stated by Blakefield, there is a potential for confusion when terminology such as program review and assessment are interchanged. I encourage you to decide where assessment belongs in program review at St. Paul.

*my second question relates to the last part of the question for this section. I know from your update that you are providing feedback to departments but how is what you are learning positively impacting students? This just wasn't

readily clear. Assessment without utilization of what is learned can quickly turn into an exercise that will be difficult to sustain.

Q: What are some critical things to which the institution should pay attention as it plans its work for the next six months?

A:



Mary Blakefield
Mentor

From Mary Blakefield, Mentor
The two documents with the (assessment) meeting minutes, as well as the list of goals provided in this posting, all identify items that seem logical and on-track for this point in the Academy. I don't have any additions to this list.

From Rosemary Niedens, Scholar
You have provided exceptionally clear information, it is true. I would again emphasize the importance of being able to show the "so what" type of reason to assess by documenting how the data is used. This will not only help with sustaining the exemplary program that you have implemented but can positively impact the success of your students.

Q: What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

A:



Mary Blakefield
Mentor

From Mary Blakefield, Mentor
St. Paul College is not requesting any additional resources at this time, and I don't see any obvious information gaps either. The project is moving along nicely and they have their ducks in a row.

From Rosemary Niedens, Scholar
I agree that you are moving forward very well. I do want to again offer to discuss the program review/assessment with you if you wish. Please feel free to reach out.
Looking forward to seeing your next update!

Reviewed by **Rosemary Niedens** on 11/15/2020 10:37 AM.