Assessment at MassBay

Past, Present & Future

MassBay
COMMUNITY COLLEGE

START HERE • GO ANYWHERE

Outline:

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1) Overview

2) Graduation Competency Assessment

3) Assessment embedded in Program Review

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Past

- Assessment fellows

- NECHE Self-Study & Visit (2015)
  o Focused evaluation with assessment as a priority (2017)

- Resources to develop a sustainable, faculty-led program of assessment

Present

- Faculty-led
  - Full-Time & Part-Time
  - Compensated

- Weekly Assessment Lunch

- Funding and staff to support faculty

- Graduation Competencies

- Program Review

Future

- Faculty Learning Communities in FY 24 and FY 25
  - Program Review (FY 24)
  - Center for Teaching and Learning (FY 25)

- Revise Graduation Competencies

- NECHE self-study narrative / site visit
  - Committees that include faculty & staff

Graduation Competency Assessment

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Graduation Competencies

Faculty and staff at the Massachusetts Bay Community College support and expect Associate degree graduates to become proficient in the following dimensions upon successfully completing their academic program:

1. **Written and oral communication**
   Graduates will explain, persuade, advocate, and argue effectively when engaged with a variety of audiences.

2. **Quantitative skills**
   Graduates will use a variety of mathematical tools and quantitative reasoning to solve problems and analyze complex challenges.

3. **Technological/computer/information science facility**
   Graduates will understand and use appropriately a variety of technological tools.

4. **Knowledge about the natural world**
   Graduates will use scientific knowledge and methodology to test, validate, and update their knowledge about the natural world.

5. **Diversity, Equity, and Inclusion**
   Graduates will analyze historical, organizational, institutional, political, and global systems of power and the complex ways that group and individual interactions impact self, community, and society. Graduates will identify the skills and strategies that they have for promoting equity, inclusion, and cultural sensitivity.

6. **Critical thinking and informed decision-making**
   Graduates will engage in ethical reasoning, integrative/systems thinking, and creative thinking to analyze and solve problems from multiple perspectives.

7. **Personal, social, and civic responsibility**
   Graduates will take responsibility for their actions, self-assess, self-advocate, collaborate, and develop community and civic awareness.

Faculty-led assessment

- Assignment Design Workshops

- Scoring teams

Graduation Competency Assessment

CT – model

Looking beyond just the CT course

WC – undergoing changes

Written communication across the curriculum

More aligned to the CT model

DEI – significantly revised in 21

Rubric designed in AY22

Assessed in year in AY23

AY24 revised based on faculty feedback from AY23 process

Improving things going forward

- Cycle of feedback – sharing results of the scoring back to the faculty who designed the assignments

- DEI – rubric revision with engagement from those involved in AY23

- Civic Engagement – build on this model but awaiting more from the Strategic Planning process

Assessment as part of Program Review

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Program Review / Annual Assessment

- 5 year plan / new template AY 24

- Feed into the annual report on student learning outcomes

- Reflection on the connections between program learning outcomes and Graduation Competencies

Curriculum Map: PLO	Graduation Competency supported by PLO	Course/ Learning Activity	Course/ Learning Activity	Course/ Learning Activity	Course/ Learning Activity	Course/ Learning Activity	Course/ Learning Activity

Does the Curriculum Map suggest a need to make changes to the **availability** and/or **sequencing of** courses so that students can achieve PLOs and Graduation Competencies within the program?

Embedded Assessment Planning

VII. **ASSESSMENT**

Use annual program assessments to complete this table. Table should reflect all years since previous program review.

YEAR	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/ evidence?	(6) Date of most recent program review (for general education and each degree program)
Year One						

Thinking about NECHE

- Preparing – mindful of our values / goals

  - Closing gaps in engagement across programs

  - Culture of faculty-led assessment

  - Including adjunct faculty at every level