TODAY’S PLAN

General overview and guiding principles of Outcomes Assessment (OA)

MMA’s Assessment Tool – Phases and Process

Demonstration of assessment tool

Ongoing Assessment Tasks

?’s
Provide a quality education primarily focused on marine related programs.

The curriculum will empower students to take on leadership roles, encourage rigorous self-discipline, promote curiosity, and provide graduates with skills and knowledge needed to succeed in the global economy.

Recently ranked #1 Public College based on quality of education and cost.
Nearly 1,000 students, 85% male - Offer Associate, Bachelor and Master degrees

Majors in Engineering, Science, Transportation, International Business/Logistics

NEASC, ABET accredited, and USCG approved for unlimited licenses
95% professional placement 2 months after graduation

The 25 Best Public Colleges - Maine Maritime ranked #1
The 25 Colleges That Add the Most Value - Maine Maritime ranked #4
http://time.com/money/3025341/colleges-that-add-the-most-value-moneys-best-colleges/
MMA’S INSTITUTIONAL OBJECTIVES

Upon completion of a degree, students should, at the appropriate level:

- Demonstrate competency in written and spoken English.
- Apply the scientific method.
- Apply fundamental concepts in mathematics.
- Be technologically proficient.
- Develop a global perspective of the humanities and social sciences.
- Gather, analyze, and interpret information.
- Demonstrate competency in their major.
- Explore and experience career paths in their program of study.
- Demonstrate and inspire ethical behavior.
- Develop skills to motivate others to achieve a common goal.
- Recognize environmental consequences of individual and professional decisions.

Students attaining these objectives will have the fundamental skills to support continued curiosity and life-long learning.
BACKGROUND AND PHILOSOPHY OF ASSESSMENT

Excellent education practice requires evidence
Assessment is well accepted and widespread in higher ed
  BUT we wish we didn’t have to do it!
Offers an opportunity and a challenge
Affirms value of consistent review
Leads to improved learning environments and overall institutional effectiveness
Tangentially – pleases NEASC, ABET, and USCG for MMA
PROVE WE ARE IMPROVING

Not an easy task

We assess more than we think, but less than we need

Worth the work to garner the results

Nothing shows effectiveness like data

Results inform decisions, provide leverage, and pave the way for change.
GUIDING PRINCIPLES OF ASSESSMENT

Measures what students have learned based on strategic plan, institutional objectives and program and course goals

Uses results to improve programs, to enhance learning and student success

Limits serendipitous, cavalier decisions and indefensible spending, hopefully!

Leads to sustained credibility
ENDLESS ASSESSMENT CYCLE

**Establish**
outcomes – What will you achieve? “Students will....;”

**Gather** data:
- essays,
- tests,
- SSI's,
- capstones,
- co-ops

**Identify**
concerns and/or possibilities

**Use results to**
Recommend improved changes

**Interpret and Record**
results

**Use results**
Recommend improved changes
KEY QUESTIONS FOR FACULTY AND STAFF

What are your goals?
Did you meet them?
How do you know?
What will you do with results?
What will students be able to do?

Example Goals:
Conduct and analyze a scientific experiment
Identify Wheels of Wellness
Analyze value of community service project at local school
Identify horns of an ethical dilemma
OUTCOMES ASSESSMENT TEAM (OAT)

In lieu of a director of institutional research the OAT was born –

Appointed by President and VP of Academic Affairs:
1 Chair
1 Representative from each major department/program

TASK:
Meet 12 times a year to provide:
  direction, structure, and oversight of assessment process
  includes academic and non-academic programs
Committed to student and program success
SUCCESSFUL ASSESSMENT NEEDS:

To be embedded in institutional culture that values reflection

To rely on administrative support for improvement efforts across campus

To be integrated with other reporting procedures

To use results to inform decisions and shape change at all levels

To count on campus cooperation

Then – improvement is hard to avoid
THINGS TO TEND

Fully integrate academic and non-academic data into the reporting process.
Track data in an action plan.
Revisit results and reinitiate need for action if necessary.
Submit appropriate documents into IAA – central storage.
Close the Loop to gain rewards.
Commit to the Ongoing Process – managing the culture of evidence.

Assess the assessment process.
THE MMA PROCESS OF OUTCOMES ASSESSMENT

- Institution and departments establish goals
- Professors establish goals for each course—aligned with those of institution and department
- Professors establish way to measure each outcome—assignment grade, particular project grade, or answer to a particular question
- Professors summarize the outcomes for all students in the course
- Professors make available to all their outcomes assessments
- The assessment is used by professor to change (or not) the course
- Reports available to professors, departments, deans
- Together all assessments are used to drive curriculum decisions
At MMA we recently implemented an online tool to assist professors with outcomes assessment.

### Outcomes Assessment

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<tr>
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<th>Minimum Grade</th>
<th>Assessment Forms</th>
<th>Expected Achieve Rate</th>
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Linked to databases that allow pull-down menus
Professors create, edit, and submit their assessments online via this tool
Next, course goals and method of assessment

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Course goals
I wrote these for my Technical Calculus class last spring

3 Goals

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<td>Select questions on final exam (#5)</td>
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Method of assessment
• Manual
• Grade-based
I used specific questions on the final exam to assess
Objectives

- How do my course objectives relate to the institutional and departmental goals?
Institutional and departmental objectives to which my course goals relate and the level of achievement for these objectives in my course.

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Institutional objectives and department objectives are in pull down menus. I also teach a course in problem solving with computers. The higher objectives for that course are shown (left).
The departmental objectives are shown for Tech Calc (left) and for Problem Solving (below).
At the end of the semester, I summarized the outcomes for each of my goals and proposed some action to take place before I teach the course again. These are listed under the sections entitled Narrative Assessment and Proposed Action.

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Here is where we are (brutally) honest about meeting the course goals.

Formalizes the assessment.

Serves as a promise or a reminder for next time I teach this course.

After a few iterations, we ought to be able to **Prove We Are Improving**

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THANKS TO THE OUTCOMES ASSESSMENT TEAM

Extraordinaire

Prof. Joceline Boucher
Prof. David Skaves
Assoc. Prof. Jessica Muhlin
Assoc. Prof. Mark Shaughnessy
Asst. Prof. Steve Cole
Asst. Prof. David Avery
Dr. Elizabeth True – Student Services
Deidra Davis – Dean of Students
Sarah Danser - Library Services
Dynnise Littlefield – IT
Prof. Sue Loomis, Chair – Assoc. Academic Dean
Are proactive and intentionally effective
Use outcomes as a tool for change

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