M3 Assessment:
- Manageable
- Measurable
- Meaningful
Cubic Measurement

The product of 1 or more base units

Presenters:
- Nancy Sweet, Dean of Workforce Institute, LLCC
- Sheridan Lane, Director, Culinary Program and Operations, LLCC & Department Assessment Coordinator
Assessment
Building an Assessment Culture and - One that works for Workforce!
M3:

Reduced Complexities
+ System that works for us
Increased buy in and data-driven decisions

>>Quality over Quantity!
Getting Started

“Level up” Outcomes
Introduce
Reinforce
Emphasize

Map Course Outcomes to Program Goals
Identify Assessment Measures

Outcomes
Digging IN

3-year cycle: YEAR 1

Collect Data
Analyze Data
PUT DATA TO WORK
Emphasis
Outcome
Review
Examples:

- Increase Active Learning opportunities or change delivery methods
- Use PAC feedback and expertise
- More student reflection (not all assessment means a grade)
Digging IN

3-year cycle: YEAR 2

Collect Data
Analyze Data
PUT DATA TO WORK
Reinforced Outcome Review
Digging IN

3-year cycle: **YEAR 3**

- Collect Data
- Analyze Data
- **PUT DATA TO WORK**
- **INTRODUCED**
  - Outcome
  - Review

*Business as usual*
Assessment Checklist:

**Before Learning Period Begins**
- I have reviewed my CLO's for this assessment cycle for each course I teach according to the assessment program file.
- When this course was previously taught and assessed, I have implemented any action items.
- My Course Schedule in the course syllabus indicates to students where assessments and CLO's are assessed.

**During Learning Period**
- I provide multiple opportunities (utilizing diverse learning modalities) for students to practice / interact with the CLO's.

**After Learning Period Ends**
- I collected and reviewed my assessment results in Canvas.
- I filled out the "Course Assessment Report Template" (this template). At least one indicator (I, R, or E) per CLO for indicated Assessment Cycle. Delete any unneeded CLO and/or indicator rows.
- Prepare for Mid/Semester Assessment review meeting with Dean and DAC to discuss assessment and action by completing template.

NOTE: It is strongly advised to ensure assessments are the following: Measurable, Manageable, and Meaningful. If they are not, or you are unsure, please seek guidance from either or both Dean & DAC to make adjustments.

<table>
<thead>
<tr>
<th>Course and Section Number</th>
<th>Year/Semester/MOD:</th>
<th>Number of Students</th>
<th>Date Completed</th>
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<table>
<thead>
<tr>
<th>Assessment Cycle (Highlight one):</th>
<th>Introduce</th>
<th>Reinforce</th>
<th>Emphasize</th>
<th>Make UP Cycle (x as E from cancelled SP1 class)</th>
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<tbody>
<tr>
<td>Course Learning Outcome</td>
<td>Measurement Tool</td>
<td>Benchmark</td>
<td>Benchmark Results</td>
<td>Action Plan</td>
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<tr>
<td>1.</td>
<td>Indicator 1.1</td>
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<td>Indicator 1.2 (If more than one assessment is listed)</td>
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Quick Check-In Meetings

- Empower instructors to take ownership of Action Plans.
- Ask powerful questions
- Find “A-Ha” Moments
- Celebrate wins!
Process to Improve

Continuous Quality Improvements
  Professional Development
  Equipment
  Technology
  Curriculum
  PAC Involvement
  EVIDENCE