Assessment Forms and the Diversity 3 Assessment Project
A resource for all part-time and full-time instructors

The purpose of this document is to inform instructors about assessment forms and the Diversity 3 (D13) Assessment Project.

The Assessment Form
The Assessment Form is the form that instructors use to document their instructional activities and assessment efforts, which most instructors will submit as part of their yearly self-evaluation. The instructional activity and assessment is based on a single course learning outcome or an Essential Competency (formerly known as General Education Outcome). Some division leaders allow instructors to choose which outcome they want to address on this form, while others may identify a specific outcome that all instructors in a particular discipline will address. The document that contains the assessment form includes guidelines that describe what types of information can be included in each section of the form.

The Assessment Form is located on the Assessment Committee (AC) SharePoint site in the section titled Faculty Assessment Form Resources. You can also find it on the new AC webpage at http://www.heartland.edu/ac/

Access to the SharePoint Site
Open an Internet browser (Firefox, for example) and type share.heartland.edu in the address box. That will prompt a box to appear on the screen where you will enter your employee username and password. Once in SharePoint, you can search for “assessment committee”. Click the link for the assessment committee workspace. You should see a section titled Faculty Assessment Form Resources, which contains the assessment form, sample assessment forms, and a special form for those who are required to complete an assessment form for the Diversity 3 Assessment Project this year.

Assessment Training
Training sessions are available and open to anyone who would like to learn or review the basics of assessing student learning. Adjunct instructors can complete and submit a data form for compensation if they attend one of the sessions. The sessions are listed on the last page of this document.

Diversity 3 (D13) Assessment Project
Part of the college-wide assessment plan is to answer the question “How well are our students learning the Essential Competencies (Diversity, Critical Thinking, Problem Solving, and Communication) across our curriculum?” Determining and documenting student achievement of the Essential Competencies is an important part of our continuous quality improvement plans, and it is also necessary for HCC’s accreditation.

To answer that question, the AC will collect student achievement data for the Essential Competencies. Rather than collect data on all competencies, the AC chose to focus on D13 this year because it is one of the most common competencies assessed across the curriculum.

D13 states, Students reflect upon the formation of their own perspectives, beliefs, opinions, attitudes, ideals, and values.

Page 3 contains information that instructors should consider prior to assessing and determining student achievement of that competency.

“Assessment is essential not only to guide the development of individual students but also to monitor and continuously improve the quality of programs, inform prospective students and their parents, and provide evidence of accountability to those who pay our way.”

What does this mean for you?
Anyone teaching a course with the DI3 competency will complete a Diversity 3 Assessment Form. Only Tier 1 Adjunct Instructors are exempt from this process. The assessment form for instructors teaching a course with DI3 is a slightly modified version of the traditional assessment form, and is titled Diversity 3 Assessment Form. It includes a final page where instructors indicate the number of students who performed at a green, yellow, and red level. These levels are defined on the form. This form, along with the assignment used to assess it, should be sent to Nick Schmitt (ICB 2107) for collection before the end of the Spring 2015 semester.

During next summer, a committee will examine the assessment forms and compute achievement data. This process will provide insights into the variety of ways that DI3 is assessed, check the validity of our assessment tools, and draw conclusions from the achievement data to determine the achievement level of DI3 among HCC students. Results will be shared at next fall’s All-College Best Practices.

Diversity 3 Assessment Form
The Diversity 3 Assessment Form is the form used specifically for the Diversity 3 Assessment Project. It is located on the AC webpage at http://www.heartland.edu/ac/ and the AC SharePoint site in the section titled Faculty Assessment Form Resources.

Training for Diversity 3 Assessment
Instructors are encouraged to have discussions about DI3 assessment with their colleagues. There are also drop-in times available specifically to provide assistance and feedback on DI3 assessment in 2401 Student Commons Building, the Instructional Development Center (IDC) at the following times. The last page of this document contains a list of available drop-in times. Because drop-in assistance is not a formal presentation or training session, there is no compensation available for participating.

Frequently Asked Questions

Do I have to complete a DI3 Assessment Form?
Only Tier 1 adjunct instructors are exempt from this project. If DI3 is listed as an outcome/competency in the master syllabus of a course you teach, then you have to complete the DI3 Assessment Form.

If the DI3 Assessment Form is anonymous, why does it have a place for the instructor’s name?
We left the place for the name on the form because some instructors want to submit one copy of the form for the DI3 Project and one copy for their yearly self-evaluation. You can simply leave the space blank on the copy that you submit for the DI3 project.

How do I send my form?
You can place a hard copy in Nick Schmitt’s mailbox (ICB 2100) or send an electronic copy. Of course, electronic copies are not anonymous if sent from your HCC email address, but you can be assured that your form will remain confidential - stored with all other forms with no personal identifiers.

Do I have to include the DI3 Assessment Form as one of the assessment forms that I submit with my yearly self-evaluation?
No. You can submit other assessment forms with your yearly evaluation packet, but you still have to submit a DI3 Assessment Form to Nick Schmitt (ICB 2107) by the end of the Spring 2015 semester.

If I teach a course with a Diversity 4 competency, does that mean I have to submit a DI3 Assessment Form for the DI3 Project, since those competencies are leveled?
No. You only need to complete a DI3 Assessment Form if DI3 is specifically listed in the master syllabus of the course you teach.
If I teach multiple courses with a DI3 outcome, do I have to submit a DI3 Assessment Form for each course?  

No. Choose one course, or you can combine data from all of them if you have used the exact same assessment. For example, if you teach three sections of the same course and you use the same DI3 assessment in all sections, you can submit one form but combine all of the data from each section in the data collection page of that form.

Who can I contact if I have more questions about assessment and assessment forms?  

Many instructors, division chairs, program coordinators, etc. are already very familiar with the assessment form, so you can consider asking for assistance from your colleagues. There are also a variety of dates and times this fall for basic assessment training and DI3 assessment training listed on last page. You can also contact the Assessment Committee Chair, Nick Schmitt at nick.schmitt@heartland.edu or (309) 268-8588.

There will also be a podcast available on the AC SharePoint site and webpage that will provide basic instructions for completing the DI3 Assessment Form. The podcast should be available for the start of the spring semester.

Considerations for Diversity 3 Assessment

Focusing on a single competency to assess student achievement across the curriculum should promote meaningful discussions among colleagues about the variety of instructional activities and course content related to DI3, the student work qualities needed to demonstrate proficiency of DI3, and how those qualities can be assessed accurately.

Considering what was learned from the Critical Thinking 2 Assessment Project last year, below are some important things to consider regarding the Diversity 3 Assessment Project. DI3 states: Students reflect upon the formation of their own perspectives, beliefs, opinions, attitudes, ideals, and values.

1. Notice that students are not simply stating their perspectives, beliefs, etc. The DI3 competency requires that students reflect upon the formation of those personal attributes. When the committee examines the DI3 Assessment Forms next summer, they will be looking for evidence that students have completed that task. There are many different ways that instructors can design an assessment to facilitate that type of task, depending on their discipline, their course, specific course content, etc. Discussions within disciplines might include:

- What could be considered a “perspective” in our discipline?
- What course content can be used to tie in with DI3?
- What kind of assignments can we develop, or have been used, to assess this?
- How will we know if students have reflected upon the formation of those personal attributes?

2. When determining student achievement of DI3, be sure that your evaluation of their achievement is based only on the DI3 qualities. For example, an assignment might include points that a student can earn for DI3 qualities, paper format, spelling, punctuation, etc. When determining how well students achieved DI3, you should not consider the points they earned for paper formatting, spelling, etc. To simplify the task of singling out DI3 achievement, you might consider developing a rubric with points for each component of the assignment, using only the points earned toward DI3 as the basis for determining student achievement of DI3.

Thank you for participating in this important assessment project! A training schedule is on next page.
Assessment Training

All sessions are located in 2401 Student Commons Building, the Instructional Development Center (IDC).

Drop-in Assistance for Diversity 3 Assessment

If you would like to ask specific questions or get feedback on your assessment idea, the drop-in sessions are the perfect option for you. Because drop-in assistance is not a formal presentation or training session, there is no compensation available for participating.

- Tuesday, November 4th 2:00 – 3:00
- Tuesday, November 11th 2:00 – 3:00
- Monday, November 17th 11:00 – 12:00
- Wednesday, November 19th 11:00 – 12:00
- Wednesday, December 3rd 2:00 – 3:00
- Friday, December 5th 11:00 – 12:00

The Basics of Assessing Student Learning

This is a one-hour training session. Adjunct instructors will be compensated for participation in this training. This session includes a presentation about assessment and time for questions. Topics include:

- Assessment defined
- What to assess (Course Learning Outcomes and Essential Competencies)
- Types of assessments (methods and purposes)
- Additional resources

- Friday, November 7th 10:00 – 11:00
- Thursday, November 13th 2:00 – 3:00
- Friday, November 21st 10:00 – 11:00
- Friday, December 5th 10:00 – 11:00