

**Degree/Certificate: Challenge Course Management and Leadership**

**Major/Option:**

**Submitted by: Chris Cindric**

**Date: July 22, 2014**

**Part I – Program SLO Assessment Report for 2013-14**

**Part I – for the 2013-14 academic year:** Because Deans have been asked to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

“Students will learn technical skills for low and high elements including equipment use, retrieval and maintenance, various belay techniques, systems and transfers, course set-up, breakdown and inspection, rescue, knot tying and self-belayed climbing skills.”

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

\_\_\_\_\_ *SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;*

\_\_\_\_\_ *SLO is met, but with changes forthcoming;*

X *SLO met without change required*

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

Three primary assessments were used to evaluate the above Student Learning Outcome.

- **Assessment #1—Knot Tying test—both written and practical.** Assessment tests a student’s ability to properly tie appropriate knots as well as a written test covering details on terminology, application, use and inspection. Test is used because it directly relates to SLO and meets assessment requirements of that SLO. Test is implemented during the RCLS 352 Technical Skills class.
- **Assessment #2—Operating Procedures test—both written and practical.** Assessment tests a student’s ability to properly operate both high and low elements. Test is used because it directly relates to SLO and meets assessment requirements of that SLO. Test is implemented during the RLCS 352 Technical Skills class.
- **Assessment #3—Self-Belayed Skills test—practical.** Assessment tests a student’s ability to properly execute self-belayed skills through practical application. Test is

used because it directly relates to SLO and meets assessment requirements of that SLO. Test is implemented during the RCLS 352 Technical Skills class.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.
  - a. Findings:
    - Assessment #1—83% average on this assessment.
    - Assessment #2—97% average on this assessment.
    - Assessment #3—98% average on this assessment.
  - b. Analysis of findings:
    - Assessment #1—Students performed lowest on this assessment of the three. Students scored lower on written portion of assessment than on practical skill portion.
    - Assessment #2—Students performed well across the board on this assessment between both the written and practical skills assessment portions.
    - Assessment #3—Students performed extremely well on this practical skills assessment. Lowest score was a 95%.
5. **What program changes will be made based on the assessment results?**
  - a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).
    - Based upon the results of the assessments I will look to integrate more support for written assessment. The challenge course curriculum is very hands-on, so most class time is spent learning practical skills. It is apparent the class also needs to incorporate opportunities to express learning in a written format.
  - b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.
    - I will incorporate a written online component through Canvas for the 2015 RCLS 352 course.
6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.
  - Primary revision of the assessment process will be incorporating an online writing component through Canvas that will allow students to

practice writing technical skills language and explanations prior to taking tests. Much of what is taught is in a practical format so it is apparent students need more time writing what they are learning, not just doing.

**NEW: PART II – CLOSING THE LOOP**  
**FOLLOW-UP FROM THE 2012-13 PROGRAM ASSESSMENT REPORT**

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2012-13, and then describe actions taken during 2013-14 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

**Working definition for closing the loop:** *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. **Student Learning Outcome(s)** assessed for 2012-13

N/A

2. **Strategies implemented** during 2013-14 to improve student learning, based on findings of the 2012-13 assessment activities.

N/A

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

N/A

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

N/A