Streamlining Assessment: Connecting Course and Program Outcomes

Professional Development Week
Spring 2013
Agenda and Goals

- Introductions
- Assessment of Student Learning
- Current Assessment of SLOs
- Mapping Outcomes
- Discussion of Possibilities

Goals
- Leave today with some ideas about how to collect Student Learning data to meet multiple goals
Introductions

- Background
- Ideas about Assessment

Your Turn
- Name
- Department
- Courses or Outcomes
- Concerns or Questions
Assessment of Student Learning

- Assessment is the systematic collection and analysis of information to improve student learning (and teaching).
- Part of the professional obligation of teaching.

Assessment Loop

1. Set goals, ask questions
2. Gather evidence
3. Interpret findings
4. Use for improvement
Assessment of Student Learning

Why?

- Provides feedback to faculty and departments
- Allows for regular improvement
- Frame for students what they should be learning and your expectations
- Helps students articulate what skills they’ve developed here at CCP once they leave
- Answers the question “Why are we learning this?”
Assessment of Student Learning

- Every course has student learning outcomes associated with it
- Each year, 20% of outcomes should be assessed
- What would a student look like, act like, think like if this outcome was successfully met?
Student Learning Outcome
Upon successful completion of this course, students will be able to:

- Explain the standard archaeological methodologies for data collecting: excavation and survey.
- Apply the techniques used for relative and absolute dating and archaeological stratigraphy to appropriate contexts.
- Explain how recovered artifacts and architecture can be employed and analyzed to interpret ancient social, political, economic, and other cultural patterns.
- Describe in broad outline the history of archaeology and the different interpretive models that have been used to study the past.

Quiz 1: Questions 2, 4, 5
Final Exam: Questions 1, 6
Term Paper: Rubric
Develop designs that manifest rudimentary awareness of human factors (ergonomics, cultural traditions, class and gender) in architectural and interior design, and products and processes associated with adaptive reuse of existing structures.

**Conclusion:** 83% of students achieve this outcome at either an “excellent” or “good” level.

### Current Assessment

<table>
<thead>
<tr>
<th>Course Outcome</th>
<th>Observable Data Point</th>
<th>Degree of Achievement (% of students performing at level)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Poor 0-20%</td>
</tr>
</tbody>
</table>
| Develop designs that manifest rudimentary awareness of human factors (ergonomics, cultural traditions, class and gender) in architectural and interior design, and products and processes associated with adaptive reuse of existing structures. | Juried Review  
- Appropriately integrates design products (function, size, etc.)  
- Design manifests concern for human form and scale  
- Work references important cultural elements  
- Design makes good use of existing architectural elements (if applicable) | 1/38 (3%) | 6/38 (16%) | 16/38 (41%) | 15/38 (39%) |
| Instructor Observation  
Appropriately integrates design products (function, size, etc.) | 1/14 (7%) | 1/14 (7%) | 4/14 (29%) | 8/14 (57%) |
Connecting the Dots

- In theory, there should be a relationship between course level student learning outcomes and those developed at the program level.
Course → Program → College

Identify different types of groups and the appropriate leadership style to employ.

Demonstrate leadership skills such as cutting off, drawing out and dealing with difficult group members.

Demonstrate a working knowledge of basic group concepts i.e. membership, norms, roles, conflict management, decision-making.

Diagnose the needs of a group and recommend appropriate intervention strategies.

Design activities for a treatment group and lead the group.

Describe the stages of group development and recommend appropriate activities for each stage.

Strengthen his/her ability to be a productive member of a group.

Discover a stronger professional identity through personal growth experience.

Develop self within the ethical and culturally sensitive standards of helping.

Distinguish the major theories that inform multidimensional practice.

Demonstrate the ability to use common helping skills, critical thinking and written, oral and computer communications.

Discover a stronger professional identity through personal growth experience.

Effective Communication

Critical Thinking

Information Literacy

Quantitative Reasoning

Scientific Reasoning

Responsible Citizenship

Technological Competence
A Modest Proposal

- If we collect data with all the levels in mind, we can potentially accomplish several goals:
  - Limiting extra work
  - Limiting additional student contact (surveys, tests, etc)
  - Movement toward a more integrated understanding of when and where students are learning what
  - Would also help programs with learning outcomes outside their purview
What we would need

- Data to be collected regularly (i.e. each semester)
- Very clear connections between data collected and the multiple levels it will be used for
- Consistency within and across courses
- A data storage process to hold data at the student and course level
- A greater level of comfort in sharing
<table>
<thead>
<tr>
<th>COURSE</th>
<th>Writing Intensive</th>
<th>Interpretive Studies</th>
<th>American/Global Diversity</th>
<th>Course Level Outcome(s) Associated with Core Competency Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 230</td>
<td>X (FL 11)</td>
<td>X</td>
<td>X</td>
<td>Humanities</td>
</tr>
</tbody>
</table>

- Paraphrase texts orally and in writing. (EC)
- Produce 3000 or more words in response to texts in the form of response papers, essays, exams, and other writing. (EC)
- Read, analyze, and interpret major Asian literary works from a variety of cultures, periods and social contexts. (RC) (CT)

| English 232 | X (FL 11) | | | Humanities | EC, CT |

- Paraphrase texts orally and in writing. (EC)
- Produce 3000 or more words in response to texts in the form of response papers, essays, exams, and other writing. (EC)
- Read, analyze, and interpret a variety of American and foreign plays. (CT)
## Museum Paper Rubric

Plagiarized: If paper contains plagiarized material it will receive a score of “0” points

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductory paragraph identifies the artwork (title, artist, date, medium) and gives a thesis statement.</td>
<td>Unsatisfactory: 0  Below Average: 5  Average: 6-7  Good: 8-9  Excellent: 10</td>
<td></td>
</tr>
<tr>
<td>Artwork not identified; thesis statement not present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artwork identified; Thesis statement present but does not relate to the content of the paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artwork fully identified; Thesis statement is present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artwork is fully identified. Thesis statement is present and relates to the content of the paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artwork is fully identified. Thesis statement is present and relates to the content of the paper. Thesis statement exceeds scope of course requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Describe, without interpretation, what is depicted in the artwork including any identifiable iconography.</td>
<td>Unsatisfactory: 0  Below Average: 5  Average: 6-7  Good: 8-9  Excellent: 10</td>
<td></td>
</tr>
<tr>
<td>No description at all.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One or two descriptive statements: “There is a cow.” “There is a blue line.” Not enough description for the reader to envision the major aspects of the work being discussed. Some interpretation: “the girl looks sad”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artwork is fully identified. Thesis statement is present and relates to the content of the paper. Thesis statement exceeds scope of course requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify the Elements of Design: line, shape, color, texture, value, and space present and analyze how they are used in the work.</td>
<td>Unsatisfactory: 0  Below Average: 5  Average: 6-7  Good: 8-9  Excellent: 10</td>
<td></td>
</tr>
<tr>
<td>No analysis at all of the elements of art.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 3 elements of art discussed; analysis is not correct in all aspects. No examples from the work are used to support statements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three elements of art are addressed; the analysis is correct. Each statement is defended by one example within the context of the artwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four or more elements of art addressed and analyzed correctly. Each statement is defended by one or more examples within the context of the artwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 5 elements of art are addressed and analyzed correctly. Each statement is defended by one or more examples within the context of the artwork.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Museum Paper Rubric

| # Un satisfactory | % Unsatisfactory | # Below Average | % Below Average | # Average | % Average | # Good | % Good | # Excellent | % Excellent | # No Response | % No Response | Total Response | Mean | Mean |
|------------------|------------------|----------------|----------------|----------|----------|--------|--------|------------|-------------|--------------|---------------|---------------|---------------|------|------|
| 1. Introductory paragraph identifies the artwork (title, artist, date, medium) and gives a thesis statement. | 9 | 9.28% | 42 | 43.3% | 15 | 15.46% | 19 | 19.59% | 12 | 12.37% | 53 | 35.33% | 97 | 6.07 | 5.0 |
| 2. Describe, without interpretation, what is depicted in the artwork including any identifiable iconography. | 11 | 11.34% | 28 | 28.87% | 21 | 21.65% | 18 | 18.56% | 19 | 19.59% | 53 | 35.33% | 97 | 6.37 | 6.0 |
| 3. Identify the Elements of Design: line, shape, color, texture, value, and space present and analyze how they are used in the work. | 10 | 10.75% | 15 | 16.13% | 23 | 24.73% | 27 | 29.03% | 18 | 19.35% | 57 | 38% | 93 | 10.4 | 11.1 |
| 4. Identify the Principles of Design: Unity, variety, emphasis, proportion/scale. | 15 | 16.13% | 25 | 26.88% | 19 | 20.43% | 18 | 19.35% | 16 | 17.2% | 57 | 38% | 93 | 13.38 | 15.0 |
Student Core Competency: Communication

Performance, Including Repeated Students

<table>
<thead>
<tr>
<th>Number of Criteria</th>
<th>Number of Assessments</th>
<th>Number of Students Assessed</th>
<th>% Excellent</th>
<th>% Good</th>
<th>% Average</th>
<th>% Below Average</th>
<th>% Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>6</td>
<td>584</td>
<td>29.41</td>
<td>22.10</td>
<td>18.98</td>
<td>14.50</td>
<td>15.01</td>
</tr>
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</table>

Performance, Without Repeated Students

<table>
<thead>
<tr>
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<th>% Below Average</th>
<th>% Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>6</td>
<td>571</td>
<td>28.91</td>
<td>21.82</td>
<td>19.47</td>
<td>14.43</td>
<td>15.37</td>
</tr>
</tbody>
</table>

Breakdown [this data will relate to the data in table 1]

<table>
<thead>
<tr>
<th>Total # of Students Measured ONCE</th>
<th>Total # of Students Measured 2-3 TIMES</th>
<th>Total # of Students Measured 4-5 TIMES</th>
<th>Total # of Students Measured MORE THAN 5 TIMES</th>
<th>Total # of Students Measured TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>571</td>
<td>584</td>
<td>1765</td>
<td>559</td>
<td>194</td>
</tr>
</tbody>
</table>
Discussion

• What might be the challenges to implementation of this here?

• Are there benefits?

• Is this something that folks are interested in?