

*Improving Student Learning
Based Upon Assessment Results*

*at
Inter American University*

February 24 - 25, 2005

by
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<p>AGENDA FOR TWO DAY WORKSHOP</p> <p>PRESENTED BY INSTITUTIONAL EFFECTIVENESS ASSOCIATES</p> <p>AT THE INTER AMERICAN UNIVERSITY</p>
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First Workshop Day – February 24, 2005:

9:00 – 9:50 am Understanding the Requirements for Institutional Effectiveness/Improvements of Student Learning Based Upon Assessment

Building an Implementation Model

10:00 -11: 10 am Formulating Student Learning Outcomes
 10: 00 – 10:30 am How to Do It –
 10:30 – 10:45 am Break
 10:45 – 11: 05 am Practice Doing It – (At table assignment – self check with the check list)
 11:05 – 11:10 am Answering Questions

11:10 – 4:00 pm Means of Assessment
 11:10 – 12:00 noon Identification of Means of Assessment
 12:00 – 1:00 pm Lunch
 1:00 – 1:45 pm Effective Use of Rubrics as a Locally Developed Means of Assessment
 1:45 – 2:00 pm Break
 2:00 – 3:15 pm Building a Rubric Exercise – Group Work
 3:15 – 4:00 pm Discussion and Critique of Rubric Exercise

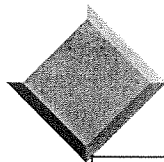
Second Workshop Day – February 25, 2005:

9:00 – 10:30 am Assessment of General Education – Examining the Issues

10:30 – 10:45 am Break

10:45 – 3:00 pm Developing an Assessment Plan
 10:45 – 11:20 Putting the Assessment Plan Together
 11:20 – 12:00 noon Creating an Assessment Plan – Part I (Student Learning Outcomes) – Group Exercise
 12:00 – 1:00 pm Lunch
 1:00 – 2:00 pm Continuing Exercise - Creating an Assessment Plan – Part II (Identifying Means of Assessment and Criteria for Success) – Group Exercise
 2:00 – 2:15 pm Break
 2:15 – 3:00 pm Discussion and Critique of Assessment Plan Exercise

3:00 – 4:00 pm Closing the Loop Through Improvements in Student Learning



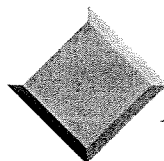
*Improving Student Learning Based
Upon Assessment Results at
Inter American University*

February 24 – 25, 2005

Presented by

Dr. Jim Nichols

Ms. Karen Nichols



*Middle States Commission on Higher
Education Characteristics of Excellence*

Standard 14: Assessment of Student Learning

“Assessment of student learning demonstrates that the institution’s students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals.”

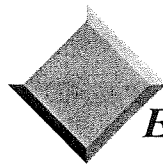


*Middle States Commission on Higher
Education Characteristics of Excellence*

Standard 14: Assessment of Student Learning

**Fundamental Elements of Assessment of
Student Learning**

- * “Articulated learning goals or objectives at various levels (institution, degree/program, course)
Institution Choice of Level Permitted
- * A plan that describes outcomes assessment activities being undertaken by the institution,

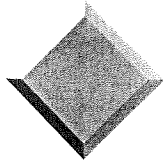


*Middle States Commission on Higher
Education Characteristics of Excellence*

Standard 14: Assessment of Student Learning

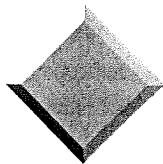
**Fundamental Elements of Assessment of
Student Learning (Continued)**

- * Evidence that assessment information is utilized to improve teaching and learning:
- * Documented use of assessment information as part of institutional assessment.

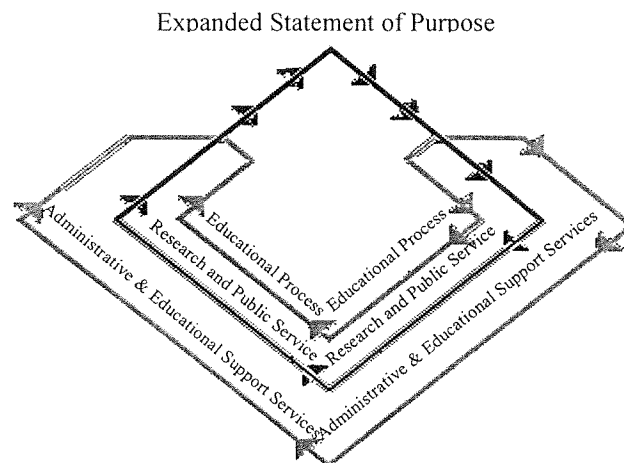


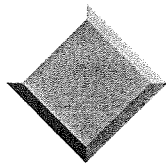
The Implementation of Institutional Effectiveness or Assessment Activities

- The Reason - **Improvement of Student Learning and Institutional Support Services**
- The Occasion - **Regional Accreditation**



The Institutional Effectiveness Paradigm





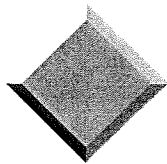
Terms Used in Planning and Assessment

Institutional Level Intentions

Statement of Purpose....Expanded Statement of Purpose (ESIP)

Mission

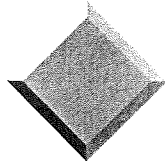
Institutional Goals



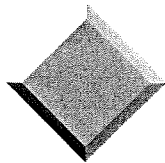
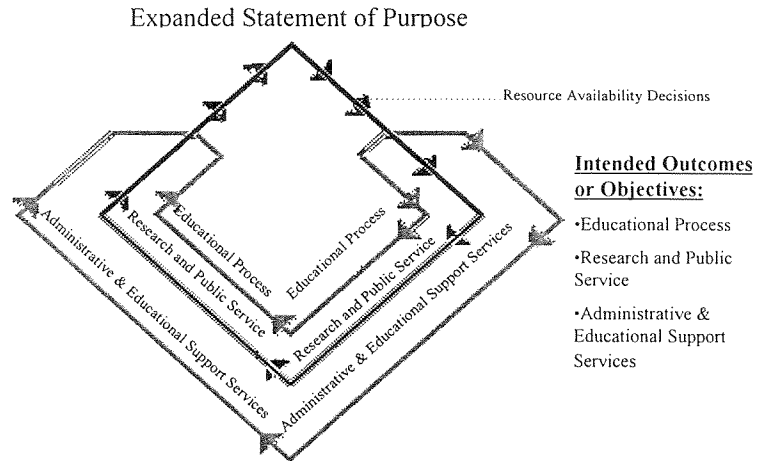
Expanded Statement of Institutional Purpose

Cornerstone of Accreditation Process

- **Clearly Defined...Greater Clarity and Specificity**
- **Should Include Substance Sufficient to Provide a Clear Framework for Subsequent Statements of Intended Educational Outcomes and Administrative Objectives**
- **The Ultimate Determination of Institutional Effectiveness is in Relation to the Expanded Statement of Institutional Purpose**



The Institutional Effectiveness Paradigm

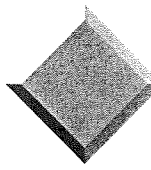


Explanation of Terminology Used by Regional Accrediting Agencies

In regard to what faculty intend students will learn in instructional programs:

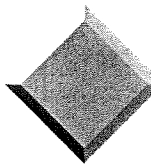
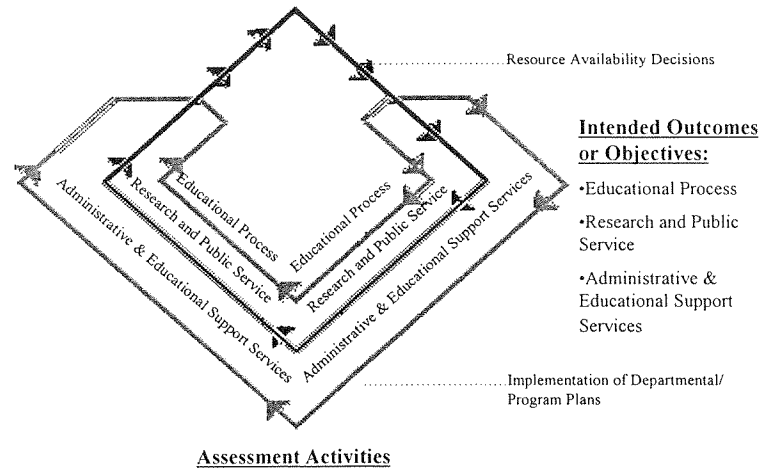
- Student Outcomes
- Expected Results
- Academic Achievement
- Objectives

IEA Uses: Educational Outcomes



The Institutional Effectiveness Paradigm

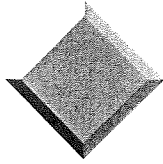
Expanded Statement of Purpose



Means of Assessment

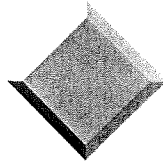
- Cognitive
- Attitudinal
- Behavioral/Performance

A Practitioner's Handbook, Chapters 3 and 4

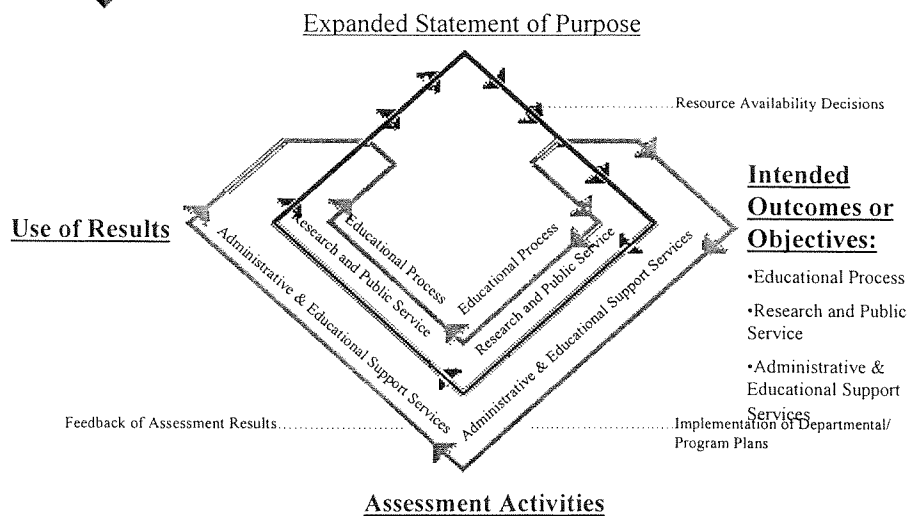


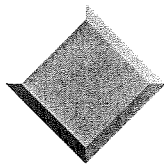
*Developing a Plan for Assessment - Like
Following a Blueprint*

*Intended Educational Outcomes and
Administrative Objectives Dictate
The Assessment Activities*



The Institutional Effectiveness Paradigm





Feedback of Results of Assessment

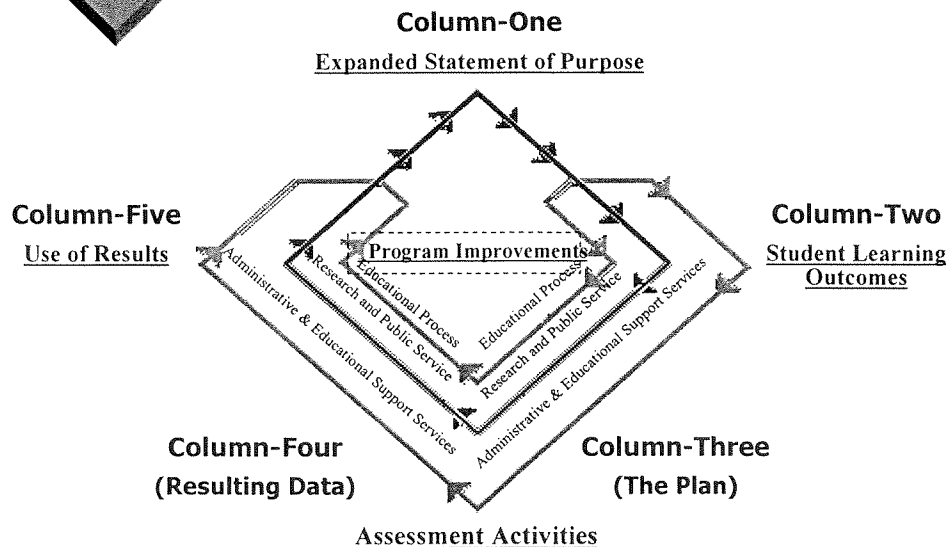
USE OF ASSESSMENT RESULTS

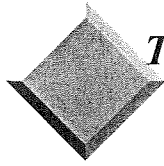
- **Adjustment of Program/Unit Activities**
- **Changes of Intended Educational Outcomes and Administrative Objectives**
- **Modification to Means of Assessment**

Practitioner's Handbook - Chapter 6: Departmental Guide - Chapter 4
 Department Head's Guide - Chapter 4



The Institutional Effectiveness Paradigm and the Five-Column Instructional Model





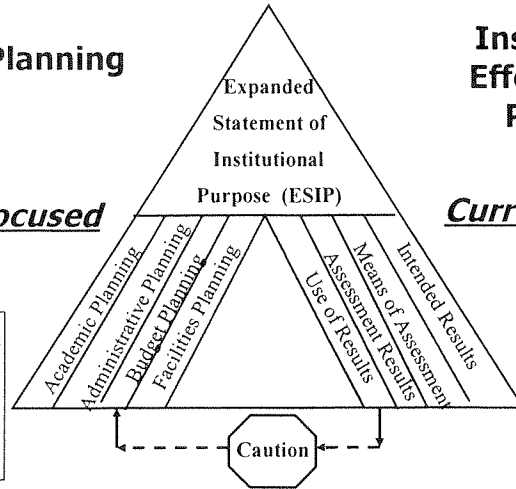
Types of Planning at Colleges and Universities

Strategic Planning

is

Future Focused

Answers Question:
What actions or resources are needed to make improvements?



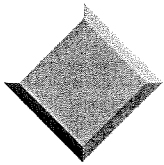
Institutional Effectiveness Planning

is

Current Focused

Answers Question:
How well are our students learning and AES services functioning?

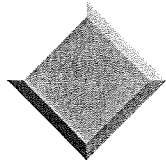
Inform the Planning Process



Preparing Statements of Intended Educational Outcomes

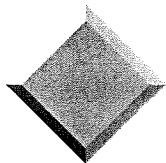
What is the Focus of Our Student Outcomes Assessment Effort?

The Departmental Guide (2000) Chapter 2



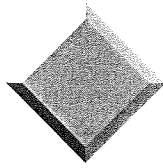
*The Focus of Our Student
Outcomes Assessment Effort*

- Academic Program Improvement
- Students used to reflect program accomplishments



*The Role of Intended Outcomes in
Institutional Effectiveness Operations*

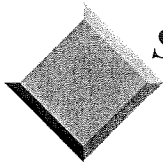
- **Linkage Between Institutional Level and Assessment**
- **Means Through Which Accomplishment of Institutional Statement of Purpose Is Validated**
- **Set Framework and Criteria for Assessment**
- **First Direct Connection of Faculty/Staff and Institutional Effectiveness Process**



***Outcomes/Results vs Process
Type Statements of Intentions***

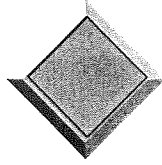
**Outcomes/results oriented statements
force consideration of the impact of our
actions on students, clientele, etc.**

A more difficult thought process



***Suggestions for Evaluating Statements
of Intended Educational Outcomes***

1. Consistent with expanded statement of purpose
2. Reasonable given the ability of the students
3. Reflect key concepts
4. Clear and accomplishment is ascertainable
5. Singular
6. Rotate when validated



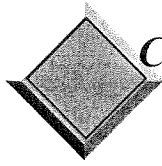
Consistency with Expanded Statement of Institutional Purpose

Expanded Statement of Institutional Purpose/Mission -

To become one of the outstanding community college in...

Institutional Goal -

*Strengthen the college's core curriculum in light of
changes in society*

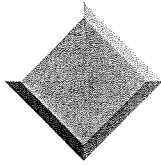


Consistency with Expanded Statement of Institutional Purpose

Example

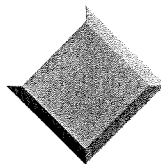
Intended Educational Outcomes/Expected Results

- Add baccalaureate level programs - No
- Conduct research regarding environmental issues of concern to the community - Highly questionable
- Broaden scope of library collection to emphasize contemporary societal issues - Probable
- Graduates will be able to identify current societal problems - Yes



*“Reasonable” Given the
Ability of the Students*

- Whom does it serve to set criteria (bench marks) for success and student achievement at levels far beyond the ability of most students?
- How far to stretch?
- The “warm breathing body” criterion



*“Reasonable” Given the
Ability of the Students*

Examples

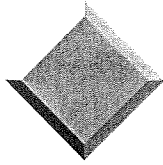
Assumes Entering students at the 35th percentile on ACT

Students completing the general education program will score on the average at the _____ percentile on the ACT Collegiate Assessment of Academic Proficiency.

25th percentile - No challenge

40th percentile - A reasonable stretch

70th percentile - Sure disappointment



*Program Outcome Statements
Reflect Key Concepts*

- Target key concepts or change points in each program
- Consider three to five per program
- Why limit the number of statements?
Paper load burden
Assessment effort/cost

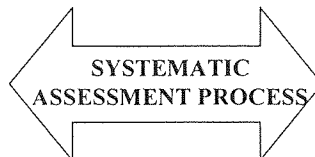


SHORT LIST/LONG LIST CONCEPT

Statements of
Intended Educational
Outcomes

Statements of What is
Currently
Being Assessed

1. _____
2. _____
3. _____
4. _____
5. _____

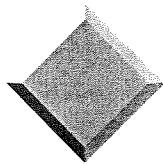


Other Valid Statements
of Intended Educational
Outcomes

1. _____



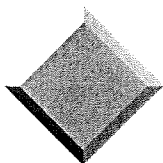
40. _____



*Statement of Educational
Outcome-Clear and
Accomplishment Ascertainable*

Clarity - To departmental faculty, form
less important, substance all
important

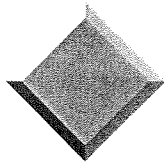
Ascertainable - Measurable..... Leaving
room for qualitative judgment



*Educational Outcome Statements
Each Singular*

Singular - Statement of One Outcome

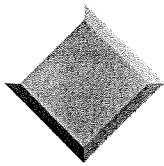
**“Bundling” multiple outcomes in a single
statement leads to confusion in formulating
means of assessment and criteria for success.**



Educational Outcome Statements Rotated When Validated

New Assessment - Outcomes selected based
on key concepts

Mature Assessment - Validated outcomes
rotated and other outcomes selected for
validation/improvement. Use “long list -
short list” concept.



Undergraduate English Program

Expanded Statement of Institutional Purpose

Mission Statement:

The principal focus of Our
University's curricular program
is undergraduate education in
the liberal arts and science...

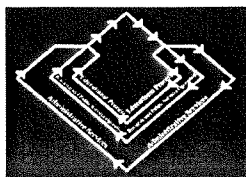


Institutional Goal:

... all graduates of
baccalaureate level
will have developed a
depth of understanding in
their major field.

Program Intended Educational Outcomes:

1. Students completing the baccalaureate program in English will compare very favorably in their knowledge of literature with those students completing a similar program nationally.
2. Graduates will be able to critique a brief draft essay.
3. Students completing the baccalaureate program will be capable of writing an acceptable journal article.



Institutional Effectiveness Associates

Evaluation and Potential Correction of
Six Proposed Educational (Student) Outcomes

Instructions: Read each statement and identify it as an outcome statement or a process statement.

1. Reword process statements in such a way to make them outcome statements.
2. Reword outcome statements that include “means or assessment” and/or “criteria for success” so they are outcomes only statements.

***Please note:** Not all "process oriented" statements can be turned into "outcome oriented" statements.

1. Graduates of the Ph.D. program in Economics will be able to carry out independent research projects.

Outcome _____ Process _____

*Rewording if Process, “Bundled” or includes Means of Assessment:

2. Graduates will demonstrate a general knowledge of history of art and specific knowledge in certain areas.

Outcome _____ Process _____

*Rewording if Process, “Bundled” or includes Means of Assessment:

3. Our goal for the economics program is to maintain its reputation as a high quality program.

Outcome _____ Process _____

*Rewording if Process, "Bundled" or includes Means of Assessment:

4. Many of our students go on to either law school or graduate school. Others enter the job market directly.

Outcome _____ Process _____

*Rewording if Process, "Bundled" or includes Means of Assessment:

5. Those graduates seeking employment will find positions in the field within six months of graduation.

Outcome _____ Process _____

*Rewording if Process, "Bundled" or includes Means of Assessment:

6. 80% of graduates will score at or above the 50%ile on the MFAT in mathematics. No student will score below the 50%ile on any sub-score of the MFAT.

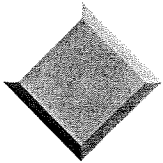
Outcome _____ Process _____

*Rewording if Process, "Bundled" or includes Means of Assessment:



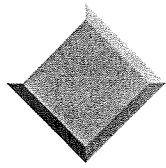
Potential Problems in the Preparation of Statements of Intended Educational Outcomes

- Faculty Ownership
- Limiting the number of statements
- “Backing into” intended educational outcomes from assessment means
- Revisions to statements of intended educational outcomes

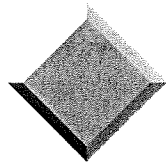


Identifying Means of Assessment *and* *Criteria for Success*

Practitioner's Handbook, Chapters 2 and 3
The Departmental Guide, Chapter 3



ASSESSMENT \neq TESTING



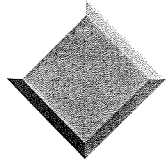
Types of Assessment

CRITERION REFERENCED

“To what degree did we accomplish our intended educational outcomes?”

NORM REFERENCED

“How does performance at our institution compare to performance at other institutions?”



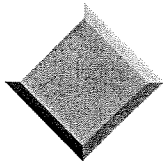
Methods of Assessment

Qualitative Assessment

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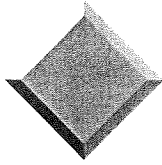
Quantitative Assessment

Chapter 3, Practitioner's Handbook



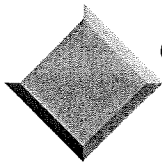
Most Frequently Used Means of Qualitative Assessment

- Portfolio Review
- Public Performance
- Juried Competition



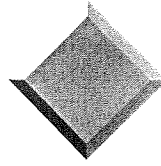
Advantages of Qualitative Assessment

- Ability to Judge “Whole” Within its Context
- Flexibility
- Open to Unexpected Findings



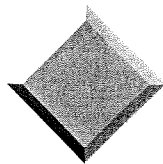
Caveats Concerning Qualitative Assessment

- Identification of Standards
- Objectivity of Evaluators
- Consistency or Reliability in Judgement Between Evaluators and Over Time



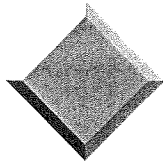
Types of Quantitative Assessment

- **Cognitive - Knowledge**
- **Attitudinal - Beliefs or Opinions**
- **Behavioral/Performance - Ability and Use of Knowledge**



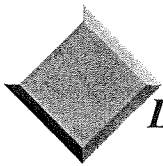
Advantages of Standardized Means of Assessment

- **Origination by national “Panel of Experts” reduces charges of subjectivity or bias**
- **Normative data from other institutions available**
- **Easy to administer**
- **Validity and reliability established**



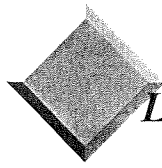
Disadvantages of Standardized Means of Assessment

- Contents may not reflect institution's intended educational (student) outcomes
- Scores may not be reported in manner meaningful for assessment
- Normative comparisons may be inappropriate
- Expensive to purchase and to score



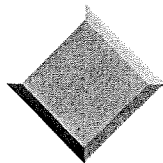
Advantages of Locally-Developed Means of Assessment

- Content can be tailored to exactly match intended educational (student) outcomes
- Detailed analysis possible
- More likely faculty will use results
- Amenable to a variety of formats
- Faculty "ownership" assured



Disadvantages of Locally-Developed Means of Assessment

- Commitment of great amounts of faculty time over an extended period of time to develop, score, and maintain
- Lack of normative data for comparison
- Little external credibility for accountability purposes
- Absence of validity and reliability research

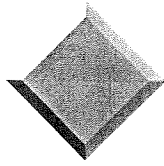


Class Grades or G.P.A. as Means of Assessment

- Assessment of individuals not programs
- Generally, not accepted as means of assessment
- Objectivity of evaluator questioned

Exceptions:

- Remediation to mainstream courses
- Two-year college to four-year college transfer

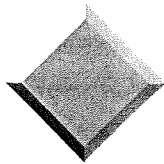


***Relationship Between Individual
Student Scores and
Educational Outcomes Assessment***

Individual Students Scored by Various Faculty						Criteria/Intended Educational Outcomes Average
<u>Criteria</u>	Student 1	Student 2	Student 3	Student 4	Student 5	
Spelling	3	4	1	2	3	2.6
Grammar	2	5	3	2	5	3.4
Punctuation	4	5	2	3	4	3.6
Structure	4	3	4	5	3	3.8
TOTAL	13	17	10	12	15	
<i>Individual Student Grade</i>	C	A	D	C	B	

Total "Down the Columns" for Individual Student Grading

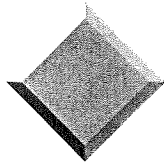
Analyze "Across the Rows" for Assessment of Intended Educational Outcomes Accomplishment



***Licensure Examinations Commonly
Found at 4-Year Colleges***

Examples:

- Bar Examination
- Medical Examination
- Certified Public Accountant Examination
- National Teacher Examination
- Nursing
- Counseling
- Social Work



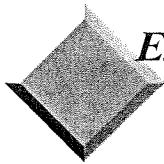
Attitudinal Assessment in the Major

Student/Graduate/Alumni

- Affirmation of Accomplishments
- Indirect Measure
- Primarily Support Evidence

Employer Survey

- More Substantive



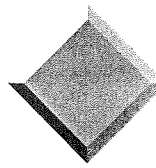
Examples of Behavioral and Performance Means of Assessment

Behavioral Type Assessment Measures

- Participation in Student Elections
- Employment
- Acceptance for Further Study

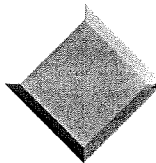
Performance Type Assessment Measures

- Specific Motor Skills
- Computer Applications
- Written Works
- Computational Skills
- Student Teaching



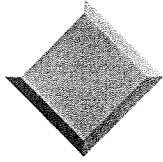
Performance Assessment in the Major

- **Case Studies**
- **Internships**
- **Simulations**
- **Projects**



Establishment of Criteria for Program Success for Means of Assessment

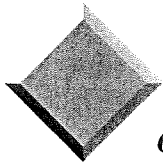
- How well “ought” the graduates, on the average, perform?
- Identified before actual assessment has taken place
- Basis - input, resources, time, & professional judgment
- Creation of difference between ideal (“ought”) and reality (“is”) leads to change/improvement



Criteria for Success

Overall - Minimum Total Score, Rating,
Response Expected if Program/Unit
Functioning at an Acceptable Level

Component - More Detailed Minimum Sub-scale
or Item Score Below Which Faculty/ Staff
Need to Review



Criteria for Success

Oral Communication Evaluation Sheet Example:

<u>Material Organization</u>	Points
Subject	1-10
Logical Organization	1-10
Content	1-10
Supporting Material	1-10
<u>Delivery and Presentation</u>	
Voice and Enunciation	1-10
Language	1-10
Gestures	1-10
Eye Contact	1-10
<u>Overall Effectiveness</u>	
Audience Appeal	1-10
Speaker Attitude	1-10
Total	10-100

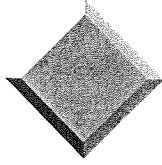
Criteria for Success

Overall Criteria

Average Rating 85 or Higher

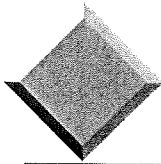
Component Criteria

On No Item will Average Score
be Less Than Seven (7)



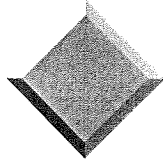
What is a Rubric?

- A predefined scoring scheme to guide the analysis of student performance or artifacts.
- Applied as a set of rules for evaluating student performance.
- Used when a *judgement* of the extent to which a criterion has been met.
- Provides detailed description of each level of performance as to what is expected.
- Applied at the *program level* for assessment of student learning



Four Types of Rubrics

<p>Holistic – General Scoring Rubric</p> <p>- A single scoring scale, used to evaluate a particular activity or process without concern for the specific context or subject matter assigned</p> <p>i.e. - oral presentations, writing samples, or lab writeups, all rated as a single dimension</p>	<p>Analytic – General Scoring Rubric</p> <p>- Multiple scoring scales based on several relevant criteria used to evaluate a particular activity or process without concern for the specific context or subject matter assigned</p> <p>i.e. - Several scales relevant to writing (grammar, organization, clarity, etc.) applied to general writing samples from several sources</p>
<p>Holistic – Task Specific Rubric</p> <p>- a single scoring scale used to evaluate student performance on a single, particular, context specific assignment</p> <p>i.e. - oral presentation of an assigned topic, written essay on specific topic, or lab report on a particular experiment, all rated as a single dimension</p>	<p>Analytic – Task Specific Rubric</p> <p>- Multiple scoring scales based on several relevant criteria applied to a student performance on a single, particular, context specific assignment</p> <p>i.e. - Several scales relevant to a specific topic applied to a writing sample from a student assignment</p>



Analytic Scoring Rubric

- **Primary type of rubric utilized in assessment**
- **Recognizes individual components (criteria) of an object or performance**
- **Provides both overall evaluation and a separate evaluation of each component**
- **Results guide improvement in performance**



Steps in Development and Use of Analytic Scoring Rubrics for Assessment

Step #1 – Identify outcome subject to assessment utilizing rubric

Step #2 – Choose object or performance which will reflect accomplishment of outcome

Step # 3 – Select performance criterion upon which to base assessment

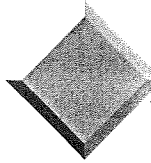
Step # 4 – Describe performance levels on each criterion

>>>>>>>>>> *Creation of the Assessment Plan* <<<<<<<<<<<<

Step #5 – Train Evaluators

Step # 6 – Conduct Assessment of object or performance utilizing rubric

Step #7 – Apply to “Column and Row” Model

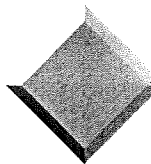


Developing Analytic Scoring Rubric

Step #1 – Identify outcome subject to assessment utilizing rubric

Student Learning Outcome

“Graduates of the Retail Floral Design Program will be able to prepare an attractive floral arrangement,”



Developing Analytic Scoring Rubric

Step #2 – Choose object or performance which will reflect accomplishment of outcome

Means of Assessment and
Criteria for Success

“Utilizing and Analytic Scoring Rubric agreed upon by the faculty, the average rating on the floral arrangement prepared at the close of capstone course (Floral Design 298) will be at least 2.8 on a 3.0 scale as judged by a panel of faculty. Additionally, the average score on no individual component will be less than 2.3.”



Developing Analytic Scoring Rubric Exercise

Step # 3 – Select performance criterion upon which to base assessment

Assignment

A. Formulate four performance criteria (such as “Relationship to Container”) upon which each flower arrangement should be assessed.

B. Complete criterion column of “Worksheet for Criterion Identification”



Worksheet For Criterion Identification

First Criterion = _____

Second Criterion = _____

Third Criterion = _____

Fourth Criterion = _____

Fifth Criterion = **Relationship to Container**



Developing Analytic Scoring Rubric Exercise

Step # 4 – Describe performance levels on each criterion

Assignment



- A. For criterion assigned the group will briefly describe: “Exemplary” (3); “Acceptable” (2); and “Unacceptable” (1) level of performance
- B. Complete performance level description for each criterion on “Worksheet Identifying Performance Levels”



Worksheet - Identifying Performance Levels

For Relationship to Container - (#5) Criterion

Exemplary Performance (3) = Arrangement is at least 1 ½ times taller than container. Arrangement extends beyond the width of the container. Container complements the size and color of flowers.

Acceptable Performance (2) = Arrangement is well balanced in the container. Container complements the size and color of flowers.

Unacceptable Performance (1) = Arrangement is too big or too small for the container. Container does not complement the size and color of flowers.



Developing Analytic Scoring Rubric Exercise

Step #6 – Train Evaluators

Step # 6 – Conduct Assessment of object or performance utilizing rubric

Assignment

- A. Each individual assesses assigned flower arrangement utilizing rubric
- B. Group averages for each criterion and overall are calculated

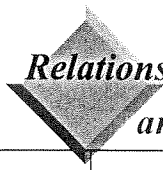


Developing Analytic Scoring Rubric Exercise

Step #7 – Apply to “Column and Row” Model

Assignment

- A. Complete “Column and Row Model” utilizing work group summary data
- B. Summarize results compared to criteria for success

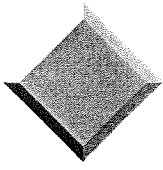


*Column and Row Model
Relationship Between Individual Arrangement Scores
and Educational Outcomes Assessment*

Group Scores for Individual Arrangements					Criteria/Intended Educational Outcomes Average
<u>Criteria</u>	Arrangement 1	Arrangement 2	Arrangement 3	Arrangement 4	
# 1	_____	_____	_____	_____	_____
# 2	_____	_____	_____	_____	_____
# 3	_____	_____	_____	_____	_____
# 4	_____	_____	_____	_____	_____
# 5 – Relationship to Container	_____	_____	_____	_____	_____
TOTAL	_____	_____	_____	_____	Overall Average _____

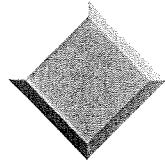
Total "Down the Columns" for Individual Arrangement Grading

Analyze "Across the Rows" for Assessment of Intended Educational Outcomes Accomplishment



Exemplary Performance Criteria

- Organization, Structure
- Level of Understanding
- Complexity of Ideas
- Support for Ideas
- Coherence of presentation
- Knowledge of Material
- Awareness of Audience
- Mechanics: Writing, Language, Style
- Voice
- Comprehension
- Acceptance of Responsibility
- Initiative; Motivation
- Creativity
- Degree of Task Completion
- Collaboration
- Attitude
- Enthusiasm
- Empathy for others



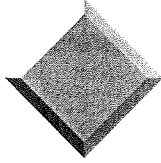
Exemplary Definitions of Levels of Performance

- Missing-included
- Inappropriate-appropriate
- Incomplete-complete
- incorrect-partially correct-correct
- Vague-emergent-clear
- Marginal-acceptable-exemplary
- Distracting-neutral-enhancing
- Usual-unexpected-imaginative
- Ordinary-interesting-challenging
- Simple-complex
- Reports-interprets-analyzes
- Few-some-several-many
- Never-infrequently-usually-always
- Unsatisfactory-satisfactory-outstanding



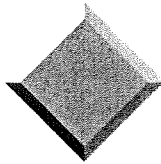
Describe Desired Performance Levels

- Descriptors should use language that is maximally descriptive of each level of performance and its most defining characteristics.
- The most important point on the scale to establish and define is the proficient level.
- The number of points on the scale should be large enough to be effective but small enough to be reliable and manageable (perhaps three to five).
- Descriptors of each point on the scale should represent a smooth continuum.
- Write descriptors for each of the criteria in terms of performance behaviors
- Use concept words that convey various degrees of performance
- Use format and descriptors which are clear, focused, precise, and developmentally appropriate.

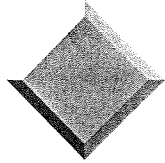


REVIEWING OPTIONS AND PROCEDURES FOR
ASSESSMENT IN GENERAL EDUCATION

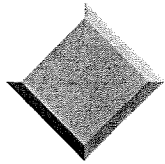
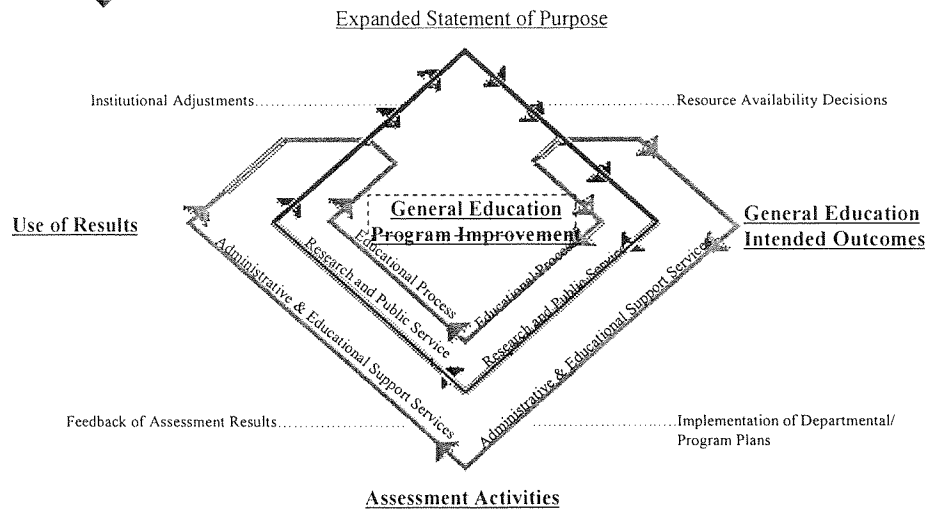
*General Education Assessment for Improvement of Student Academic
Achievement: Guidelines for Academic Departments and Committees,
Agathon Press 2001*



ASSESSMENT IN GENERAL EDUCATION IS
THE SINGLE MOST DIFFICULT CHALLENGE
ON ANY CAMPUS

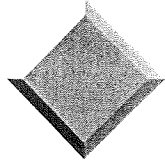


The Institutional Effectiveness Paradigm in General Education

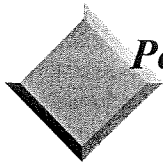
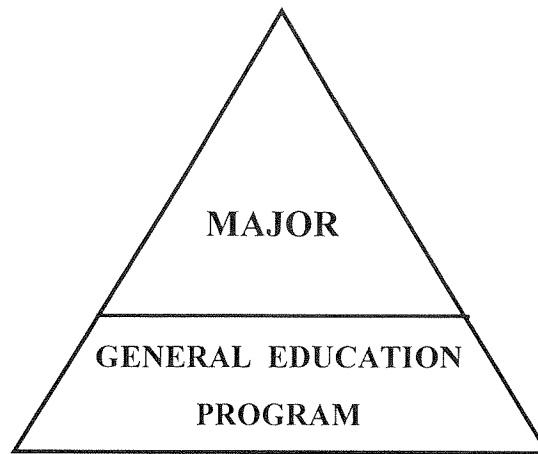


Curricular Patterns in General Education

- Communications
- Mathematics
- Humanities
- Behavioral and Social Science
- Natural Science
- Computer Literacy



*General Education as the
Foundation of the Curriculum*



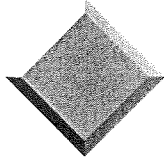
*Possible General Education Programs at
an Institution*

*Associate Degree Occupational/Technical General
Education*

- 12 to 18 Semester Hours

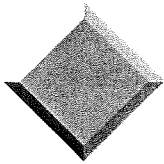
*Associate Degree Transfer Program and Four -
Year College General Education Program*

- Usually 24 to 56 Semester Hours
during Freshman and Sophomore Years



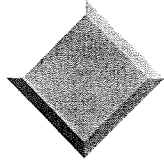
*Formulating Statements of Intended
Educational Outcomes for
General Education*

- **Between three and five outcomes selected from a longer list of all general education outcomes**
- **Representative of all disciplines or focused in fewer areas**
- **Do not exclude value or belief based items if they are important to your institution**



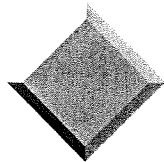
*A Taxonomy of
General Education Outcomes*

- **Basic Skills**
- **Knowledge/Understanding**
- **Higher Order Thinking Skills**
- **Values Development**



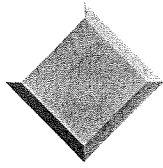
*Typical Areas in Which Basic Skills
Outcomes are Formulated*

- Reading
- Writing
- Performing Mathematical Calculations
- Demonstrating Basic Computer Skills
- Speaking
- Listening



*Typical Areas in Which Knowledge/
Understanding Outcomes are Formulated*

- **Historical Perspective**
- **Literary Styles**
- **Culture**
- **Meaning of Numerical Data**
- **Global Perspective**
- **Impact of Technology**



Typical Areas in Which Higher Order Thinking Skills Outcomes are Formulated

- **Critical Thinking**
- **Logical Reasoning**
- **Scientific/Abstract Inquiry**
- **Concept Integration**



Typical Areas in Which Values Development Outcomes are Formulated

- **Commitment to Democratic Ideal**
- **Cultural Diversity**
- **Aesthetic Appreciation**
- **Ethical Perspective**
- **Religious Orientation**



Our University - General Education Program

Expanded Statement of Institutional Purpose

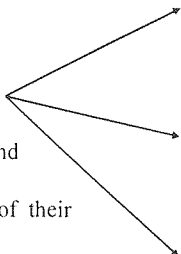
Mission Statement:

Students can realize the full potential of their abilities and come to understand their responsibility for service in the human community.



Institutional Goal:

- Graduates will be able to:
- a. Express themselves clearly, correctly and succinctly in writing.
 - b. Make an effective verbal presentation of their ideas concerning a topic.
 - c. Read and offer an analysis of periodical literature concerning a topic of interest.
 - d. Complete accurately basic mathematical calculations.
 - e. Demonstrate a sufficient level of computer literacy.
 - f. Act in accordance with commonly accepted Judeo-Christian values.



Program Intended

Educational Outcomes:

- 1. Demonstrate their mastery of basic computer skills.
- 2. Be able to make effective verbal presentations.
- 3. Act in such a way as to demonstrate their commitment to commonly accepted Judeo-Christian values.



Your Community College - College Parallel General Education Program

Expanded Statement of Institutional Purpose

Mission Statement:

Your Community College operates in the belief that all individuals should be ... provided an opportunity to equip themselves for a fulfilling life and responsible citizenship in a world characterized by change.



Institutional Goal:

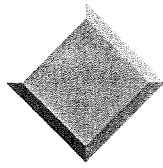
- Insure that all recipients of an Associate of Arts Degree will be able to:
- a. Express themselves clearly and correctly in writing.
 - b. Read and understand literature and current event articles commonly found in the print media.
 - c. Perform the basic mathematical calculations required to function in society.



Program Intended

Educational Outcomes:

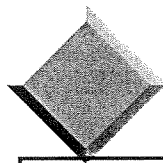
- 1. Compose an essay concerning a current events topic assigned using standard written English (SWE).
- 2. Read with understanding.
- 3. Accomplish basic mathematical skills.



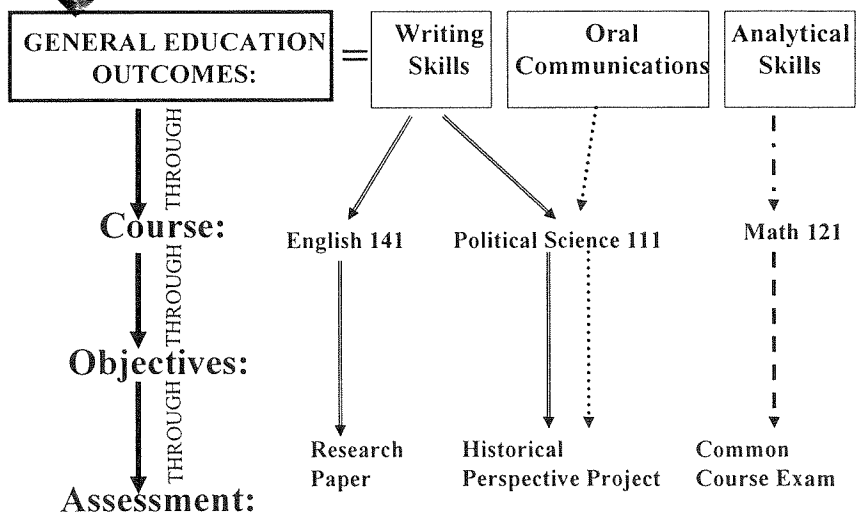
Approaches to Assessment of General Education

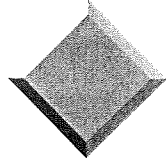
Course Level Approach

Programmatic Approach



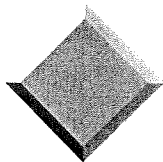
The Course Level Approach to Assessment of General Education



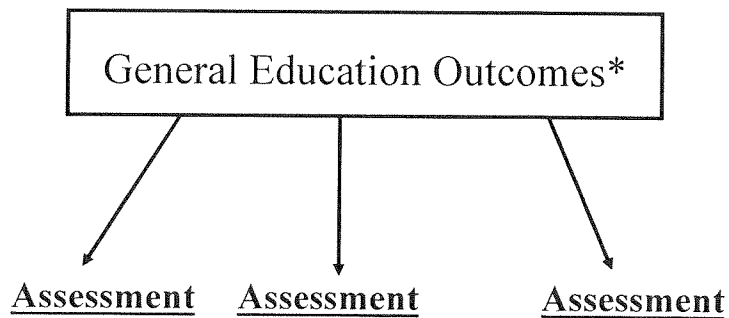


Advantages/Disadvantages of Course Level Approach to General Education Assessment

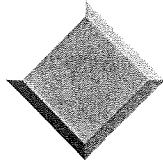
<u>Advantages</u>	<u>Disadvantages</u>
<ul style="list-style-type: none">• Familiar Structure - Department• Apparent Ease of Assessment <p>Difficulties</p>	<ul style="list-style-type: none">• Failure to Consider Programs as a “Whole”• Difficulty in Accomplishing Assessment “Beyond the Section and Individual Instructor Level”• Lack of “Fit” with Regional Accreditation Requirements• Enormous amount of work generated



The Programmatic Approach to Assessment of General Education

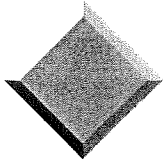


*Associated with one (writing) or more (critical thinking) disciplines

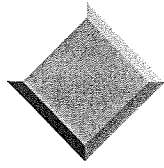


*Advantages/Disadvantages of
Program Level Approach
to General Education Assessment*

<u>Advantages</u>	<u>Disadvantage</u>
<ul style="list-style-type: none">• Comprehensive Treatment of Subject• Fit with Requirements of Regional Accrediting Associations• Need for Assessment “Beyond the Section and Individual Instructor Level”• Feasible workload expectations	<ul style="list-style-type: none">• Need to Work Across Departmental Lines• Lack of Coordinating Structure

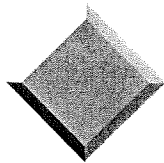


*Cognitive Means of Assessment in
General Education*



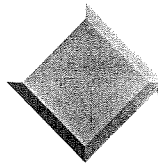
***Advantages of Utilizing
Standardized Tests in Assessment of
General Education***

- **Ability to Make Normative Comparisons**
- **Ready Availability of Instruments**
- **Comprehensive Coverage of Subject**
- **Acceptance of Validity of Results by Those Outside the Institution**



***Disadvantages of Utilizing
Standardized Tests in
Assessment of General Education***

- **Fit with Campus General Education Outcomes**
- **Open Hostility of Faculty Toward Standardized Testing in Some Liberal Arts Fields**
- **Unwillingness of Faculty to Use Results**
- **Cost**



*A Brief Summary of the Contents of the
Collegiate Assessment of Academic Proficiency
(CAAP) Test*

Writing Skills Test: Measures students' comprehension, punctuation, grammar, sentence structure, and other elements necessary for effective written English.

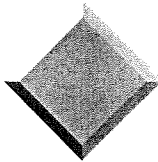
Reading Test: Measures reading comprehension by requiring examinees to refer to explicit statements and then reason, draw conclusions, and generalize beyond the written material.

Mathematics Test: Measures mathematical skills in content areas ranging from pre-algebra to introductory calculus.

Critical Thinking Test: Measures students' skills in classifying and analyzing the elements of an argument, and in evaluating and extending an argument.

Science Reasoning Test: Measures scientific reasoning skills, but does not emphasize factual knowledge. Students are required to interpret graphs, tables, and scatter plots, analyze experimental results, and compare alternative hypotheses or viewpoints.

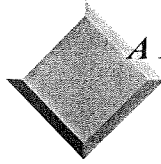
Writing (Essay) Test: Measures students' skills in formulating and supporting assertions about a given issue, and in organizing and connecting major ideas.



ACT - COMPASS e-Write

- Developed As A Component of COMPASS/ESL
- Provides Computerized Analysis of Student Essays Over the Internet
- Scoring - Total Score and Category Scores
 - Focus
 - Organization
 - Content
 - Style
 - Mechanical Convention
- The Cure For Faculty Fatigue?

www.act.org/e-write



A Brief Summary of the College Base Subject Area and Reasoning Competencies

Subject Areas

English Clusters

- Reading and Literature (reading comprehension and knowledge of major literacy works)
- Writing (pre-writing, composing, and revising)

Mathematics Clusters

- General Math (basic computational skills and statistical reasoning)
- Algebra (college level algebra)
- Geometry (concepts and ability to use these in calculations)

Science Clusters

- Laboratory/field work (application of the scientific method)
- fundamental concepts (life, earth, and physical science)

Social Studies Clusters

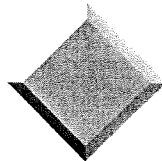
- History (knowledge and causal relationships)
- Social Sciences (geography, economics, and political science)

Reasoning Competencies

Interactive Reasoning
(beginning to understand information presented)

Strategic Reasoning
(establishment of basis for inferences and deductions)

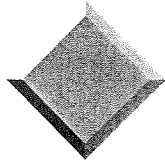
Adaptive Reasoning
(ability to synthesize new rules or theories)



Locally Developed Cognitive Means of Assessment in General Education

Advantages

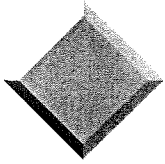
- **Readily Accepted by Regional Accreditors**
- **Ability to Design to “fit” Institutional Outcomes and Curriculum**
- **More Ready Acceptance by Faculty Leading to Greater Likelihood of Use of Results**



***Locally Developed Cognitive Means
of Assessment in General Education***

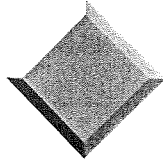
Disadvantages:

- **Time and Effort of Faculty to Construct, Maintain, and Administer**
- **Usually Limited in Scope to Writing and Math**
- **Little External Credibility**



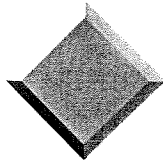
***Attitudinal Assessment in
General Education***

- **Affirmation of Accomplishments**
- **Indirect Measure**
- **Primarily Support Evidence**



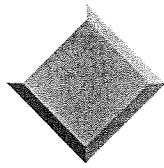
*Examples of Performance
Assessment in General Education*

- Video Tape of Oral Presentations
- Responses to Case Studies
- Analysis of Written Prose



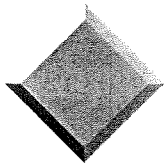
*Examples of Behavioral
Assessment in General Education*

- Voting in Student Elections
- Voluntary Attendance at Fine Arts Presentations
- Participation in Public Service Activities as an Alumni
- Church Attendance Patterns



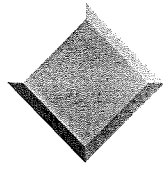
Means of Value/Belief Assessment

- Ask
- Test
- Report



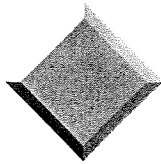
Asking About Values/Beliefs

- Danger of socially acceptable response
- Disguising questions
- Value changes over time and normative data
(Cooperative Institutional Research Program - CIRP)



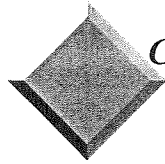
Testing for Values/Beliefs

- **Individuals will more accurately demonstrate values/beliefs**
- **Case studies in capstone courses (imbedded measure w/rubrics)**
- **Voluntary actions during matriculation**
- **As a component of standardized Gen Ed measures**



Reporting Value/Belief-Based Events* *After Graduation

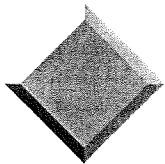
- **What will graduates do if they hold certain beliefs/values?**
- **Alumni surveys**
- **Examples**
 - Church attendance
 - Continuing education
 - Reading patterns
 - Organizational memberships/offices



*Column 3 - Means of Assessment & Criteria
for Success*

Includes (Implicit or Explicit):

- Specific identification of the means
- To whom & when it will be administered
- By whom & based upon what the results will be judged
- How well the group of participants ought to score



*Logistical Considerations in
Conducting Assessment Activities*

- Population or Sample
- Setting for Administration
- Timing
- Student Motivation

APPENDIX E

COMMENT SHEET FOR COMMITTEE REVIEW OF
ASSESSMENT PLANS AND REPORTS
Check List

Program/Unit Reviewed: _____ Reviewing Team: _____ Date Reviewed: _____

Relationship to University Mission

		Strongly Agree			Strongly Disagree	
1.	The Record utilizes the University's <i>Statement of Purpose</i> (University Goal(s) for instructional units; University goal(s) and unit mission for Administrative and Educational Support unit(s).	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Statement of Intended Educational (Student) Outcomes or Administrative Objectives

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2. a.	The Record states 3-5 outcomes or 2-3 objectives that seem appropriate to assess.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
b.	The Record states 3-5 outcomes or 2-3 objectives that seem measurable for purpose of assessment.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.	Instructional Units: The statements are formulated in terms of what students should be able to think, know or do.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4.	Educational Support and Administrative Units: The statements relate to current services and describe services provided to its clients or what its clients would think, know or do after the provision of the service.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Means of Assessment and Criteria for Success

5.	The <i>means of assessment</i> appear to measure the accomplishment of the intended outcome or objective/service.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6.	The <i>means of assessment</i> appear feasible and appropriate in terms of resources.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
7.	Multiple <i>means of assessment</i> are described for most outcomes or objectives.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
8.	<i>Criteria for success</i> are established by the unit for each of the <i>means of assessment</i> .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Assessment Results

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9.	The Record includes sufficient data to determine whether assessment actually took place.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
10.	There was sufficient analysis or reflection for the Unit to judge the success of outcomes or objectives.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Use of Assessment Results

11.	There is evidence of unit faculty/staff involvement in deciding how to use assessment results.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
12.	The described uses of assessment results appear reasonable likely to foster the intended outcome or objective.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

**COMMENT SHEET FOR COMMITTEE REVIEW OF
ASSESSMENT PLANS AND REPORTS**

Narrative Report

The Committee believes the following comments and suggestions may help you strengthen the assessment record for your department/unit.

Relationship to University Mission

Intended Educational (Student) Outcome or Administrative Objectives

Means of Assessment and Criteria for Success

Assessment Results

Use of Assessment Results



Undergraduate English Program

Expanded Statement of Institutional Purpose

Mission Statement:

The principal focus of Our University's curricular program is undergraduate education in the liberal arts and science...

Institutional Goal:

... all graduates of baccalaureate level will have developed a depth of understanding in their major field.

Program Intended Educational Outcomes:

1. Students completing the baccalaureate program in English will compare very favorably in their knowledge of literature with those students completing a similar program nationally.
2. Graduates will be able to critique a brief draft essay.
3. Students completing the baccalaureate program will be capable of writing an acceptable journal article.

Means of Program Assessment and Criteria for Success:

- 1a. The average score of the graduates of the BA program in English on the MFAT "Literature in English" will be at or near the 50th percentile compared to national results and no subscale score will be below the 30th percentile.
- 1b. On the Graduating Student Questionnaire, 90% of the English BA program graduates will "agree" or "strongly agree" with the statement "In the field of literature, I feel as well prepared as the majority of individuals nation wide who have completed a similar degree during the past year."
2. As part of a "capstone course" during the final semester, students will critique a short draft essay. 80% of the program's graduates will identify 90% of the errors in the draft essay. Additionally, none of the 14 rubrics utilized to evaluate the student's critique will appear to be consistently unmet.
- 3a. A jury of English dept. faculty from an institution comparable to Our University will judge 80% of those journal articles submitted acceptable for publication based on commonly accepted standards.
- 3b. 20% of journal articles submitted will be published in student or other publications.



Our University - General Education Program

Expanded Statement of Institutional Purpose

Mission Statement:

Students can realize the full potential of their abilities and come to understand their responsibility for service in the human community.

Institutional Goal:

Graduates will be able to:

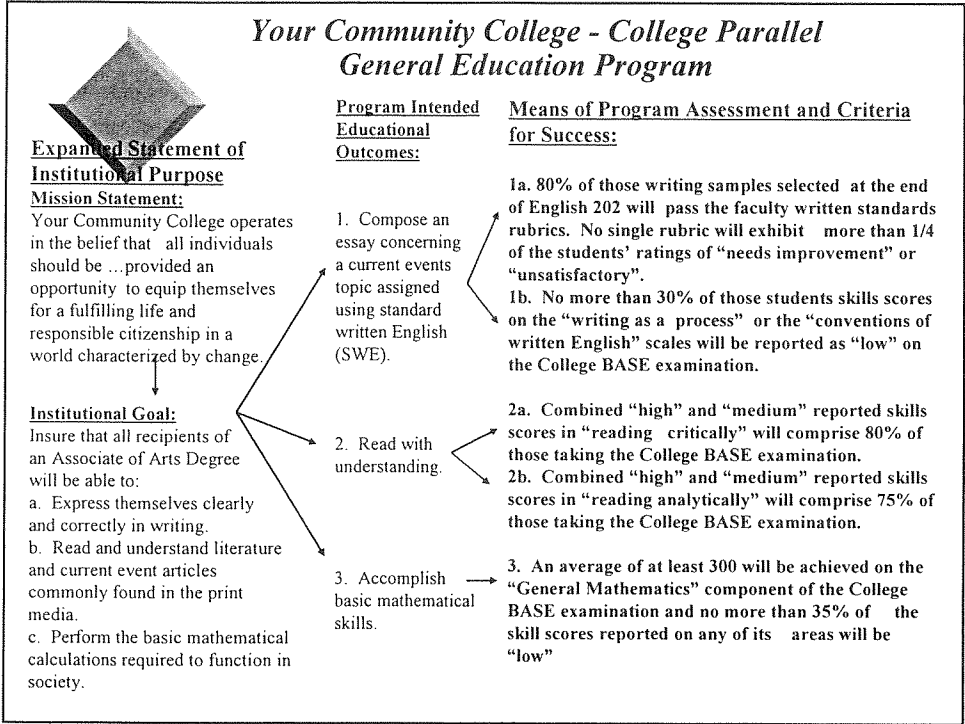
- a. Express themselves clearly, correctly and succinctly in writing.
- b. Make an effective verbal presentation of their ideas concerning a topic.
- c. Read and offer an analysis of periodical literature concerning a topic of interest.
- d. Complete accurately basic mathematical calculations.
- e. Demonstrate a sufficient level of computer literacy.
- f. Act in accordance with commonly accepted Judeo-Christian values.

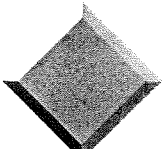
Program Intended Educational Outcomes:

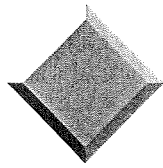
1. Demonstrate their mastery of basic computer skills.
2. Be able to make effective verbal presentations.
3. Act in such a way as to demonstrate their commitment to commonly accepted Judeo-Christian values.

Means of Program Assessment and Criteria for Success:

- 1a. The performance of 85% of students taking the locally developed standardized performance test for the first time at the end of CS 208 (a required course) will be judged as acceptable and on no individual one of the thirty rubrics will the institutional average score be less than 3.5 on a 5.0 scale.
- 1b. All majors will be required to complete a senior project during their required capstone course. The projects will be sampled and 70% will be judged by computer science faculty to exhibit "a substantial portion" of the skills earlier identified in the institutions thirty item "computer skills rubrics."
- 2a. An average score of 85 will result when student presentations at the close of Speech 175 (a required course) are sampled by video tape and evaluated by a panel of faculty using the Oral Communication Evaluation Sheet and on no component will the average score be less than 7.0 on the 1-10 rubric utilized.
- 2b. 90% of those responding to the Graduating Student survey will indicate "agreement" or "strong agreement" with the statement "I am confident in my ability to speak in front of an audience."
- 3a. When faced with a moral dilemma as part of the case study required in each major's capstone course, 80% of the graduating class will choose the solution identified by the faculty as that demonstrating a commitment to Judeo-Christian beliefs.
- 3b. The average monthly attendance at church reported on the recent alumni survey will exceed 2.5 times per month each academic year.

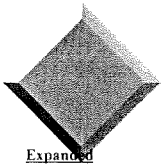


- Assessment Results Presented
Should:***
- 
- **Highlight the Extent to Which Outcomes Were Accomplished**
 - **Appear to Have Resulted from the Means of Assessment Earlier Described**
 - **Be in Sufficient Detail to Convince the Reader that Assessment Actually Took Place**
 - **Justify the "Use of Results" Later Identified**



Assessment Results Presented Should Not:

- Exactly Match Criteria for Success Cited
- Be Reported in "Convenient Numbers"
- Be Statistically Impossible or Unlikely



Undergraduate English Program

Expanded Statement of Institutional Purpose
Institutional Mission Statement:
 The principal focus of Our University's curricular program is undergraduate education in the liberal arts and science...

Institutional Goal:
 ... all graduates of baccalaureate level will have developed a depth of understanding in their major field.

Program Intended Educational Outcomes:

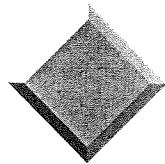
1. Students completing the baccalaureate program in English will compare very favorably in their knowledge of literature with those students completing a similar program nationally.
2. Graduates will be able to critique a brief draft essay.
3. Students completing the baccalaureate program will be capable of writing an acceptable journal article.

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- 1b. On the Graduating Student Questionnaire, 90% of the English BA program graduates will "agree" or "strongly agree" with the statement "In the field of literature, I feel as well prepared as the majority of individuals nation wide who have completed a similar degree during the past year."
2. As part of a "capstone course" during the final semester, students will critique a short draft essay. 80% of the program's graduates will identify 90% of the errors in the draft essay. Additionally, none of the 14 rubrics utilized to evaluate the student's critique will appear to be consistently unmet.
- 3a. A jury of English dept. faculty from an institution comparable to Our University will judge 80% of those journal articles submitted acceptable for publication based on commonly accepted standards.
- 3b. 20% of journal articles submitted will be published in student or other publications.

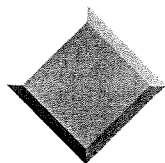
Summary of Data Collected:

- 1a. MFAT score for year's graduates (18) found to be at the 37th percentile. This was due to a 23rd percentile score on the "American Literature" subscale.
- 1b. 93% responded "agree" or "strongly agree."
2. 92% of graduates identified 87% of errors. However, grammatical conventions regarding capitalization were not consistently applied.
- 3a. 55% of articles reviewed were found acceptable for publication.
- 3b. 10% of articles were published.



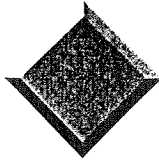
Use of Assessment Results Described
Should Be:

- Responsive to Shortcomings Revealed in the Assessment Results Reported
- Substantive in Nature
- Detailed Enough (Course Number and Nature of Change) to Convince the Reader that the Change Actually Took Place
- Stated in the Past Tense



Use of Assessment Results Described
Should Not Be:

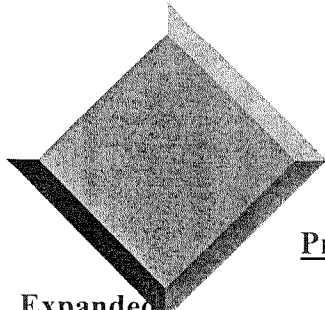
- **A Promise to Consider Making a Change Through Referral to a Committee**
- **Expected on “Every Occasion” nor “Never Needed”**
- Stated in the Future Tense



*General Types of Use of Assessment
Results with Academic Programs*

- **What We Teach**
 - Relationship to external needs
 - Currency of instructional material
 - Sequence and requirements

- **How We Teach**
 - Methodology and technology
 - Active participation in learning



Undergraduate English Program

Expanded Statement of Institutional Purpose Institutional Mission Statement:

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Institutional Goal:

... all graduates of baccalaureate level will have developed a depth of understanding in their major field.

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- 3a. A jury of English dept. faculty from an institution comparable to Our University will judge 80% of those journal articles submitted acceptable for publication based on commonly accepted standards.
- 3b. 20% of journal articles submitted will be published in student or other publications.

Summary of Data Collected:

- 1a. MFAT score for year's graduates (18) found to be at the 37th percentile. This was due to a 23rd percentile score on the "American Literature" subscale.
- 1b. 93% responded "agree" or "strongly agree."
2. 92% of graduates identified 87% of errors. However, grammatical conventions regarding capitalization were not consistently applied.
- 3a. 55% of articles reviewed were found acceptable for publication.
- 3b. 10% of articles were published.

Use of Results:

- 1a. Course offerings in "American Literature" were reviewed to ascertain degree of match with MFAT "American Literature" subscale. Added additional course LIT 317 (Survey of American Lit) as requirement.
- 1b. Criteria met. At this time no action required. Question is deleted from next year's questionnaire. Faculty has added question relating to electronic reviews of literature.
2. Faculty use of commonly accepted conventions regarding capitalization in reviewing upper division papers has been emphasized.
- 3a. English 407 (advanced writing) modified to include journal article exercise.
- 3b. Additional outlets for student publishing have been identified.

Our University - General Education Program

Expanded Statement of Institutional Purpose

Mission Statement:
Students can realize the full potential of their abilities and come to understand their responsibility for service in the human community

Institutional Goal:

Graduates will be able to:

- Express themselves clearly, correctly and succinctly in writing.
- Make an effective verbal presentation of their ideas concerning a topic.
- Read and offer an analysis of periodical literature concerning a topic of interest.
- Complete accurately basic mathematical calculations.
- Demonstrate a sufficient level of computer literacy.
- Act in accordance with commonly accepted Judeo-Christian values.

Program Intended Educational Outcomes:

1. Demonstrate their mastery of basic computer skills.

2. Be able to make effective verbal presentations.

3. Act in such a way as to demonstrate their commitment to commonly accepted Judeo-Christian values.

Means of Program Assessment and Criteria for Success:

1a. The performance of 85% of students taking the locally developed standardized performance test for the first time at the end of CS 208 (a required course) will be judged as acceptable and on no individual one of the thirty rubrics will the institutional average score be less than 3.5 on a 5.0 scale.

1b. All majors will be required to complete a senior project during their required capstone course. The projects will be sampled and 70% will be judged by computer science faculty to exhibit "a substantial portion" of the skills earlier identified in the institutions thirty item "computer skills rubrics."

2a. An average score of 85 will result when student presentations at the close of Speech 175 (a required course) are sampled by video tape and evaluated by a panel of faculty using the Oral Communication Evaluation Sheet and on no component will the average score be less than 7.0 on the 1-10 rubric utilized.

2b. 90% of those responding to the Graduating Student survey will indicate "agreement" or "strong agreement" with the statement "I am confident in my ability to speak in front of an audience."

3a. When faced with a moral dilemma as part of the case study required in each major's capstone course, 80% of the graduating class will choose the solution identified by the faculty as that demonstrating a commitment to Judeo-Christian beliefs.

3b. The average monthly attendance at church reported on the recent alumni survey will exceed 2.5 times per month each academic year.

Summary of Data Collected:

1a. 93% of student performance were found "acceptable" by the review panel and no individual item scored an average of less than 3.5.

1b. The Computer Science faculty found 79% of the projects to demonstrate a "substantial portion" of the skills intended. Word processing skills were found to be best retained and file management skills most likely to be marginal in their demonstration.

2a. An average score of 88 was reported for last years students with the "supporting material" component score of 6.2 on a ten point scale.

2b. 61% reported "agreement" or "strong agreement."

3a. 78% of students chose the appropriate solution to the moral dilemma posed. However, those majoring in Business and Pre-Med. scored significantly less.

3b. Average church attendance reported on the last three surveys has fallen to 1.73 days per month.

Use of Results:

1a. No action required at this time, will continue to monitor.

1b. CS 208 modified to add file management exercise in student's anticipated major.

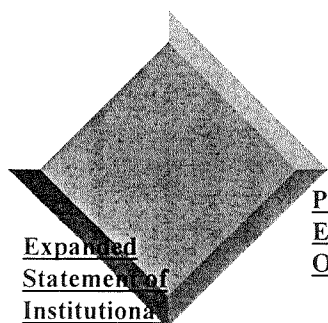
2a. Importance of "supporting material" now pointed out in examples of exemplary presentations shown in Introductory Speech 175 class meetings. Critiques of student presentations during class revised to emphasize importance of supporting materials.

2b. Graduating student survey item modified to read "I am able to make effective verbal presentations."

3a. Business and Pre-Med. have revised curricula to integrate material linking their field with the institutional commitment to Judeo-Christian beliefs through case studies..

3b. Student Life has integrated more denominationally related activities into dormitory programming and social functions.

Your Community College, College Parallel General Education Program



Expanded Statement of Institutional Purpose

Mission Statement:

Your Community College operates in the belief that all individuals should be...provided an opportunity to equip themselves for a fulfilling life and responsible citizenship in a world characterized by change.

Institutional Goal:

Insure that all recipients of an Associate of Arts Degree will be able to:
 a. Express themselves clearly and correctly in writing.
 b. Read and understand literature and current event articles commonly found in the print media.
 c. Perform the basic mathematical calculations required to function in society.

Program Intended Educational Outcomes:

1. Compose an essay concerning a current events topic assigned using standard written English (SWE).
2. Read with understanding.
3. Accomplish basic mathematical skills.

Means of Program Assessment and Criteria for Success:

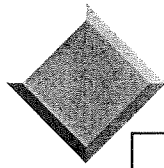
- 1a. 80% of those writing samples selected at the end of English 202 will pass the faculty written standards rubrics. No single rubric will exhibit more than 1/4 of the students' ratings of "needs improvement" or "unsatisfactory"
- 1b. No more than 30% of those students skills scores on the "writing as a process" or the "conventions of written English" scales will be reported as "low" on the College BASE examination.
- 2a. Combined "high" and "medium" reported skills scores in "reading critically" will comprise 80% of those taking the College BASE examination.
- 2b. Combined "high" and "medium" reported skills scores in "reading analytically" will comprise 75% of those taking the College BASE examination.
3. An average of at least 300 will be achieved on the "General Mathematics" component of the College BASE examination and no more than 35% of the skill scores reported on any of its areas will be "low"

Summary of Data Collected:

- 1a. 82% were found overall "acceptable" by the faculty panel. However, 41% were rated either "needs improvement" or "unacceptable" on the Thematic Organization rubric.
- 1b. 19% were reported as "low" on the "writing as a process" skill and 26% on the "conventions of written English" skill.
- 2a. 61% of scores were reported in the "high" or "medium" range.
- 2b. 78% of the scores on the "reading analytically" skills score were reported to be in the "high" or "medium" range.
3. The average score on the "General Mathematics" cluster was reported as 327. However, 27% of students scores were reported as being "low" in the "Using Statistics" skill area.

Use of Results:

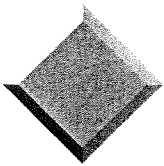
- 1a. "Thematic Organization" rubric now emphasized in critique of English Comp I and II classes.
- 1b. Match of the "Conventions of Written English" skill area on CBASE with course syllabi reviewed. Additional collaboration with "writing center" has doubled the number of student writing examples reviewed in Comp I & II.
- 2a. History 106, Literature 105, Political Science 202, modified to require students on several occasions to read a passage critically, recognize assumptions and implications, and evaluate ideas in homework exercise.
- 2b. No action this academic year, continue to monitor.
3. Math 107, Quantitative Reasoning, is now required for all college parallel students.



*Documenting the Use of
Assessment Results Through
the Assessment Record Book*

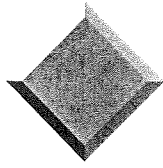
The Departmental Guide... (2000), Chapter 6, Appendix A & B

The Department Head's Guide In AES Units,(2000), Chapter 5, Appendix A



*The Assessment Record Book
(Forms Available At <www.iea-nich.com>)*

- **Maintains linkage by turning the landscape model to portrait**
- **Provides a focused and concise recording of the assessment process**
- **Highlights the completion of the assessment process by tracking one outcome at a time**
- **Adaptable to web base documentation**



*Multiple Year Reports in
Assessment Record Book*

2003-04

Forms A, B, & C

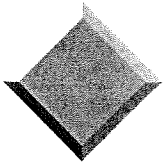
2002-03

Forms A, B, & C

2001-02

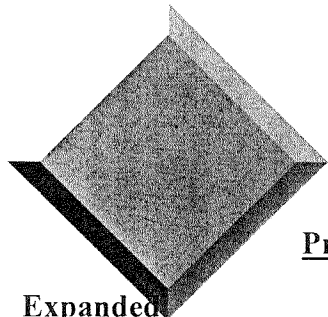
Forms A, B & C

Each year building on previous year



A Solution to Documentation Issues

The Assessment Record Book



Undergraduate English Program

Expanded Statement of Institutional Purpose
Institutional Mission Statement:

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... all graduates of baccalaureate level will have developed a depth of understanding in their major field.

Program Intended Educational Outcomes:

1. Students completing the baccalaureate program in English will compare very favorably in their knowledge of literature with those students completing a similar program nationally.
2. Graduates will be able to critique a brief draft essay.
3. Students completing the baccalaureate program will be capable of writing an acceptable journal article.

Means of Program Assessment and Criteria for Success:

- 1a. The average score of the graduates of the BA program in English on the MFAT "Literature in English" will be at or near the 50th percentile compared to national results and no subscale score will be below the 30th percentile.
- 1b. On the Graduating Student Questionnaire, 90% of the English BA program graduates will "agree" or "strongly agree" with the statement "In the field of literature, I feel as well prepared as the majority of individuals nation wide who have completed a similar degree during the past year."
2. As part of a "capstone course" during the final semester, students will critique a short draft essay. 80% of the program's graduates will identify 90% of the errors in the draft essay. Additionally, none of the 14 rubrics utilized to evaluate the student's critique will appear to be consistently unmet.
- 3a. A jury of English dept. faculty from an institution comparable to Our University will judge 80% of those journal articles submitted acceptable for publication based on commonly accepted standards.
- 3b. 20% of journal articles submitted will be published in student or other publications.

Summary of Data Collected:

- 1a. MFAT score for year's graduates (18) were found to be at the 37th percentile. This was due to a 23rd percentile score on the "American Literature" subscale.
- 1b. 93% responded "agree" or "strongly agree."
2. 92% of graduates identified 87% of errors. However, grammatical conventions regarding capitalization were not consistently applied.
- 3a. 55% of articles reviewed were found acceptable for publication.
- 3b. 10% of articles were published.

Use of Results:

- 1a. Course offerings in "American Literature" were reviewed to ascertain degree of match with MFAT "American Literature" subscale. Added additional course LIT 317 (Survey of American Lit) as requirement.
- 1b. Criteria met. At this time no action required. Question is deleted from next year's questionnaire. Faculty has added question relating to electronic reviews of literature.
2. Faculty use of commonly accepted conventions regarding capitalization in reviewing upper division papers has been emphasized.
- 3a. English 407 (advanced writing) modified to include journal article exercise.
- 3b. Additional outlets for student publishing have been identified.

**ASSESSMENT RECORD FOR
DEPARTMENT
OF**

(Academic Department Name)

(Assessment Period Covered)

(Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

<u>Title of Instructional Degree Program</u>	<u>Degree Level</u>
	(Associate, Bachelors, Masters, etc.)

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Submitted By: _____
(Departmental Chair or Faculty Assessment Representative)

**ASSESSMENT RECORD FOR
DEPARTMENT
OF
*English***

(Academic Department Name)

September 200?-August 200?

(Assessment Period Covered)

September 15, 200?

(Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program

Degree Level

(Associate, Bachelors, Masters, etc.)

Undergraduate English Program

Bachelor of Arts

English Literature

Masters of Arts

English as a Foreign Language

Masters of Arts

Submitted By: _____

(Departmental Chair or Faculty Assessment Representative)

Form A-Title Page

**ASSESSMENT REPORT
FOR**

(Instructional Degree Program)

(Degree Level)

(Assessment Period Covered)

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

College/University Goal(s) Supported:

Intended Educational (Student) Outcomes:

1.

2.

3.

4.

5.

**ASSESSMENT REPORT
FOR**

English Program
(Instructional Degree Program)

Bachelor of Arts
(Degree Level)

September 200?-August 200?
(Assessment Period Covered)

September 15, 200?
(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference: The principal focus of Our University's curricular program is undergraduate education in the liberal arts and science...

College/University Goal(s) Supported: ... all graduates of baccalaureate level will have developed a depth of understanding in their major field.

Program Intended Educational (Student) Outcomes:

1. Students completing the baccalaureate program in English will compare very favorably in their knowledge of literature with those students completing a similar program nationally.

2. Graduates will be able to critique a brief draft essay, pointing out the grammatical, spelling, and punctuation errors.

3. Students completing the baccalaureate program will be capable of writing an acceptable journal article.

4.

5.

**ASSESSMENT REPORT
FOR**

(Instructional Degree Program)

(Degree Level)

(Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

First Means of Assessment for Outcome Identified Above:

__ a. Means of Program Assessment & Criteria for Success:

__ a. Summary of Assessment Data Collected:

__ a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

__ b. Means of Program Assessment & Criteria for Success:

__ b. Summary of Assessment Data Collected:

__ b. Use of Results to Improve Instructional Program:

**ASSESSMENT REPORT
FOR**

English Program

(Instructional Degree Program)

Bachelor of Arts

(Degree Level)

September 200?-August 200?

(Period Covered)

September 15, 200?

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1. Students completing the baccalaureate program in English will compare very favorably in their knowledge of literature with those students completing a similar program nationally.

First Means of Assessment for Outcome Identified Above:

1 a. Means of Program Assessment and Criteria for Success: The average score of the graduates of the BA program in English on the MFAT "Literature in English" will be at or near the 50th percentile compared to national results, and no sub-scale score will be below the 30th percentile.

1 a. Summary of Assessment Data Collected: MFAT score for year's graduates (18) found to be at the 37th percentile. This was due to the 23rd percentile score on "American Literature" scale.

1 a. Use of Results to Improve Instructional Program: Course offerings in "American Literature" being reviewed to ascertain degree of match with MFAT "American Literature" scale. Examination will be repeated next year before making substantive changes in curriculum.

Second Means of Assessment for Outcome Identified Above:

1 b. Means of Program Assessment & Criteria for Success: On Graduating Student Questionnaire, 90% of the English BA program graduates will "agree" or "strongly agree" with the statement; "In the field of literature, I feel as well prepared as the majority of individuals nation wide who have completed a similar degree during the past year."

1 b. Summary of Assessment Data Collected: 93% responded "agree" or "strongly agree."

1 b. Use of Results to Improve Instructional Program: Criteria met. At this time no action required. Question is deleted from next questionnaire. Faculty has added question related to electronic reviews of Literature.

**ASSESSMENT REPORT
FOR**

English Program

(Instructional Degree Program)

Bachelor of Arts

(Degree Level)

September 200?-August 200?

(Period Covered)

September 15, 200?

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

2. Graduates will be able to critique a brief draft essay, pointing out the grammatical, spelling, and punctuation errors.

First Means of Assessment for Outcome Identified Above:

2 a. Means of Program Assessment & Criteria for Success: As part of a “capstone course” during the final semester students will critique a short draft essay; identifying grammatical, spelling and punctuation errors. 80% of the program’s graduates will identify 90% of the errors in draft essay. Additionally, none of the 14 ruberics utilized to evaluate the student’s critique will appear to be consistently unmet.

2 a. Summary of Assessment Data Collected: 92% of graduates identified 87% of errors. However, grammatical conventions regarding capitalization were not consistently applied.

2 a. Use of Results to Improve Instructional Program: Faculty use of commonly accepted conventions regarding capitalization in reviewing upper division papers has been emphasized.

Second Means of Assessment for Outcome Identified Above:

___ b. Means of Program Assessment & Criteria for Success:

___ b. Summary of Assessment Data Collected:

___ b. Use of Results to Improve Instructional Program:

**ASSESSMENT REPORT
FOR**

English Program

(Instructional Degree Program)

Bachelor of Arts

(Degree Level)

September 200?-August 200?

(Period Covered)

September 15, 200?

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

3. Students completing the baccalaureate program will be capable of writing an acceptable journal article.

First Means of Assessment for Outcome Identified Above:

_3 a. Means of Program Assessment & Criteria for Success: A jury of English dept. faculty from an institution comparable to Our University will judge 80% of those journal articles submitted acceptable for publication.

_3 a. Summary of Assessment Data Collected: 55% of articles reviewed were found acceptable for publication.

_3 a. Use of Results to Improve Instructional Program: English 407 (advanced writing) is being modified to include journal article exercise.

Second means of Assessment for Outcome Identified Above:

_3 b. Means of Assessment & Criteria for Success: 20% of journal articles submitted will be published in student or other publications.

_3 b. Summary of Assessment Data Collected: 10% of articles were published.

_3 b. Use of Results to Improve Instructional Program: Additional outlets for student publishing have been identified.