Assessment of Student Learning at PPCC: A Department-Centric Approach to Continuous Quality Improvement

Helpful Tips

Which aspects of the assessment process do I need help with?

Developing my department’s mission statement

Formulating broad department goals

Articulating student learning outcomes

Showing how my learning outcomes contribute to PPCC’s general education outcomes

Building a curriculum map (showing how my course/program curriculum aligns with my learning outcomes)

Building an assessment strategy and developing an assessment plan
  Deciding which learning outcome to assess
  Choosing the most appropriate assessment method
  Choosing the most appropriate scoring method
  Selecting courses and students
  Setting a performance target
  Planning assessment activities
  Determining what additional materials should be included in the templates

Reporting assessment activities and results
  Describing my assessment strategy
  Presenting results
  Interpreting results
  Drawing conclusions from my assessment results
  Describing next steps
  Reflecting on my assessment strategy
  Determining what additional materials should be included in the templates
**Mission Statement**

The Department/Program Mission should be written to a broad audience. It should answer the three following questions in a concise format (1 to 3 sentences): **What is the purpose of your department (aka, why do you exist)? Who does your department serve? What sets your department apart?**

- The Criminal Justice program provides students with extensive practical and professional knowledge pertinent and responsive to the dynamic fields of employment in the Criminal Justice system.
- The mission of the Business and Economics Department is to provide high quality education and extraordinary learning experiences that prepare students for positions in business, industry, and government on a local, national, and global level.
- The mission of the Welding Department is to provide an excellent career technical education experience that prepares students for entry level careers, self-employment, or career development in a broad range of welding and fabrication industries including construction, automotive, manufacturing, aviation, and shipbuilding.
- The mission of the radiography program is to provide the community with competent and caring entry level radiographers who are able to perform quality radiographic procedures and function as an integral member of the health care team. In order to achieve this, the program provides the student with innovative educational opportunities to prepare for a rewarding career in radiologic technology.
- The mission of the mathematics department is to provide an environment where students can learn and become competent users of mathematics and mathematical application. Moreover, the department will contribute to the development of students as mathematical thinkers, enabling them to become lifelong learners, to continue to grow in their chosen professions, and to function as productive citizens.
- The Department of Chemistry aims to equip our students with the conceptual and experimental tools required to understand and manipulate the molecular world. The department emphasizes independent and collaborative research where students can participate in the creation and dissemination of new knowledge, and where they can integrate and apply the chemical knowledge and skills they have learned in their courses in the context of original work.

Poorly written mission statements are often too broad or too narrow.

- Too broad: “Continuously seek and provide excellent academic, technical and career development that is responsive to our community and students’ needs” or “help students achieve their academic, professional, and personal goals”
- Too narrow: The mission of the Math Program is to help students use correct mathematical notation and terminology, read and interpret graphs, add and subtract vectors in two dimensions, graph parametric equations in two dimensions that involve trigonometric functions, interpret statistical data using appropriate probability distributions, apply the Central Limit Theorem appropriately to describe inferences using normal distributions,....

Keep it short and simple! Avoid jargon!

**Why reinvent the wheel?** Google “Mission statement+ [your discipline]” to help you get started!
### Department / Program Goals

This section should cover what your department does in **support of its mission**. As a result, your first goal will most likely be related to the teaching and learning process.

- Provide an organized and sequential comprehensive program curriculum that integrates both didactic and clinical education experiences
- Provide a learning environment that will enhance knowledge, clinical skills, and professional behaviors necessary for passage of the National Physical Therapist Assistant Board Exam
- Continuously seek, develop, and offer courses and programs that satisfy both student and employer needs
- Maintain safe, state-of-the-art physical therapy equipment that adequately trains students to practice in a contemporary physical therapy clinic
- Assist students in transitioning to Bachelor’s programs by strengthening partnerships with in-state four-year institutions
- Continuously enhance students’ workforce readiness by offering a wide range of experiential learning opportunities
- Develop, implement and maintain a continual process of program review
- Expand the program by offering an increased number of online and hybrid sections and strengthening partnerships with local high schools
- Maintain compliance with all five evaluative criteria established by the Commission on Accreditation for Education in Nursing
- Support student and faculty participation in community and public service projects
- Ensure faculty stay current in their discipline by providing opportunities for faculty scholarship, research, and professional development
- Adhere to the highest standards of English language instruction by attracting and hiring qualified, talented, and experienced instructors
- Develop an intellectual atmosphere in which instructors can exchange teaching strategies, discuss student concerns and successes, and pursue available professional development opportunities
- Become an integral part of the college community by participating in committee assignments and attending both college and program recruitment activities

Poorly written department goals are often too broad or too narrow.

- **Too narrow**: Introduce students to basic principles of physics, chemistry, earth science, and biology.
- **Broader than the mission or beyond your department’s sphere of control**: Help students succeed in their academic, professional, and personal life.

Look for alignment between your mission statement and your program goals. Begin with the end in mind.

**L. Suskie’s Assessment book**, page 116

**Why reinvent the wheel?** Google “Mission statement and goals+ [your discipline]” to help you get started!
Student Learning Outcomes (SLOs)

Student learning outcomes (SLOs) are short statements that describe what students are able to do as a result of participating in a given learning experience. Course-level outcomes describe what students should be able to do upon completing a given course (think about the skills students need to be successful in subsequent courses). Program-level SLOs describe what students should be able to do upon completing a program (think about the skills employers or transfer institutions are looking for). Program-level outcomes will most likely be close to what is accepted of students completing a 200-level course or capstone course/project.

Your department needs to decide whether to assess what students should be able to do upon completing a given course or upon completing the program. Each SLO should start with a concrete action verb that appropriately reflect the expected level of learning. Verbs such as “describe” or “identify” are well suited for 100 level courses. Verbs reflecting application (e.g., locate, research), analysis (e.g., compare, explain), evaluation (e.g., judge, evaluate) and synthesis (e.g. design, produce) are well suited for upper level courses.

SLOs should be:
1. Manageable: Is the SLO realistically attainable for students? Does your department have the resources to assess this SLO?
2. Meaningful: Does the SLO reflect an important concept or skill? Will measuring this SLO produce results that can drive course or program improvements?
3. Measurable: Is there at least one method the department can use to assess the extent to which students have achieved this SLO?

- Upon completing CRJ110, students should be able to describe the functions and roles of each component of the justice system.
- Upon completing ECO235, students should be able to apply economic principles to a wide variety of real world situations.
- Upon completing the Photography program, students should be able to critically analyze and evaluate examples of photographic art.

- Ambiguous: Students should be able to demonstrate information literacy skills
- Hard to measure: Students should value exercise as a stress reduction technique
- Too many verbs: Identify, evaluate, and discuss the economic contribution of the non-profit sector
- Focus on the assessment instrument: Students should be able to complete a self-assessment survey
- Focus on progression: Students should be able to demonstrate increased proficiency in spreadsheet applications

- Avoid “fuzzy” verbs such as think critically, know, understand, appreciate, demonstrate knowledge or understanding
- Use the Bloom’s taxonomy to frame your SLOs: it will save you time!
- Keep your SLOs short and simple. Avoid jargon
- Divide complex SLOs into separate outcomes
- Make sure you have other people (faculty, students) review your SLOs
- Make sure your assessment instruments (exams, projects) align with your SLOs

L. Suskie’s Assessment book, pages 6-10 and 117-132

Why reinvent the wheel? Google “Learning outcomes + [your course title/ program]” to help you get started!
### Relationship between your SLOs and PPCC’s general education outcomes (GEOs)

Institutions are increasingly required by accreditors and employers to demonstrate how their programs (transfer or CTE) integrate institution-wide core competencies that are traditionally taught in general education courses. This matrix indicates what core competencies students have the opportunity to develop by completing a given course or program.

Use an “x” or check mark to show how your SLOs contribute to the attainment of PPCC’s general education outcomes (GEOs) (see descriptions in the table below).

Verify that your program/course SLOs are appropriately mapped to PPCC’s general education outcomes. Is each of your SLOs linked to at least one general education outcomes? If not, use the last column to indicate SLOs that do not contribute to any of PPCC’s general education outcomes.

<table>
<thead>
<tr>
<th>Upon completion of the Accounting program:</th>
<th>Community skills</th>
<th>Critical Thinking</th>
<th>Information Literacy</th>
<th>Communication</th>
<th>Math</th>
<th>SLO conceptually different from PPCC’s GEOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO #1:</strong> Students will be able to prepare the four major financial statements</td>
<td></td>
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<tr>
<td><strong>SLO #2:</strong> Students will be able to apply ethical principles to solve Accounting dilemmas</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**L. Suskie’s Assessment book**, pages 125 - 126

<table>
<thead>
<tr>
<th>PPCC's GEOs</th>
<th>Students should be able to ...</th>
</tr>
</thead>
</table>
| Community Skills     | 1. Apply knowledge about cultures so they can see and respond to the world from multiple perspectives.  
                          2. Apply knowledge about fundamental issues affecting their community to real world situations. |
| Critical thinking    | 1. Apply the process of problem solving through the defining of a problem or critical issue; identifying strategies; proposing, evaluating, and implementing solutions; and evaluating the outcome.  
                          2. Draw a warranted conclusion by recognizing assumptions; interpreting data; evaluating evidence, reasoning, and arguments; and examining implications and consequences. |
| Information Literacy | 1. Identify information needed to complete a task.  
                          2. Identify potential relevant sources of information.  
                          3. Use various search systems to retrieve information in a variety of formats.  
                          4. Evaluate the validity of the source.  
                          5. Demonstrate knowledge about the ethical use of materials. |
| Mathematics          | 1. Use math to solve problems.  
                          2. Demonstrate mathematical reasoning skills.  
                          3. Interpret mathematical notation and terminology. |
| Communication/Listening | 1. Accurately self-assess their own listening skills.  
                               2. Demonstrate the ability to listen critically and comprehensively.  
                               3. Apply listening techniques in a typical social/business situation and in a learning environment. |
| Communication/Speaking | 1. Use appropriate language in a professional/academic and effective manner to convey a message.  
                                  2. Use appropriate delivery style in a professional/academic and effective manner to convey a message. |
| Communication/Writing | 1. Produce written work appropriate for the intended audience.  
                                  2. Write for a purpose.  
                                  3. Find, analyze, evaluate and synthesize appropriate information.  
                                  4. Generate, draft, revise and edit ideas and forms of expression in their writing.  
                                  5. Apply conventions of grammatical usage, specialized vocabulary, format, and documentation in their fields. |
Students should be given multiple opportunities to learn and practice each SLO before assessment takes place. Curriculum maps document what is taught and when, reveal gaps in the curriculum, and help design an assessment plan.

- If your department decided to assess program-level outcomes, list all required courses in the first column.
- If your department decided to assess course-level outcomes, list all major chapters/modules/learning experiences in the first column.
- SLOs should be listed horizontally, in the top row.
- For each SLO, indicate whether the SLO is Introduced = I, Reinforced (opportunity to practice) = R or Expected to be mastered = M,
- Also, indicate where the SLOs will be assessed with the letter A

- For program-level SLOs, are all courses required for the program listed on the left?
- For course-level SLOs, are all learning units/modules required for the course listed on the left?
- Is there a natural progression from I to R to M as students move toward the end of the semester (for course-level SLOs) or the end of the program (for program-level SLOs)?
- Are there any gaps? (for instance, SLO may be introduced early in the curriculum and expected to be mastered in the capstone course, but students are not given any opportunity to practice this SLO in intermediate-level courses)
- Are assessment points indicated with the letter A? There should be at least one assessment point for each SLO.

| Required learning experiences | SLO#1: Promote child development and learning | SLO#2: Build family and community relationships | SLO#3: ...
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>ECE 101</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>ECE 102</td>
<td>R, A</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>ECE 111</td>
<td>I</td>
<td>I &amp; R</td>
<td></td>
</tr>
<tr>
<td>ECE 112</td>
<td>R</td>
<td>R, A</td>
<td></td>
</tr>
<tr>
<td>ECE 113</td>
<td>R</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>ECE 191</td>
<td>I</td>
<td>R</td>
<td></td>
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<tr>
<td>ECE 192</td>
<td>R, A</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>ECE 205</td>
<td>R</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>ECE 220</td>
<td>R</td>
<td>R, A</td>
<td></td>
</tr>
<tr>
<td>ECE 238</td>
<td>M</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>ECE 240</td>
<td>R</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>ECE 260</td>
<td>R</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>ECE 261</td>
<td>R</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>ECE 289</td>
<td>M, A</td>
<td>M, A</td>
<td></td>
</tr>
<tr>
<td>Course-level Outcomes</td>
<td></td>
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<td></td>
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<tr>
<td>-----------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Required learning experiences</td>
<td>SLO #1: Follow electrical safety policies and procedures according to industry standards</td>
<td>SLO#2: ...</td>
<td></td>
</tr>
<tr>
<td>Module 1: Electrical drawings, quality wiring</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Module 2: Motor control devices, quality wiring</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3: Electric motors</td>
<td>R</td>
<td></td>
<td></td>
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<tr>
<td>Module 4: Motor starters and relays</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 5: Motor control circuits, electronic controls</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 6: VFD and PLC control circuits</td>
<td>M, A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

L. Suskie’s Assessment book, pages 98 – 102: Curriculum mapping (aligning learning goals and curriculum)

Assessment Plan

SLOs

Departments **do not have to assess all SLOs in the same semester or year.** It’s OK to focus on one or two SLOs and reassess the same SLO(s) until results meet your performance targets.

- Complete one table if your plan is to assess one SLO or if your plan is to assess multiple SLOs using the same assessment strategy (for instance, SLO#1, SLO#2, and SLO#4 will be assessed using a structured essay).

- Complete one table for each SLO if your plan is to use different assessment strategies (for instance SLO#1 will be assessed using multiple choices on the mid-term exam and SLO#2 will be assessed using an oral presentation at the end of the semester)

Please **do not insert** any graph or table in this table. Include your supporting documentation (e.g. rubrics, assignment instructions) in the “Supporting Documentation” section.

Rationale for choosing this SLO

Explain why you chose this SLO:

- If this SLO has never been assessed before, **explain why** (e.g., brand new course, department has focused on other SLOs, student feedback or faculty experience indicate opportunities for improvement in this particular area)

- If this SLO has already been assessed and needs to be reassessed, **explain why** (e.g., results did not meet expectations and curriculum changes have been made to address the issue, SLOs is so critical that it needs ongoing monitoring, accrediting agency requires the department to assess this SLO on an ongoing or scheduled basis). Also, **provide a brief summary of previous results and describe any changes** your department has made or is planning to make to the assessment strategy, the program, or the curriculum to improve student learning.
<table>
<thead>
<tr>
<th>Learning opportunities</th>
<th>Through what courses and assignments do you ensure that all students have the opportunity to learn and/or practice this SLO? Briefly describe the kind of learning activities that will be provided to the students so they can acquire the knowledge and skills associated with this SLO. Refer the reader to your curriculum map.</th>
</tr>
</thead>
</table>
| Assessment Method(s) | At least one assessment method should be listed here: Direct, Indirect, or Combination of direct and indirect.  
- **Direct** = asking students to demonstrate evidence of learning (e.g. essays, research papers, oral presentations)  
- **Indirect** = asking students or someone else to reflect on the learning experience (e.g. surveys, focus groups, reflective journals)  
- **Combination of direct and indirect** methods  

No assessment of knowledge, conceptual understanding, or thinking or performance skills should consist of indirect evidence alone. Use indirect methods to complement direct methods. |
| Assessment Tool(s) | Describe the assignment(s) that will be used to assess the extent to which students achieve the chosen SLO(s). If your plan is to reassess the same SLO(s) and significant changes have been made or will be made to the department’s assessment strategy, please describe these changes and explain the reason for these changes.  
Your assessment tool (essay, multi-choice test) should match your SLO(s). For instance, multiple choices are the most cost-effective way to assess basic knowledge and conceptual understanding while essays are more appropriate to assess higher levels of thinking (application, analysis, synthesis, evaluation) as well as writing skills.  
Motivating students to participate in add-on or optional assessments and give them serious thought and effort is a significant challenge. For this reason, prefer assignments that:  
- are embedded into regular course work (course-embedded assignments)  
- best reveal the essential knowledge and skills you want to assess (signature assignments)  
- ask students to perform real-world tasks or analyze real-life situations (authentic assignments)  

L. Suskie’s Assessment book  
pages 22-25, 38-42: Types of assessments (traditional vs. performance/authentic, embedded vs. add-on, local vs. published, quantitative vs. qualitative, objective vs. subjective) |
<table>
<thead>
<tr>
<th>Scoring Method(s)</th>
<th>What scoring guide will you use? In other words, how will students’ performance be measured?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• If you use an answer key: number or percentage of correct answers</td>
</tr>
<tr>
<td></td>
<td>• If you use a rubric: rubric scores</td>
</tr>
</tbody>
</table>

A **rubric** is a scoring guide listing the things you are looking for when you evaluate assignments.

- A **checklist rubric** is a simple list indicating the presence of the things you are looking for.
- A **descriptive rubric** includes succinct descriptions of every performance level for each performance criterion. Descriptive rubrics are increasingly popular because they explicitly document standards for performance. Students, faculty, and accreditors clearly understand what is “outstanding” or “inadequate”.

- Assignments will be scored using a descriptive rubric on a scale from 1 to 4 (1 = beginning, 2 = developing, 3 = competent, and 4 = accomplished).
- Exams will be scored using an answer key. The number and percentage of correct answers will be calculated for each test item linked to the chosen SLO.

- Rubrics are terrific tools for **assessment** and can speed up the grading process.
- Write the rubric before you write the assignment to ensure alignment between your assignment and your SLO.
- **Share your rubric** with your students. This will help students understand your expectations, self-assess their work, and can motivate some of them to aim for the highest score.


**Why reinvent the wheel?** Google “Rubric + [your discipline]” to help you get started!

<table>
<thead>
<tr>
<th>Courses</th>
<th>Identify the course(s) and course section(s) used for assessment. Include the prefix, number, and title of each course.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• If all sections of a course will be involved in your assessment strategy, specify the <strong>number of sections.</strong></td>
</tr>
<tr>
<td></td>
<td>• If only some sections will be selected for assessment, specify the <strong>number and percentage</strong> of sections and <strong>explain why</strong> not all sections will be involved.</td>
</tr>
</tbody>
</table>

- All 3 sections of ECO201 (Principles of Macroeconomics) and all 4 sections of ECO202 (Principles of Microeconomics) will be involved in the department’s assessment strategy.
- The ENG department is piloting a new assessment strategy. As a result, of all sections of ENG121 (English Composition I) offered in fall 2015 (about 150), only those offered at Centennial, Rampart, and Downtown Studio and taught by full-time faculty (about 50, 33%) will be used for assessment.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Estimate the number of students whose work will be assessed. Will you collect evidence of learning from all students or will you examine a representative sample?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Sampling</strong> facilitates the assessment process. The number of assignments you will need to collect depends on i) the length and complexity of the assignment, ii) the number of students enrolled in the program, and iii) the number of faculty, instructors, or external evaluators who will be involved in the scoring process.</td>
</tr>
<tr>
<td></td>
<td>- The sample should be large enough and representative enough that you can use the results with <strong>confidence to make decisions</strong> about your course of program.</td>
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<tr>
<td></td>
<td>- Consider using <strong>sequential sampling</strong>: Start with a random sample of 10 assignments, then look at another random sample of 10 to see if they add any new insight. If they do, look at a third sample. Eventually you will look at a sample that adds no new insight. At that point, you may conclude that you have looked at enough assignments.</td>
</tr>
<tr>
<td></td>
<td>• Curriculum plans submitted by all students enrolled in ECE201 (about 25) will be assessed.</td>
</tr>
<tr>
<td></td>
<td>• All students enrolled in the sections mentioned above will be required to submit an essay. A minimum of 40 essays (20%) will be used for assessment.</td>
</tr>
<tr>
<td></td>
<td><strong>L. Suskie’s Assessment book</strong>, pages 46-50: How much evidence is enough?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Target(s)</th>
<th>Scores alone tell us nothing about how well students are doing. In order for a score to have meaning, it must be compared against a <strong>performance target</strong>, also called benchmark or standard. Performance targets are defined as the level of performance that represents success at achieving your outcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 75% of students will achieve a score of at least 4 (out of 5) on all five criteria of the rubric</td>
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<tr>
<td></td>
<td>• 70% of students will score “developing” or higher and 30% of students will score as “competent” or “advanced”</td>
</tr>
<tr>
<td></td>
<td>• 70% of students will answer each question related to SLO#1 correctly</td>
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<tr>
<td></td>
<td>• 70% of students will answer at least 7 of the 10 questions related to SLO#1 correctly.</td>
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<td></td>
<td>- Involve others - faculty, students, Advisory Board members - in deciding what constitutes an acceptable level of performance.</td>
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<td></td>
<td>- Setting a performance target for each rubric criterion or question item, rather than for the overall assignment, will help you identify students’ strengths and areas for growth</td>
</tr>
<tr>
<td></td>
<td><strong>L. Suskie’s Assessment book</strong>, pages 233-252: Setting benchmarks and standards</td>
</tr>
</tbody>
</table>

| Timeframe of assessment tasks | The best assessments are those whose results are **used to improve teaching and learning**. The term “**closing the loop**” means taking action to correct problems discovered through the assessment process. |
In this section, indicate when the following assessment activities will take place

- Student work will be collected by [mm/yyyy]
- Responses will be analyzed by [mm/yyyy]
- Results will be interpreted by [mm/yyyy]
- Recommendations for improvement, if any, will be made by [mm/yyyy]
- Changes, if any, will be implemented and data collected in [semester/yyyy]

- Student work will be collected by 05/2016
- Responses will be analyzed by 06/2016
- Results will be interpreted by 06/2016
- Recommendations for improvement, if any, will be made by 10/2016
- Changes, if any, will be implemented and data collected in Spring 2017

Avoid accumulating data over several years before looking at them. Try to close the loop within two or three semesters (see example above)

<table>
<thead>
<tr>
<th>Faculty and instructors involved in the assessment tasks</th>
<th>Collaboration among faculty and instructors can improve all phases of the assessment process.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collection of student work: [Names]</td>
</tr>
<tr>
<td></td>
<td>Analysis of student responses: [Names]</td>
</tr>
<tr>
<td></td>
<td>Interpretation of assessment results: [Names]</td>
</tr>
<tr>
<td></td>
<td>Identification of recommendations for improvement: [Names]</td>
</tr>
<tr>
<td></td>
<td>Implementation of changes and data collection: [Names]</td>
</tr>
<tr>
<td></td>
<td>Reporting of the AY2015/2016 assessment results: [Names]</td>
</tr>
</tbody>
</table>

L. Suskie’s Assessment book, pages 78, 112-113: Collaboration, Adjunct faculty

<table>
<thead>
<tr>
<th>Supporting Documentation</th>
<th>Please include any material that illustrates your assessment strategy in your document (please, no separate documents).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rubrics</td>
</tr>
<tr>
<td></td>
<td>Assignment Instructions</td>
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<tr>
<td></td>
<td>Test blueprints</td>
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<tr>
<td></td>
<td>Examples of student work</td>
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<tr>
<td></td>
<td>CCNS core competencies</td>
</tr>
<tr>
<td></td>
<td>Course Description</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Q1 What SLO(s) did you assess?</th>
<th>Simply list the SLO(s) (number and description) you assessed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SLO#1: Upon completion of CRJ110, students should be able to describe the functions and roles of each component of the justice system.</td>
</tr>
<tr>
<td></td>
<td>SLO#1, 2 and 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2 What did you do? (How? When? Who?)</th>
<th>2.1 – Describe methods and procedures used to conduct assessments <em>(explain any deviation from your assessment plan)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All five SLOs were assessed using a course-embedded “curriculum plan” assignment. Through this assignment, students follow a series of steps to develop a cohesive approach to curriculum planning for an early childhood classroom (see instructions under “supporting documentation”).</td>
</tr>
<tr>
<td></td>
<td>Students studied the assimilation process as part of the curriculum in the ESL 043 (Advanced Reading) reading course. In an end-of-unit assignment, students wrote an essay to evaluate the extent to which an immigrant, or child or grandchild of an immigrant, had assimilated to American culture. The student was to apply and draw conclusion about a theory they had studied regarding the stages of assimilation.</td>
</tr>
<tr>
<td></td>
<td>The Sociology department assessed students’ ability to apply the three major theoretical approaches in our discipline using a written essays embedded in the final exams.</td>
</tr>
</tbody>
</table>

|                                      | 2.2 - Identify the population assessed *(e.g. course sections, sampling method)* |
|                                      | The curriculum plan assignment was used in all three sections of ECE 220 (Methods and Techniques in Curriculum Development). All 45 students enrolled in ECE 220 submitted a curriculum plan by the end of fall 2014. The 45 plans were scored using a 5-point scale rubric (no sampling was used). |
|                                      | While all 15 sections of SOC101 participated in the department’s assessment strategy, only one section per instructor was used to assess student learning (random sampling). A total of 4 sections was selected and 50 essays were collected and scored using a 4-point scale descriptive rubric. Performance levels are as follows: Beginning, Developing, Competent, and Accomplished. |

|                                      | 2.3 Specify when the assessment activities took place and who participated in them |
|                                      | The 45 curriculum plans collected by the end of fall 2014 were scored by the three ECE full-time faculty early spring 2015. Assessment results were shared with adjunct faculty for feedback as well as with the ECE Advisory Committee. The ECE Department and the ECE Advisory Committee collaborated to interpret the results and identify strategies to improve students’ ability to meet the five SLOs. |
|                                      | In December 2014, the ELI Department Chair collected copies of the essay. The essays were then duplicated and distributed to the three-person team of evaluators. In |
February 2015, each essay was reviewed by two evaluators, neither of whom had graded the assignment as part of classroom assessment. Evaluators used a rubric they had designed and tested in the spring semester 2014. The assessment team then met to discuss ratings and agree on scoring revisions in cases of wide disparity. Results were recorded on an Excel spreadsheet.

Essays were collected by the Department Chair in December 2014. Two adjuncts and two full-time faculty were involved in the scoring and data analysis process. All essays were double-rated. Final data analysis and interpretation was completed by the end of Spring 2015.

Your assessment plan should already contain all the information needed to complete this section.

### Q3.1 What did you find? (presentation of results)

#### 3.1 - Present results in qualitative and quantitative terms

Most assessment results can be summarized with simple tallies and percentages. Briefly describe your results and use tables, charts, or graphs to complement your narrative (Do not use tables, charts, or graphs alone).

Present historical data whenever they exist. This will allow you to show how results have evolved over time. This is especially important if you reassessed a SLO after having modified your assessment strategy or curriculum as a result of previous assessment efforts.

Presentation of overall rubric or exam scores is usually not enough to interpret assessment results. Scores on specific question items or rubric criteria need to be examined in order to identify students’ strongest and weakest points. You might also want to examine differences between sub-groups: online students vs. traditional students, high school students vs. non high school students...

Rubrics yield ordered results: Use the median (the midpoint of all results when they are listed from highest to lowest) rather the mean (average scores) when reporting rubric scores. Also, calculate percentages for each performance level (L. Suskie’s book, page 261).

L. Suskie’s Assessment book
- pages 255-271: Summarizing and analyzing assessment results
- pages 273 – 296: Sharing assessment results with internal and external audiences

### Q3.2 What did you learn? (interpretation of results)

What do the data suggest about student mastery of your chosen SLO(s)? Explain how the results compare with your performance targets and identify strengths and improvement opportunities relative to the SLO(s) you assessed.

**Analysis of strengths**: Identify areas of your program or course in which students excel. This can help faculty identify assignments and activities that produce high quality learning -- these assignments need to be preserved. This analysis provides evidence that your program uses assessment results to confirm student learning.

**Analysis of improvement opportunities**: Where are students struggling or encountering difficulties? Knowing about the areas where students encounter problems can help departments think about interventions that might help (e.g. adopt new
teaching strategies; revise curriculum, provide additional support to students). This analysis provides evidence that your program uses assessment results to improve student learning.

Our results indicate that, on average, ECE 220 students exceed the performance target on all 15 key competencies assessed through the curriculum plan assignment. Although student’s abilities to “build family and community relationships” (SLO2) and “observe, document, and assess young children and families” (SLO3) have improved over the last three years, these two learning outcomes continue to receive the lowest scores.

Students were successful in meeting both of our achievement targets, which were that 30% or more would score at the Competent or Accomplished level (33% were) and 70% would be rated Developing or higher (83% were).

L. Suskie’s Assessment book
- pages 255-271: Summarizing and analyzing assessment results
- pages 273 – 296: Sharing assessment results with internal and external audiences

Q4.1 What are your conclusions?

4.1 - Summarize your impressions of the results reported in item 3. Based upon your interpretation of the data, what conclusions emerge about student attainment of the learning outcome you assessed?

Assessment results clearly indicate that modifications to the curriculum are necessary to help students apply key economic principles to real-life situations.

L. Suskie’s Assessment book
- pages 255-271: Summarizing and analyzing assessment results
- pages 273 – 296: Sharing assessment results with internal and external audiences

Q4.2 What changes need to be made?

4.2 - Based on your findings, what are the changes that need to be made in order to improve student learning? What strategies to improve your assessment strategy or your curriculum do you plan to implement? How will those changes be implemented?

Examples of changes you may want to make to improve your assessment strategy

- Move from an indirect to a direct assessment method
- Turn a checklist into a descriptive rubric and share the revised rubric with students
- Move from an optional assignment to a course-embedded signature assignment

Examples of changes you may want to make to improve your curriculum

- Adopt a book that better aligns with your outcomes
- Add or delete a course
- Upgrade technology, equipment, etc.
- Redesign content of specific core assignments or courses
- Require students to complete additional assignments
- Adopt the “flipped classroom” model
- Increase opportunities for class discussions, hands-on activities, etc.
- Increase alignment of assignments across required courses
- Change sequence of courses
- Change pre-requisites
- Implement new teaching techniques
- Encourage more effective use of support services (tutoring, advising, library)
- Offer professional development opportunities to faculty and instructors

**L. Suskie’s Assessment book**, page 60 - 61

<table>
<thead>
<tr>
<th>Q4.3 How will changes be assessed?</th>
<th>4.3 How will you assess the impact of those changes? What data will be collected in the next year to show that those changes have made a difference?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reflection</td>
<td>This section is for your department to reflect on its assessment strategy. Did it provide useful information? Would a different assessment approach provide more useful data? Was there any aspect of your assessment that was especially illuminating? Effective? Surprising? Worth sharing with others?</td>
</tr>
<tr>
<td>Supporting Documentation</td>
<td>Please include any material that illustrates your assessment strategy in your document (please, no separate documents).</td>
</tr>
</tbody>
</table>
|                                   | - Rubrics  
|                                   | - Assignment Instructions  
|                                   | - Test blueprints  
|                                   | - One or two examples of student work  
|                                   | - CCNS core competencies  
|                                   | - Course description  
|                                   | - Raw data in an attached excel document  
|                                   | - Copies of all completed assignments  |