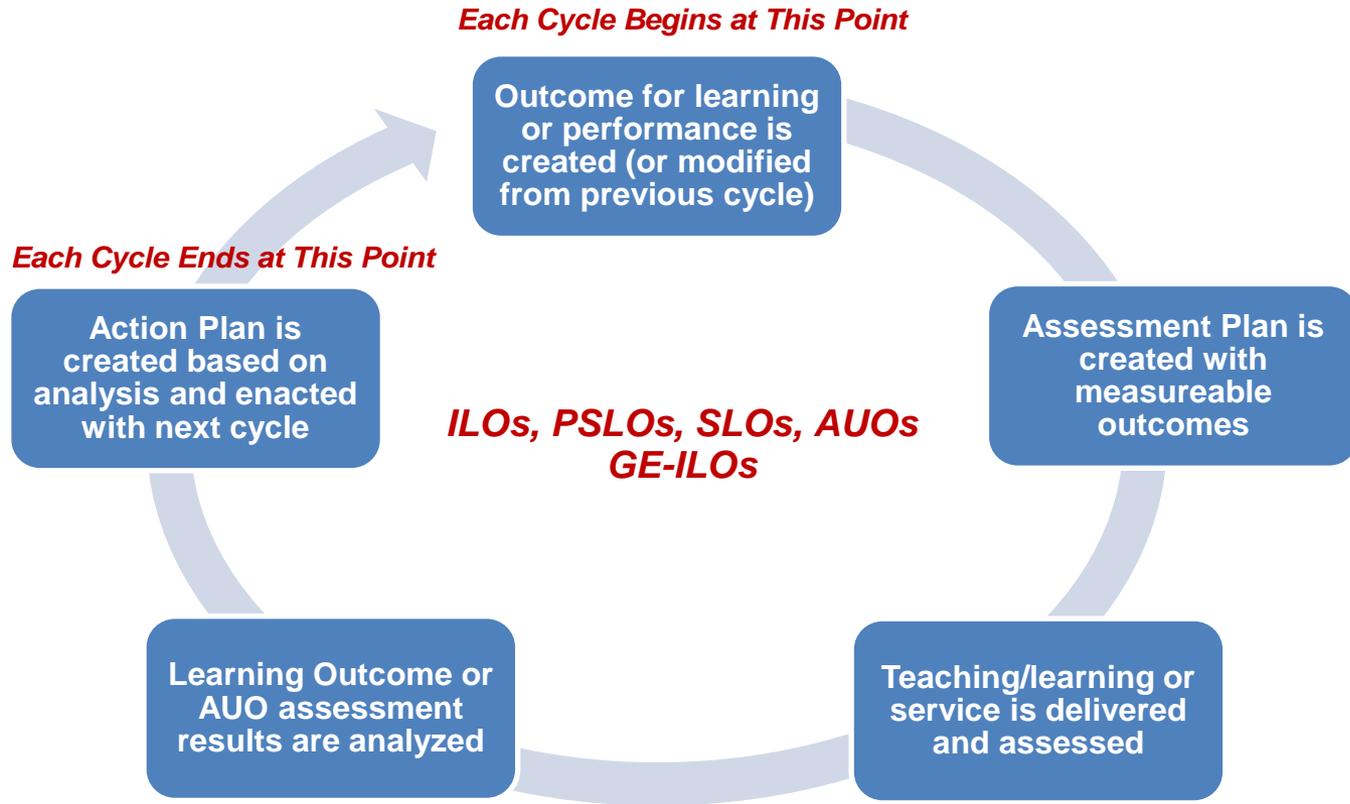


Assessing Our Assessments: Are They Doing the Job?



TEACHING AND LEARNING CONFERENCE
AUGUST 14, 2013
JILL BAKER, DEAN
INSTITUTIONAL EFFECTIVENESS

Continuous Cycle of Assessment, Analysis, and Action



Institutional Learning Outcomes



- Critical Thinking
- Communication
- Self-Awareness and Interpersonal Skills
- Personal Actions and Civic Responsibility
- Global Awareness
- Technological Awareness
- http://www.youtube.com/watch?v=IrTRXfxf_vo

ILOs: Are students meeting the target?



- **Summer, 2012: Learning Assessment Task Force (LATF) initiates dialogue for the first ILO assessment**
 - What to assess? GE? Across the curriculum?
 - Course level assessment mapping?
- **Begin somewhere...**
 - Taskstream
 - GE courses
 - Course-level mapping to GE outcome
 - By ILO, did they meet targets
- **Spring Convocation 2013:**
 - Presentation of Findings and Dialogue

Convocation Spring 2013



- Presentation of assessment planning:
 - Up: Course to Program to Institutional Outcomes
 - ✦ Where does GE fit in with ILO assessment?
 - Overview of the history of ILOs and assessment at Mesa College
- GE analysis
 - Breakdown of findings by ILO
 - ✦ More heavily represented in Critical Thinking and Communication
 - ✦ 97% of the courses met or exceeded the target

Breakout Sessions



- By ILO
- Review results for ILO mapping
 - Determine if it met target –what was the target?
 - Was the information provided on the spreadsheet adequate for assessment?
- Discuss usefulness of target outcomes and other types of assessments and rubrics for ILOs
 - Used a grid to record benefits, drawbacks, overall thoughts

Findings of Assessment



- **Course-level mapping**
 - Limited number of courses in analysis
- **Course-level assessment not intuitive for institutional-level assessment**
 - More appropriate to use program-level assessment
- **Lack of consistency in course-level outcome criteria**
 - Need more guidance on what we are looking for, such as a rubric

Recommendations for ILO Assessment



- **Mapped course-level SLO data:**
 - A good starting point for assessment but not adequate by itself
- **Survey of students**
 - Generally positive perceptions of value
 - Could capture feedback directly from students at momentum points (matriculation, by semester or year, at graduation)
 - Limitations: indirect assessment, student perception
 - Effective component of an overall assessment plan

Recommendations for ILO Assessment



- **Writing across the curriculum**
 - Relatively divided response on value
 - More effective for some ILOs or programs than others
- **Capstone courses or culminating projects**
 - Overall positive perception of value, but with some reservations for non-CTE programs
 - Interest in e-portfolio assessment

Recommendations for ILO Assessment



- **Course-embedded assessment**
 - Most participants unfamiliar with method
- **Other assessment methods**
 - Longitudinal or cohort studies
 - Engagement measures for students who utilize campus support services
 - Holistic ILO assessments that reflect the breadth of the college experience

Recommendations for ILO Assessment



- **Other suggestions by participants:**
 - Review ILOs at regular intervals to assure they are still appropriate as written
 - Implement timelines for ILO assessment
 - Improve communication with students regarding ILOs

Outcomes of Convocation



- A timeline of integrated planning, evaluation, assessment, and resource allocation was developed
- A survey of students applying for graduation was deployed in April-May, 2013
 - ILO achievement (two questions per ILO)
 - Open ended questions:
 - ✦ What were the most important things you learned during your experience as a Mesa College student?
 - ✦ What could Mesa College have done to improve your learning experience?

San Diego Mesa College 6-Year Assessment and Evaluation Cycle

Assessment and Evaluation Activities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Course SLOs	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	Summative Evaluation/ Reflection
Program SLOs		All PSLOs Assessed		All PSLOs Assessed		All PSLOs Assessed
ILOs			1st Assessment: Mapping and Exit Survey	Mapping and Exit Survey; Program-Level Assessment Aligned with ILOs	Mapping and Exit Survey	Mapping and Exit Survey; Program-Level Assessment Aligned with ILOs
GE Learning Outcomes		Sample of GE Course SLOs; Program-Level Assessment Aligned with ILOs		Sample of GE Course SLOs; Program-Level Assessment Aligned with ILOs		Sample of GE Course SLOs; Program-Level Assessment Aligned with ILOs
Program Review		Full Program Review	Update	Update	Full Program Review	Update
Strategic Planning	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting
Educational Master Plan				Six-Year Educational Master Plan, Ready for Vetting in Sept. 2013		
Accreditation Reporting	Annual Report	Annual Report	Annual Report; Mid Term Report	Annual Report	Annual Report	Annual Report; Comprehensive Evaluation Report

*Presented to the Learning Assessment Task Force
Learning Assessment Task Force Retreat - March 1, 2013*

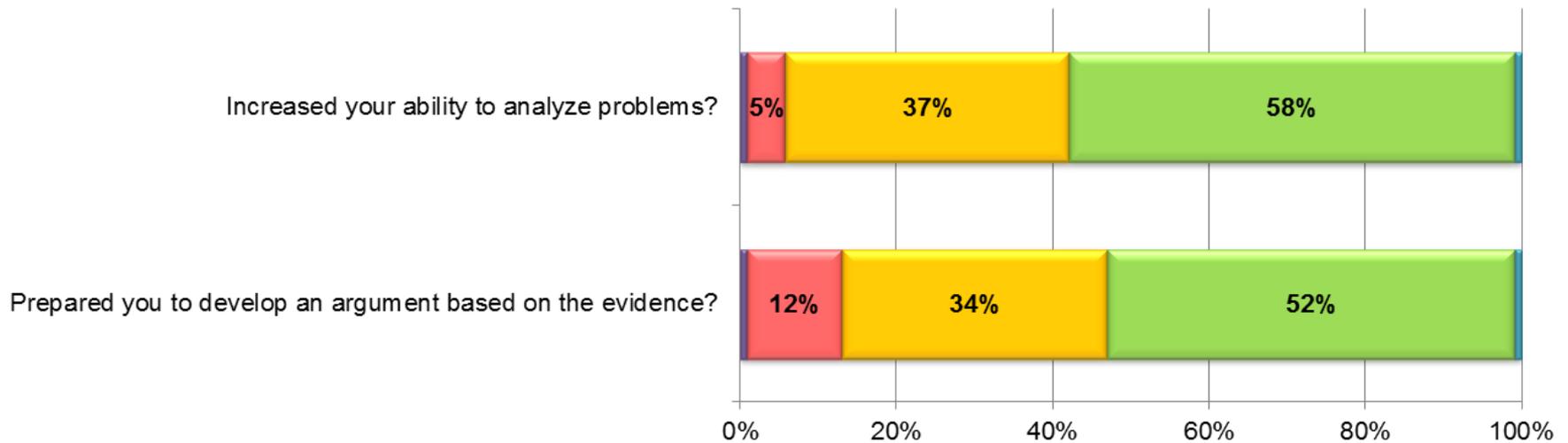
ILO Graduation Survey Results



To what extent have your experiences as a Mesa College student...

Critical Thinking ILO

■ Not at all ■ Not much ■ Somewhat ■ Very much ■ No response



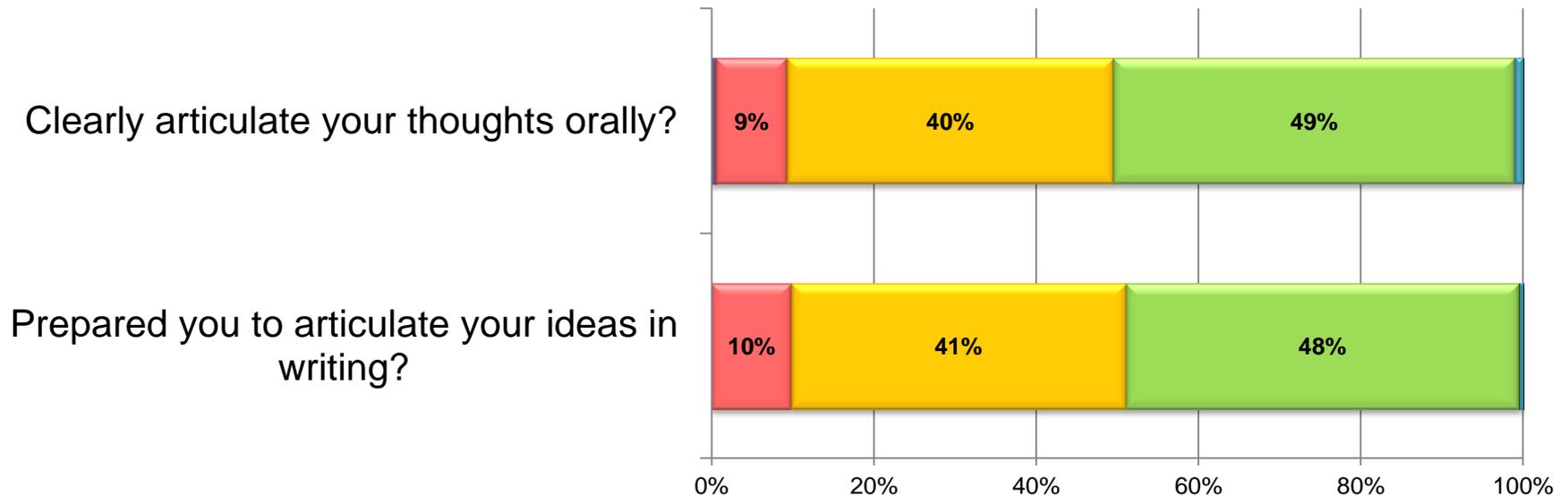
ILO Graduation Survey Results



Communication ILO

■ Not at all ■ Not much ■ Somewhat ■ Very much ■ No response

To what extent have your experiences as a Mesa College student...



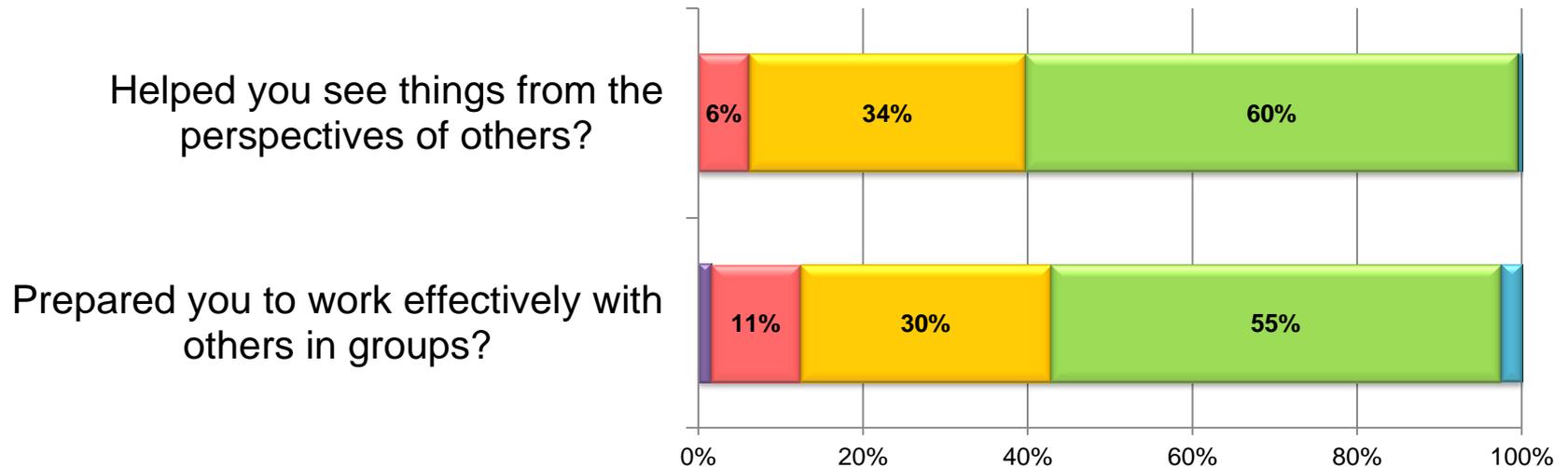
ILO Graduation Survey Results



Self-Awareness and Interpersonal Skills ILO

■ Not at all ■ Not much ■ Somewhat ■ Very much ■ No response

To what extent have your experiences as a Mesa College student...



ILO Graduation Survey Results

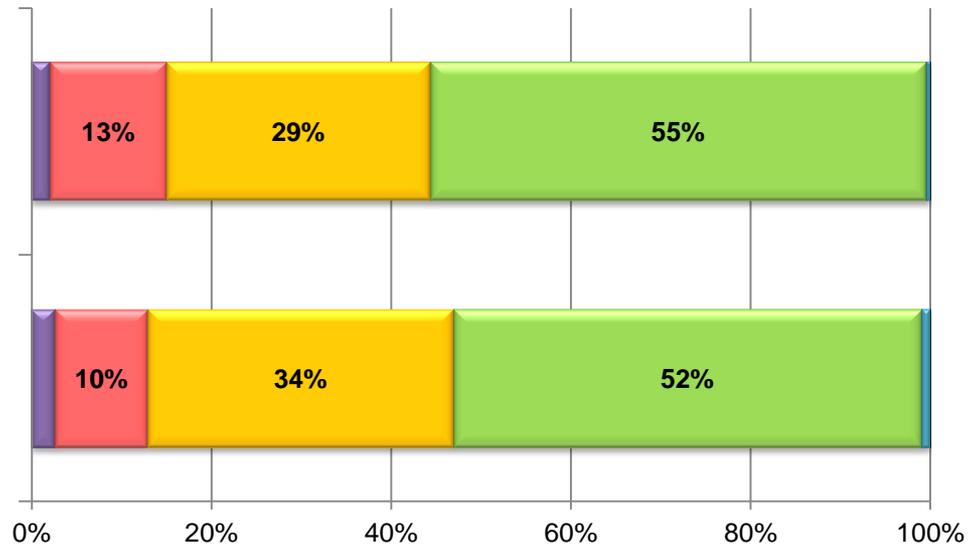


Personal Action and Civic Responsibility ILO

■ Not at all ■ Not much ■ Somewhat ■ Very much ■ No response

To what extent have your experiences as a Mesa College student...

Given you a better understanding of your role in society?



Make ethical decisions in complex situations?

ILO Graduation Survey Results

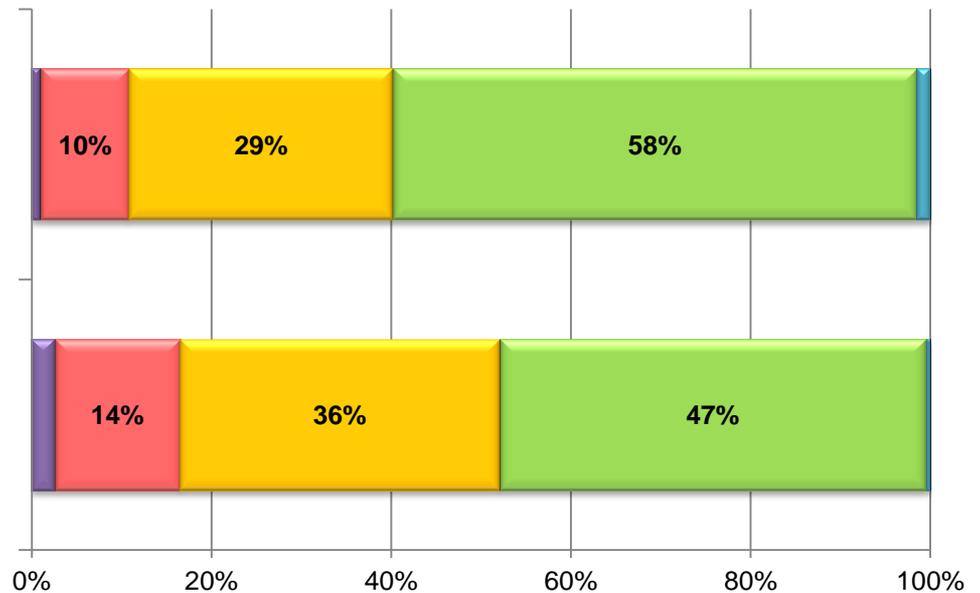


Global Awareness ILO

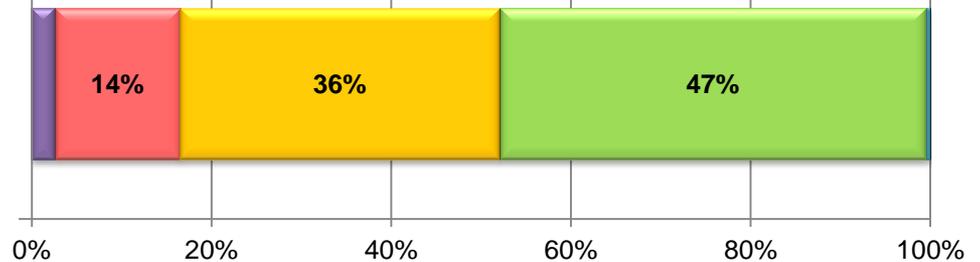
■ Not at all ■ Not much ■ Somewhat ■ Very much ■ No response

To what extent have your experiences as a Mesa College student...

Identify differences and similarities of different cultures and environments?



Improved your knowledge of global issues?



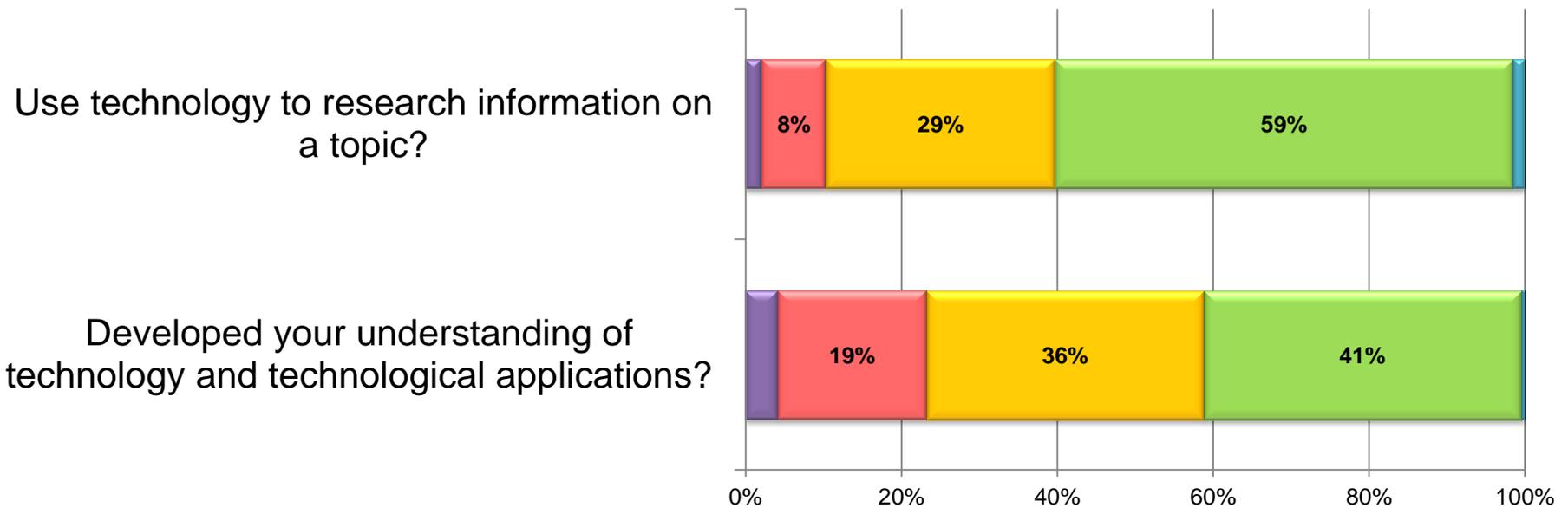
ILO Graduation Survey Results



Technological Awareness ILO

■ Not at all ■ Not much ■ Somewhat ■ Very much ■ No response

To what extent have your experiences as a Mesa College student...



ILO Graduation Survey Results



- **Open-ended response: Most important things you learned at Mesa:**
 - Communication skills (written and general communication)
 - Critical thinking skills
 - Time management skills
 - Study skills
 - Workforce preparation
 - Positive experiences with the college's faculty

ILO Graduation Survey Results



- Open-ended response: What could Mesa have done to improve your experience:
 - Not a thing! (Satisfied with experience)
 - Improved on-campus parking
 - Completion of construction projects
 - More accessible counseling and advising services
 - Consistent academic advising
 - Reinstatement of summer courses

What are the implications of the survey results?



- What would be an acceptable target?
 - Very much, somewhat, not much, not at all
 - What would be a good indicator?
- How do we go from the high-level to become actionable at the course and program-levels?
- What is the purpose of this survey in terms of practitioners?
- What are the implications of the open-ended responses?

Next steps



- ILO planning strategy? What components should be included?
 - Course level mapping?
 - ✦ Broader inclusion beyond GE for mapping? Or do ILOs address only a group of shared GE experiences?
 - Continuation and refinement of the survey?
 - Program level assessments?
 - ✦ What do these look like? Are they program-specific?

FEEDBACK TO LATF



- This presentation was delivered twice during Fall Convocation
- Feedback from the two groups indicated:
 - ✦ Initial question: What will ACCJC be looking for?
 - How deep will they dig in this?
 - ✦ Next question: How do we measure students once they leave?
 - ✦ Agreement with the Spring Convocation ILO assessment
 - more direct assessment of student learning, such as program level assessment
 - mapping was a good first step in multiple measures
 - ✦ They liked the timeline, but would like to see more detail within –our plan since Spring is to be able to link from a cell in the timeline to a more detailed description, so we are getting there

FEEDBACK TO LATF cont.



- Regarding the ILO Graduation Survey
 - Liked the idea of it, good participation -30%
 - In terms of analyzing outcomes, it was agreed that just four answer options (forced Likert scale) were not adequate to determine if the student had met the outcome
 - ✦ Suggested five so that we could see a gradation –how would you be able to say that 70% met or exceeded the goal, when there are just four quadrants in the current scale?
 - ✦ Did not like the term “somewhat” as the second highest descriptor
 - ✦ They felt that using the top two quadrants would be sufficient in this case to assess the SLO as met; they felt that students can underestimate their proficiency or level of learning
 - Example: Communication SLO

FEEDBACK TO LATF cont.



- Question arose on the actual SLOs and language of the questions the students were asked
 - Good question: To what extent have your experiences as a Mesa College student helped you see things from the perspective of others?
 - Unclear question: To what extent have your experiences as a Mesa College student developed your understanding of technology and technological applications?
- Because the questions must follow what is states in the ILOs, it was agreed that they need revision
- However, keep the overarching ILO (e.g., Communication) and modify the subtext to make it comprehensible to students and faculty alike