

# Committee on Outcomes and Assessment

Creating an Outcomes Process that is Practical,  
Meaningful, and Relevant

**DOC Orientation**  
**Spring 2017**

**Flex Workshop # 90383**

# QUICK POLL

- How many departments/programs had adjunct participation in the design of the assessment your department ran last semester.
- How many departments used a cross-over assessment in the fall and assessed more than one outcome in an assessment.

# WHERE WE ARE

- Fall 2017
  - Department/Programs began revising CLO and PLO
  - COA finalized Institutional Learning Outcomes
  - College began the mapping process
  - Piloted one assessment for each instructional program/department
  - Revised “The Guide” and placed on webpage
  - Updated the Webpage (Yolanda)
  - Re-designed the Taskstream work space (Charlie)

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**Welcome to the  
Revised OA Webpage  
and the  
Taskstream OA Workspace**

# WHERE WE ARE GOING

- Continue the Assessment Process
- Evaluate Taskstream as Mesa's Data Management Tool for Outcomes and look at alternative systems
- Complete mapping of CLO to ILO and PLO for all courses
- Define Program Outcomes (with input from Senate)
- Map PLO to ILO
- Establish procedures for Program Outcome Assessment
- Strengthen the connection between Outcomes and Program Review

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**DOC Responsibilities for  
Spring 2017**

# TOMORROW'S MEETING

## WITH YOUR FACULTY/STAFF

1. ESTABLISH COURSES/OUTCOMES TO BE ASSESSED THIS SEMESTER
2. DESIGN ASSESSMENT TOOL(S)/EVALUATION TOOL(S) TO BE USED
3. FOR INSTRUCTION, ESTABLISH COURSES IN WHICH ASSESSMENTS WILL BE RUN (5 COURSES OR 30% WHICHEVER IS GREATER—IF LESS THAN 5, INCLUDE ALL)
4. SET DATE TO EVALUATE DATA WITH FACULTY/STAFF IN DEPARTMENT

# THIS SEMESTER

## WITH YOUR FACULTY/STAFF

1. Work with faculty/staff to continue mapping:
  - a. CLO to PLO
  - b. CLO to ILO
  - c. PLO to ILO
  - d. Mapping information will be entered into TS by Office of IE
2. Develop a schedule of assessment for all courses in your department/program

Report out to COA regarding your assessment process (DOCs will be invited to present at COA meetings).

# TIMELINE AND PROCESS FOR SPRING 2017

- ONLY DOCs will have access to the Taskstream work space for Spring Semester
- DOCs will be given access to workspace once trained. Trainings will be offered by Instructional School.
- Workspace will be available until June 30, 2017 at which time it will close for review by Deans until Flex week, Fall 2017
- Work with faculty / staff to continue mapping:
  - CLO to PLO
  - CLO to ILO
  - PLO to ILO
  - Mapping information will be entered into TS by Office of IE

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## Assessment Review

# REVISING YOUR OUTCOMES

- If the Department/Program revises an Outcome, please let the Office of IE know to make the changes in Taskstream. You should also instruct faculty to update syllabi for the following semester. Revised PLO must be updated in the Catalog. CLO or PLO may be changed at any time and then instituted in the following semester.
- Keep in mind that changing the **OBJECTIVES** for a course is a much more involved process requiring state curriculum changes and state approval of those changes.

# Assessment vs. Grading

- **GRADING**

- Used by INDIVIDUAL faculty to evaluate individual students' learning and performance.
- May incorporate criteria – such as attendance, participation, and effort – that are not direct measures of learning.
- A final grade in a course is a global evaluation that represents the overall proficiency of ONE student.
- A collection of grades from a course does not provide specific information linking overall student performance to improvement.

- **ASSESSMENT**

- Used by the department/program to improve student learning.
- Provides detailed and specific information necessary for linking student performance to improvement.
- Goes beyond grading by examining patterns of student learning  
**ACROSS COURSES OR SERVICES**
- Uses data to improve educational practices.

# ASSESSMENT TOOLS

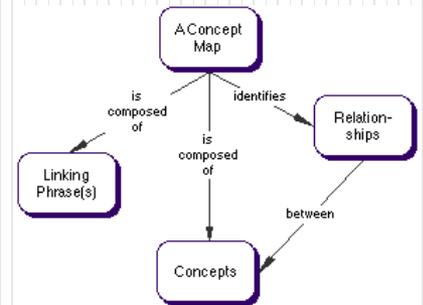
- Formative (Informal)
  - Reflection papers
  - Polls
  - Surveys
  - End of project reflection
- Formative (Formal)
  - Quizzes
  - Team based learning (project based)
- Summative
  - Portfolio
  - Papers
  - Projects and Presentation
  - Exams
  - Essay

# CATS

## Classroom Assessment Techniques

- Student Background and Experience Assessment
- Minute Notes
- Muddiest Points
- Chain Notes
- Self Assessment
- Peer Assessment
- Student Generated Test Questions

- 3<sup>rd</sup> Party Assessment
- Multiple Pronged Assessment
- Just In Time Teaching
- Concept Maps



# SEMESTER LONG ASSESSMENT

- Breaking down a large term project into individual components spread out over the course of the semester, evaluated separately, and then evaluated as a final product
- An essay question on each exam that is directly related to a specific course outcome
- The Cross-over Assessment--Creating one assessment that can evaluate student success for multiple course outcomes.

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## Scoring Tools

# THE RUBRIC

- A rubric is a scoring tool
- A rubric divides the assigned work into component parts
- Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc.
- Rubrics can be used as scoring or grading guides

# The Rubric

|  | <b>Exemplary</b><br>4  | <b>Proficient</b><br>3  | <b>Marginal</b><br>2   | <b>Unacceptable</b><br>1   |
|--|--|---|--|--|
| <b>Knowledge/<br/>understanding</b><br>30% | The presentation uses relevant and accurate detail.<br>Research is thorough and goes beyond what was assigned in texts.                  | The presentation uses knowledge that is generally accurate. Research is adequate, but does not go beyond what was assigned.   | The presentation draws heavily on assumption and theory.<br>Not all research is from reputable sources.  | The presentation uses little relevant information.<br>Little or no research is apparent.                                     |
| <b>Thinking/Inquiry</b><br>20%             | The presentation is centered around a thesis which shows a high level of conceptual ability  | The presentation shows an analytical structure and a central thesis, but the analysis is not fully developed.   | The presentation shows minimal analytical structure and a central thesis, but the link between the two is absent.  | The presentation shows no analytical structure and no central thesis.  |
| <b>Communication</b><br>10%                | The presentation is imaginative and effective in conveying ideas. The presenter responds effectively to audience reaction and questions. | The presentation is successful at conveying the main ideas, but lacks imagination.<br>The presenters were able to answer most, but not all questions.                       | The presentation is successful at conveying the main ideas, but lacks energy.<br>The presenters were unable to answer most questions.  | The presentation fails to capture the imagination of the audience.<br>The presenter seems confused as to the subject matter. |
| <b>Use of Visual Aids</b><br>20%           | Visual aids are appropriate and easily understood.<br>Presenter refers to visual aids at appropriate moment.                             | Visual aids are present, but may be hard to view or difficult to use. Presenter refers to visual aids, but more aids would enhance presentation.                            | Visual aids are present, but there are too few to be impactful. Presenter does not refer to visual aids appropriately to support presentation.   | No visual aids are utilized or visual aids are unsuccessful and/or not utilized in the presentation.                         |
| <b>Presentation skills</b><br>20%          | The presenter engages the audience by speaking clearly and loudly, makes eye contact, and uses appropriate gestures and body language.   | The presenter speaks clearly and loudly, but tends to a monotone and fails to use eye contact.<br>Presenter seems uncomfortable in their use of gestures and body language. | The presenter speaks loudly, but swallows their words so they are hard to understand.<br>They fail to make eye contact and do not attempt gestures and are unaware of their body language. | The presenter cannot be heard.<br>There is no attempt to engage the audience.  |

- Examples of Rubrics and Resources:
- <https://www.cmu.edu/teaching/designteach/teach/rubrics.html>  
(provides good examples of rubrics for a variety of courses)
- <http://www.rcampus.com/indexrubric.cfm> (a how to site that helps you build rubrics)
- <http://course1.winona.edu/shatfield/air/rubrics.htm>  
(Association for the Assessment of Learning in Higher Education (AALHE) Sample Rubric Page—large database of sample rubrics)