

Committee on Outcomes and Assessment

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

DOC Orientation
Spring 2017

QUICK POLL

- How many departments/programs had participation from multiple staff in the design of the assessment your department ran last semester or are planning to run this year.
- How many departments use a rubric in scoring your assessments?

WHERE WE ARE

- Fall 2017
 - Departments began revising SSO and SSPO
 - COA finalized Institutional Learning Outcomes
 - College began the mapping process
 - Piloted one assessment for each instructional program/department/some SS Departments participated
 - 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 looking at alternative systems
- Completing the mapping of SSO to ILO and SSPO to ILO
- Establish procedures for Student Service Program Outcome Assessment
- Strengthen the connection between Outcomes and Program Review

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**DOC Responsibilities for
Spring 2017**

AT YOUR NEXT OUTCOMES MEETING

WITH YOUR STAFF/FACULTY/MANAGERS

1. Establish outcomes to be addressed this semester
2. Design assessment tool(s) and evaluation tool(s) to be used
3. Set a date to evaluate the data your collect with your department.

THIS SEMESTER

WITH YOUR STAFF/FACULTY/MANAGERS

1. Work with staff/faculty/managers to continue mapping:
 - a. SSO to ILO
 - b. SSPO to ILO
2. If your department revises an outcome, please map the outcome appropriately, and then submit to the Office of IE; all mapping changes will be entered into TS by the staff of the Office of IE.
3. Develop a schedule of assessment for all Departmental Outcomes

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/Managers until Flex week, Fall 2017
- Student Service DOCs will receive a \$100.00 gift card (we'll offer a selection of vendors) as a stipend for their work.

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Assessment Review

ASSESSMENT TOOLS

- Formative (Informal)
 - Reflection notes
 - Polls
 - Surveys
 - Focus Groups
- Formative (Formal)
 - Quizzes
 - Team based learning (project based)
- Summative
 - Portfolio
 - Papers
 - Projects and Presentation
 - Exams
 - Essay

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

	Exemplary 4	Proficient 3	Marginal 2	Unacceptable 1
Knowledge/ understanding 30%	The presentation uses relevant and accurate detail. 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. Not all research is from reputable sources.	The presentation uses little relevant information. Little or no research is apparent.
Thinking/Inquiry 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.
Communication 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. The presenters were able to answer most, but not all questions.	The presentation is successful at conveying the main ideas, but lacks energy. The presenters were unable to answer most questions.	The presentation fails to capture the imagination of the audience. The presenter seems confused as to the subject matter.
Use of Visual Aids 20%	Visual aids are appropriate and easily understood. 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.
Presentation skills 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. 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. They fail to make eye contact and do not attempt gestures and are unaware of their body language.	The presenter cannot be heard. 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)