

# OUTCOMES ASSESSMENT: PROCESS FOR ASSESSING ONCE AT THE COURSE LEVEL FOR PROGRAM AND INSTITUTIONAL LEVEL ASSESSMENTS

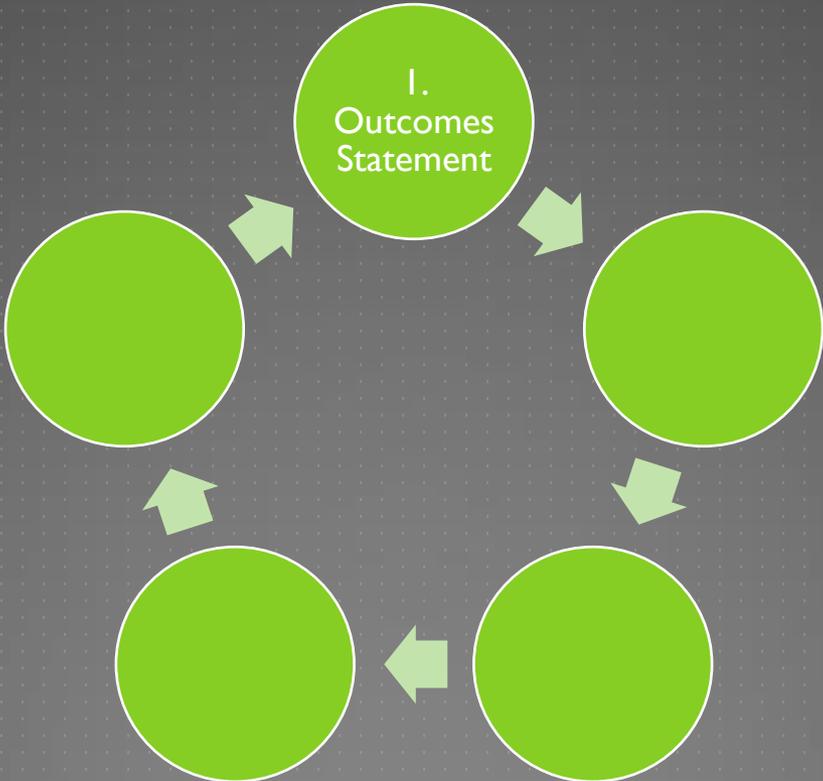
Prepared and Presented by Keith Wurtz

Dean, Institutional Effectiveness, Research & Planning  
Crafton Hills College

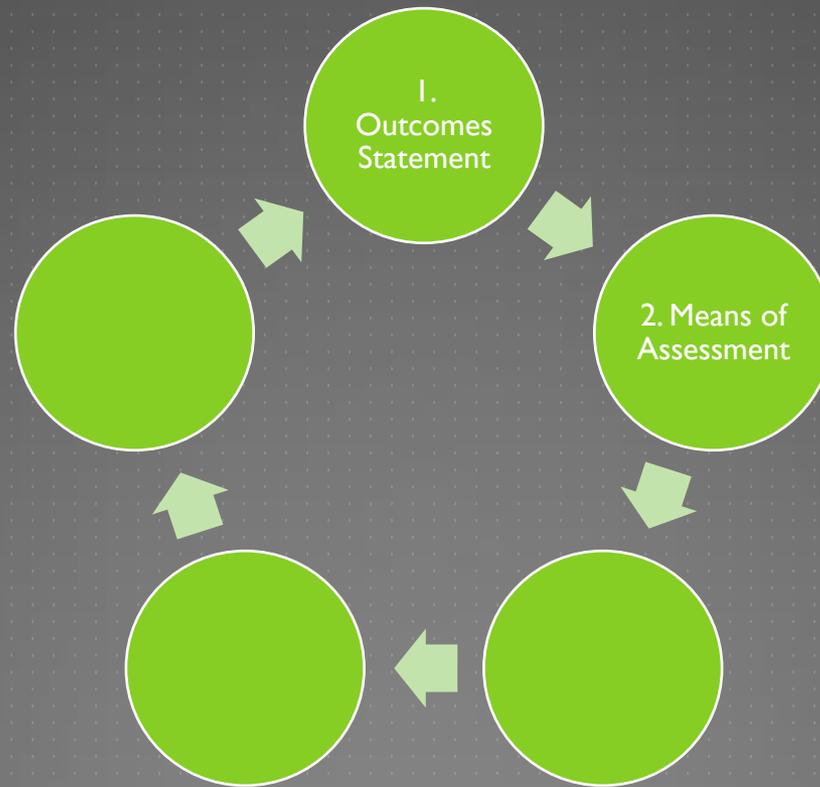
# PRESENTATION OBJECTIVES

- ▶ Review the Crafton Hills College Assessment Process
- ▶ Understanding of the services provided by the Office of Institutional Effectiveness, Research & Planning
- ▶ Understanding of how assessing at the course level will provide assessment data that can be used at the course level, program level, and institutional level

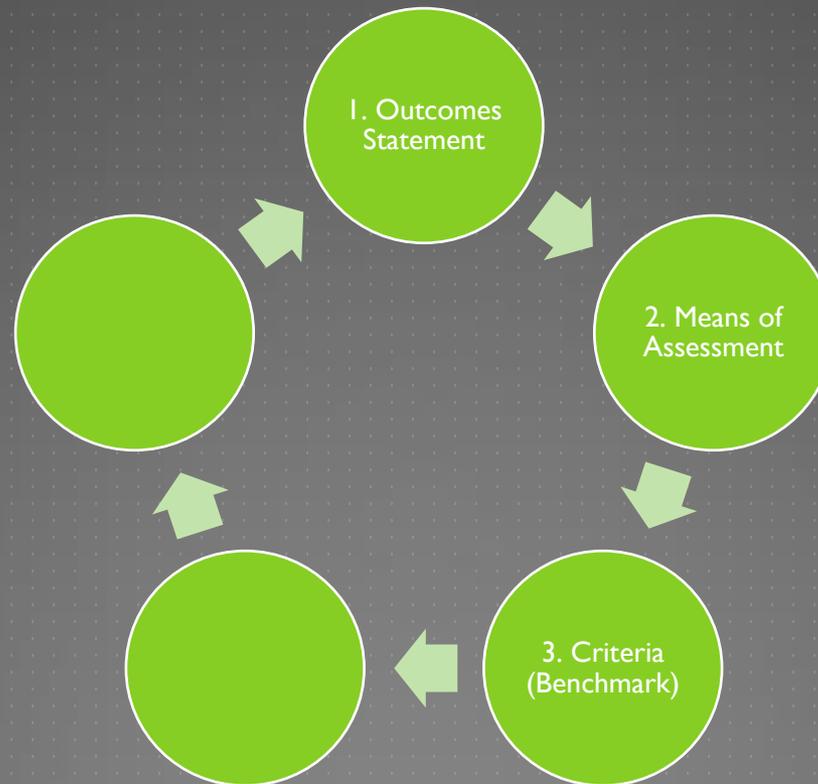
# CRAFTON HILLS COLLEGE ASSESSMENT PROCESS



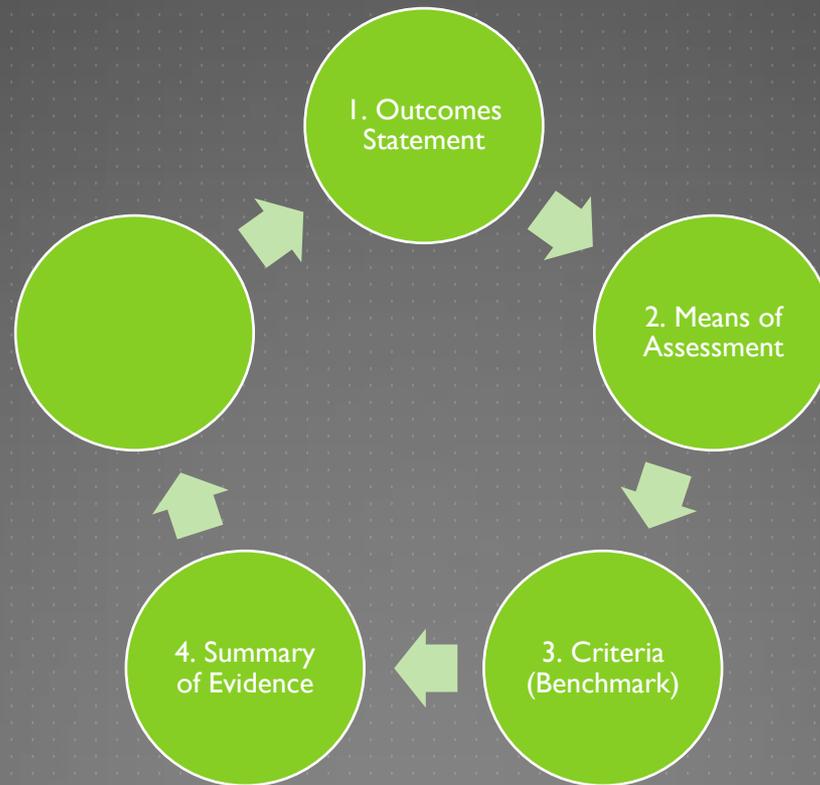
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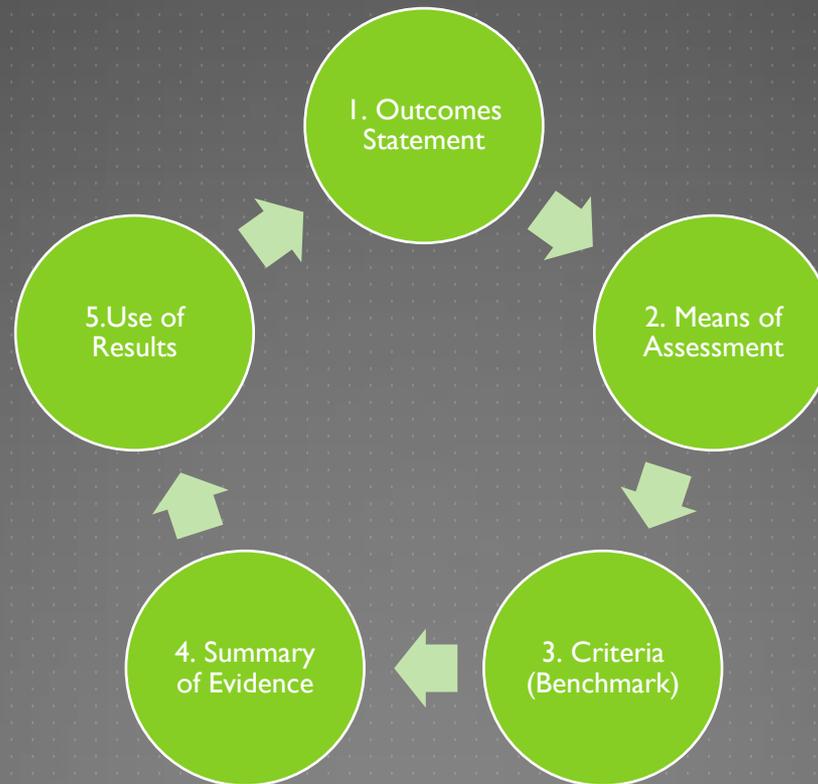
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## I. Outcome Statement

- ▶ OIERP can help you with developing outcomes statements (e.g.: sounding board, etc.)
- ▶ Outcome needs to be something that you will find informative
- ▶ What do you want students to know and/or be able to do

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## 2. Means of Assessment

- ▶ Help with developing an approach for how to assess outcome
- ▶ Will create a process for collecting and processing data
  - ▶ Create survey, scan survey, and enter into database
  - ▶ Enter data into e-Lumen
  - ▶ Provide summary results in table format to inform step 4, Summary of Results

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3. Criteria (Benchmark)
  - ▶ Help with setting benchmark

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## 4. Summary of Results

- ▶ Provide summary results in table format

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## 5. Use of Results

- ▶ Discuss the results of the data and help to understand what they might indicate and how they might inform the program

# MANAGING DATA

## EXAMPLE I

Course	Program Level Outcome I:
	Apply knowledge of ASL and Deaf Culture beyond the classroom in interactions within multicultural communities and the world.
	Course SLO I:
	Apply knowledge of ASL and Deaf Culture beyond the classroom in interactions within multicultural communities and the world.
ASL-101	4 Point Rubric
ASL-102	4 Point Rubric
ASL-103	4 Point Rubric
ASL-104	4 Point Rubric

# ASL-I

- ▶ SLO 1: Apply knowledge of ASL and Deaf Culture beyond the classroom in interactions within multicultural communities and the world.

Rubric Value	Rubric Description	#	%	Combined %
0	Attended no events.	12	8.6	22.9%
1	Student attended fewer Deaf Community/cultural events than required.	20	14.3	
2	Attended the required number of events.	99	70.7	77.1%
3	Student attended more Deaf Community/cultural events than required.	9	6.4	
	Total	140	100.0	100.0%

# ASL-2

- ▶ **SLO 1:** Apply knowledge of ASL and Deaf Culture beyond the classroom in interactions within multicultural communities and the world.

Rubric Value	Rubric Description	#	%	Combined %
0	Attended no events.	6	7.3	20.7
1	Student attended fewer Deaf Community/cultural events than required.	11	13.4	
2	Attended the required number of events.	38	46.3	79.3
3	Student attended more Deaf Community/cultural events than required.	27	32.9	
	Total	82	100.0	100.0

# ASL-3

- ▶ SLO 1: Apply knowledge of ASL and Deaf Culture beyond the classroom in interactions within multicultural communities and the world.

Rubric Value	Rubric Description	#	%	Combined %
0	Attended no events.	3	10.3	17.2
1	Student attended fewer Deaf Community/cultural events than required.	2	6.9	
2	Attended the required number of events.	24	82.8	82.8
3	Student attended more Deaf Community/cultural events than required.	0	0.0	
	Total	29	100.0	100.0

# ASL-4

- ▶ SLO 1: Apply knowledge of ASL and Deaf Culture beyond the classroom in interactions within multicultural communities and the world.

Rubric Value	Rubric Description	#	%	Combined %
0	Attended no events.	0	0.0	4.5
1	Student attended fewer Deaf Community/cultural events than required.	1	4.5	
2	Attended the required number of events.	7	31.8	95.5
3	Student attended more Deaf Community/cultural events than required.	14	63.6	
	Total	22	100.0	100.0

# ASL-1, 2, 3, AND 4

- ▶ PLO (SAO) I: Apply knowledge of ASL and Deaf Culture beyond the classroom in interactions within multicultural communities and the world.

Rubric Value	Rubric Description	#	%	Combined %
0	Attended no events.	21	7.7	20.2
1	Student attended fewer Deaf Community/cultural events than required.	34	12.5	
2	Attended the required number of events.	168	61.5	79.8
3	Student attended more Deaf Community/cultural events than required.	50	18.3	
	Total	273	100.0	100.0

# MANAGING DATA

## EXAMPLE 2

Course	<b>Program Level Outcome 2: Accurately identify vocabulary, comprehend passages assigned, interpret meaning, and sentences follow ASL word order and prepositions are not used.</b>	
	SLO 2: ASL Receptive: Students can accurately identify vocabulary, comprehend passages signed to them, and interpret the meaning into written English.	SLO 3: Word Order/Classifiers: Sentences/story follow ASL word order according to corresponding ASL level and English articles and prepositions are NOT used. For ASL 103/4: Classifiers are used to enhance the story.
ASL-101	5 Point Rubric	5 Point Rubric
ASL-102	5 Point Rubric	5 Point Rubric
ASL-104	5 Point Rubric	5 Point Rubric

# ASL-1, 2, AND 4

- ▶ PLO 2: Accurately identify vocabulary, comprehend passages assigned, interpret meaning, and sentences follow ASL word order and prepositions are not used.

Rubric Value	Rubric Description	#	%	Combined %
0	No demonstrated achievement	39	7.7	18.5
1	Minimal evidence of achievement – below expectations	55	10.8	
2	Adequate evidence of achievement – met stated outcome or expectations	163	32.1	81.5
3	Adequate evidence of achievement – met stated outcome or expectations	181	35.6	
4	Significant evidence of achievement – surpassed stated outcome, mastery or near mastery of learning expectations	70	13.8	
	Total	508	100	100.0

# CAN COMBINE ACROSS DISCIPLINES IF HAVE THE SAME NUMBER OF RUBRIC LEVELS

- ▶ ASL-103 has four rubric levels (0-3)
- ▶ SPAN-101, 102, and 103 has four rubric levels (1-4)

Rubric Value	Broad Rubric Description	#	%	Combined %
0,1	No demonstrated achievement	22	2.2	8.2
1,2	Minimal evidence of achievement – below expectations	61	6.0	
2,3	Adequate evidence of achievement – met stated outcome or expectations	304	30.1	91.8
3,4	Significant evidence of achievement – surpassed stated outcome, mastery or near mastery of learning expectations	624	61.7	
	Total	1,011	100	100.0

# INSTITUTIONAL LEARNING OUTCOMES

- ▶ Adopting the same number of rubric levels will enable Crafton to only do one assessment at the course level to assess progress at both the Program and Institutional Levels

# COURSES WITH 4 LEVEL RUBRIC

- ▶ 17 courses had an assessment with a 4 level rubric in Fall 2012 and/or Spring 2013

ASLI03	MICRO102	RESPI38X4
CHCI00	MICRO150	SPANI01
ENGLI01	MICRO247X4	SPANI02
ENGLI02	MICRO248X4	SPANI03
MATH095	RESP050	SPEECHI00
MATHI02	RESPI36	

# ILOS ASSESSED IN THOSE COURSES

- Four ILOs were assessed in the 17 courses

Course	ILO			
	1 Critical Thinking (8 Courses)	2 Written and Oral Communication (9 Courses)	4 Society and Culture (1 Course)	5 Information Literacy (7 Courses)
ASLI03	0	116	87	0
CHCI00	36	18	0	0
ENGLI01	0	0	0	1436
ENGLI01H	0	0	0	59
ENGLI02	132	0	0	132
ENGLI02H	1	0	0	1
MATH095	421	0	0	0
MATHI02	189	95	0	0
MICRO102	0	0	0	170
MICRO150	0	0	0	104
MICRO247X4	44	0	0	0
MICRO248X4	24	0	0	0
RESP050	0	150	0	0
RESPI36	31	62	0	31
RESPI38X4	90	0	0	0
SPANI01	0	563	0	0
SPANI02	0	200	0	0
SPANI03	0	45	0	0
SPEECH100	0	702	0	235
SPEECH100H	0	15	0	5

# ASSESSMENT OF WRITTEN AND ORAL COMMUNICATION ILO

- Data for the 9 courses is provided in table below where Written and Oral Communication was assessed in Fall 2012 and Spring 2013

Rubric Value	Broad Rubric Description	#	%	Combined %
0	No demonstrated achievement	83	4.2	23.8
1	Minimal evidence of achievement – below expectations	386	19.6	
2	Adequate evidence of achievement – met stated outcome or expectations	919	46.7	76.1
3	Significant evidence of achievement – surpassed stated outcome, mastery or near mastery of learning expectations	578	29.4	
	Total	1,966	100	100.0

# NEXT STEPS

- ▶ Campus needs to agree on number of rubric levels
- ▶ Each faculty and department can define each level in the rubric in the way that is most appropriate for their area/discipline/course
- ▶ Assessment only occurs at the course level and OIERP provides data in table format at the course, program, and institutional levels
- ▶ Programs work with OIERP to develop methods of assessment where OIERP is compiling data into database (eLumen, SPSS, surveys, scannable forms, etc.)