Achieving Momentum in Student Learning

Presented to Bluegrass Community and Technical College

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Assessment Quotes

"If you don't know where you are headed, you'll probably end up someplace else." -Douglas J. Eder

"We plan. We develop. We deliver. We assess and evaluate the results of the assessment. We revise, deliver the revised material, and assess and evaluate again. Perfection is always just out of reach; but continually striving for perfection contributes to keeping both our instruction fresh and our interest in teaching piqued." -E.S. Grassian

If we always do what we've always done, we will get what we've always got." -Adam Urbanski

Discussion

What are the characteristics of program assessment of learning?

Activity

Assessment –

What's working / What's not working?

Discussion

Now that you know what's working – how can you expand on this?

Now that you know what's not working – where can you go next?

Assessment of Student Learning

The Foundation

Principles of Assessment

The assessment of student learning begins with educational values.

Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes

Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

Assessment works best when it is ongoing, not episodic.

Assessment fosters wider improvement when representatives from across the educational community are involved.

Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about

Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

Through assessment, educators meet responsibilities to students and to the public.

Levels of Assessment

Institutional Assessment

- Determination of institutional performance

Program Assessment

- Determination of how well an academic program is meeting student learning outcomes

Course Assessment

- Determination of how well a course is meeting student learning outcomes and objectives

Classroom Assessment

- Determination of individual student performance at course level by instructors

Includes General Education

- To Improve
- To Inform
- To Prove
- To Support

Types of Assessment

Pre Assessment (Early)

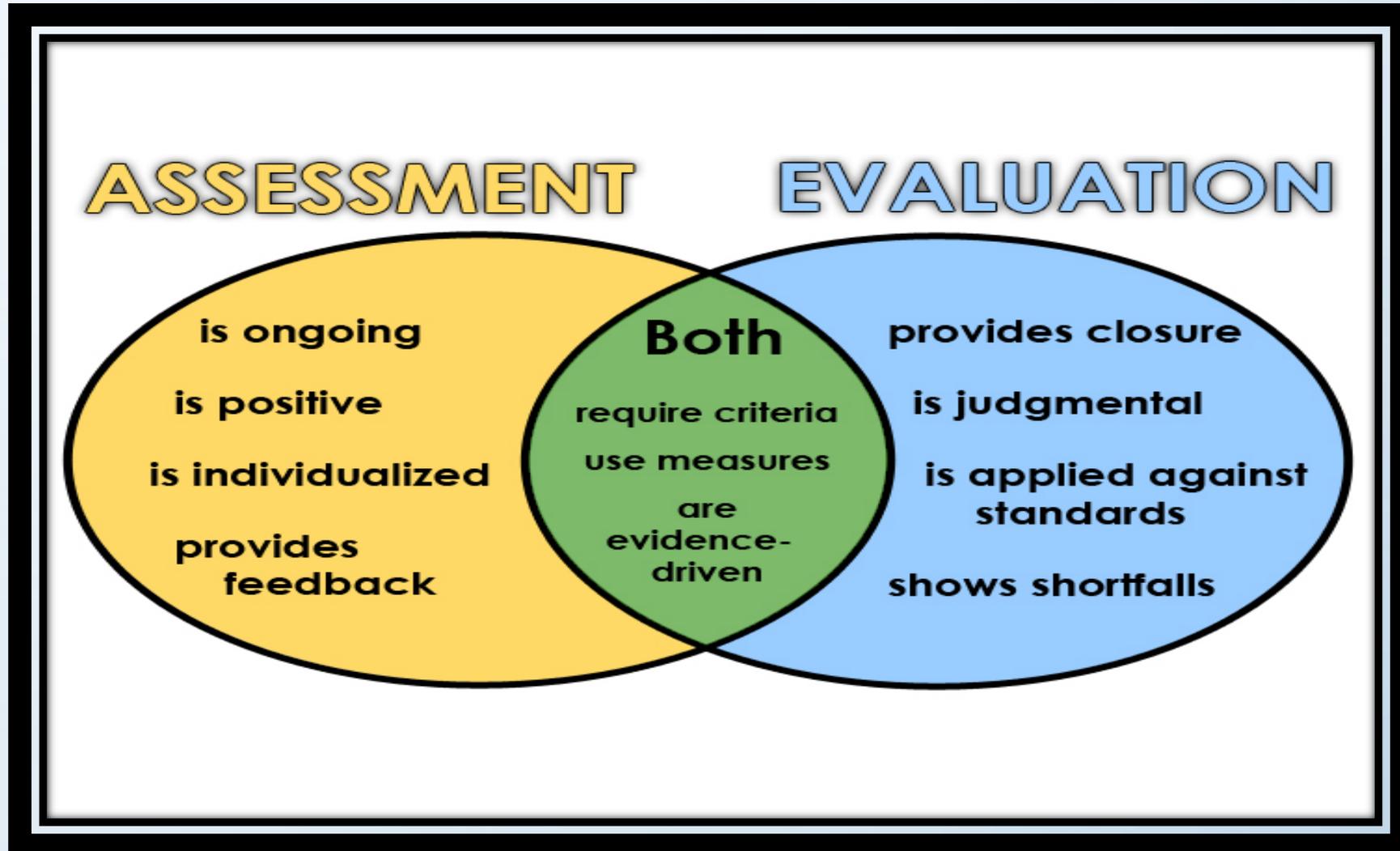- What do students know?

Formative Assessment (Midpoint)

- What are students learning?

Summative Assessment (Exit)

- What have students learned?

Assessment is NOT Evaluation

ASSESSMENT

- is ongoing
- is positive
- is individualized
- provides feedback

Both

- require criteria
- use measures
- are evidence-driven

EVALUATION

- provides closure
- is judgmental
- is applied against standards
- shows shortfalls

Why Student Learning Assessment?

- External drivers
  - Regional accreditation (SACSCOC)
    - Documentation that you have established an effective assessment process that leads to continuous improvement
  - Specialized accreditation (e.g. Commission on Accreditation of Allied Health Education)
  - State Coordinating Boards (CPE and the Statewide Strategic Agenda)

- Internal drivers
  - Good management
  - Quality motivation
  - Knowing where you are
  - Knowing where you have been
  - Knowing what is possible and how to get there

Importance of Assessment and...

Faculty

Improve teaching

Ideas for growth and development of the course

Are courses as a whole meeting program goals

Discover what's missing

Are students learning what they are supposed to learn

Think critically about why students are or are not meeting the learning outcomes and the student needs

Students

Value of the program

Commitment to student

Confidence in course sequence

Transparency

Students learn their strengths and weaknesses

Students take charge of their learning

Better information about what is being asked of them

Grading is less arbitrary if tied to learning outcomes

Helps the professor teach better

Importance of Assessment and…

Institution

Recruitment

Promise

Continuous improvement

Evidence-based decision making

Accreditation = Federal Funds

Accountability

Consistency

Transparency

Assessment Checklist

- Who are you assessing?

- What are you assessing?

- Why are you assessing?

- What do you want to know?

- Why does it matter?

- What type of data is being collected?

- What assessable assignments measure the state learning outcome?

- Who will collect the data?

- Where, exactly, will the data be collected? (logical courses)

- When will the data be collected?

- Who will see the results?

- How will the data be used?

Intentional Planning   IS   Assessment Done Right

Assessment Process

Provide Opportunities for Learning: faculty achieve consensus on learning outcomes to be assessed, and map outcomes to curriculum

Describe selected methods: faculty identify both direct and indirect evidence, and assessment tool, for each learning outcome

Gather Data: Faculty develop timeline for gathering assessment data; pre, formative, and/or summative assessment

Evaluate and Interpret Data: Faculty and staff collaborate to interpret assessment data and develop strategies to improve student learning opportunities

Plan Improvements: Faculty and staff implement strategies to improve student learning; changes to curriculum or pedagogy

Reflection: Faculty and staff reflect on the strategies implemented and determine impact.

Assessment of Student Learning
Accountability

SACSCOC

Accountability

SACSCOC Standards

Section 8. Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic services to support student success.

- The institution *identifies* expected outcomes, *assesses* the extent to which it achieves these outcomes, and *provides* evidence of seeking improvement based analysis of the results in the areas below:
  - Student learning outcomes for each of its educational programs
  - Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs
  - Academic and student services that support student success.

SACSCOC Guidelines for Compliance

Prior to January 2018

- Institutions are expected to use multiple assessments in each area.

- Grades alone for the assessment of educational programs or student learning outcomes are insufficient.

- An institution will be able to demonstrate institutional effectiveness for all its diplomas, certificates, and undergraduate and graduate educational degree programs.

- The institution is responsible for producing mature data. Mature data can be defined as sufficient information used as a basis for sound decision making.

- The institution is responsible for providing evidence of improvement based on the analysis of the assessment results, as opposed to a plan for improvement.

SACSCOC Guidelines for Compliance

Educational Programs

Prior to January 2018

- The institution will engage in on-going planning and assessment to ensure that for each academic program, the institution develops and assesses student learning outcomes.

- Program and learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program.

- Methods for assessing the extent to which students achieve these outcomes are appropriate to the nature of the discipline, and consistent over time to enable the institution to evaluate cohorts of students who complete courses or a program.

- Shared widely within and across programs, the results of this assessment can affirm the institution's success at achieving its mission and can be used to inform decisions about curricular and programmatic revisions.

- At appropriate intervals, program and learning outcomes and assessment methods are evaluated and revised.

Kentucky

Accountability

Core Categories

- **Communication** (6-9 hours)

  - Each written or oral communication course must meet multiple student-learning outcomes, including the student-learning outcome specific to written or oral communication.

- **Quantitative Reasoning** (3-6 hours)

  - Each quantitative reasoning course must meet all the student-learning outcomes, which reflect the possibility of courses from mathematics and/or statistics.

- **Arts and Humanities** (6-9 hours)

  - Each of the Arts and Humanities courses must meet multiple student-learning outcomes.

- **Natural Sciences** (3-7 hours)

  - Each natural science course must meet all the student-learning outcomes. At least one course must include a hands-on project using scientific principles whether offered in a lecture or laboratory setting.

- **Social and Behavioral Sciences** (6-9 hours)

  - At least two courses from different disciplines must be taken to meet all of the student-learning outcomes.

State-wide Student Learning Outcomes

Communication

Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.

Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings.

Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.

Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.

Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

2/3 must be met per course

Quantitative Reasoning

Interpret information presented in mathematical and/or statistical forms.

Illustrate and communicate mathematical and/or statistical information symbolically, visually, and/or numerically.

Determine when computations are needed and to execute the appropriate computations.

Apply an appropriate model to the problem to be solved.

Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.

All 5 must be met

State-wide Student Learning Outcomes

Arts & Humanities

Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.

Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.

Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.

Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.

Evaluate enduring and contemporary issues of human experience.

3 must be met per course/all 5 over two courses

Foreign language study develops essential skills and cultural awareness critical for success in a multilingual world.

Natural Science

Demonstrate an understanding of the methods of science inquiry.

Explain basic concepts and principles in one or more of the sciences.

Apply scientific principles to interpret and make predictions in one or more of the sciences.

Explain how scientific principles relate to issues of personal and/or public importance.

All 4 must be met per course

Conduct a hands-on project using scientific principles

Social and Behavioral Sciences

Demonstrate knowledge of at least one area of the social and behavioral sciences.

Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.

Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.

Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Must met all in 2 or more courses in different disciplines

Kentucky General Education Assessment Reporting

- Plan requires institutions assess the student learning outcomes associated with their general education programs, indicate the relationship to the faculty generated Statewide General Education Student Learning Outcomes, and provide evidence of ongoing assessment that ensures comparability for transfer purposes on a three-year cycle.

- All public universities and KCTCS will submit reports to the Council on Postsecondary Education annually by October 31st. Reports will provide information regarding assessment methods, results, and conclusions, and will describe any proposed changes to the institution's general education program.

Follow Best Practices

- Assess every semester/year

- Ensure all 24-25 outcomes are assessed within a 3-year period

- Ensure your general education assessment results are transparent and readily available

KY Statewide Agenda (2016-2021)

- OPPORTUNITY. How can Kentucky encourage more people to take advantage of postsecondary opportunities?

- SUCCESS. How can Kentucky increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path?

- IMPACT. How can Kentucky's postsecondary system create economic growth and development and make our state more prosperous

Outcomes-Based Funding Model

SUCCESS.

Objective 8: Promote academic excellence through improvements in teaching and learning.

81. Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review.

8.2. Provide more pedagogical training and professional development opportunities for faculty members to strengthen learning and improve student success.

8.3. Promote academic quality and continuous improvement of programs and instruction through the implementation of the statewide Review of Existing Programs policy and similar measures.

8.4. Prepare Kentucky postsecondary students for 21st century challenges by strengthening essential learning outcomes as articulated in the Association of American Colleges and Universities' LEAP initiative (Liberal Education and America's Promise).

8.5. Recognize the established strengths of institutions and encourage a differentiated postsecondary system in which institutions operate together as complementary parts of a whole.

Future: Focus on Academic Quality

Multi-State Collaborative

Effort by AAC&U and SHEEO to improve teaching and learning by providing meaningful data on students' written communication, quantitative reasoning, and critical thinking skills

Not a standardized test—uses common rubrics applied by teams of faculty to students' authentic college work

Kentucky is one of 13 states participating (NKU, UK and BCTC).

KY Core Categories

Written Communication

Oral Communication

Quantitative Reasoning

Arts and Humanities

Natural Sciences

Social and Behavioral Sciences

VALUE Rubrics

Written Communication

Oral Communication

Quantitative Reasoning

Inquiry

Critical Thinking

Civic Engagement

Knowledge Check

- In what year was the Kentucky Statewide transfer policy implemented?

- How many Core Categories are there for KY General Education?

- How many student learning outcomes are there for KY General Education?

- How often should each student learning outcome be assessed?

- When do you report to CPE?

Assessment of Student Learning

The Fundamentals

Assessment Process

Provide Opportunities for Learning: faculty achieve consensus on learning outcomes to be assessed, and map outcomes to curriculum

Describe selected methods: faculty identify both direct and indirect evidence, and assessment tool, for each learning outcome

Gather Data: Faculty develop timeline for gathering assessment data; pre, formative, and/or summative assessment

Evaluate and Interpret Data: Faculty and staff collaborate to interpret assessment data and develop strategies to improve student learning opportunities

Plan Improvements: Faculty and staff implement strategies to improve student learning; changes to curriculum or pedagogy

Reflection: Faculty and staff reflect on the strategies implemented and determine impact.

Provide Opportunities for Learning: faculty achieve consensus on learning outcomes to be assessed, and map outcomes to curriculum

Program Student Learning Outcomes

- Focus on broad skills developed over time
    - Not restricted to a single course or learning experience

- Demonstrate acquisition of specific disciplinary/professional knowledge and skills necessary *after* taking the degree
    - Ask: "What makes a graduate of the program able to function and learn in a specific discipline/profession after the degree?"

- Clear and specific enough to be measurable (Bloom's Taxonomy)
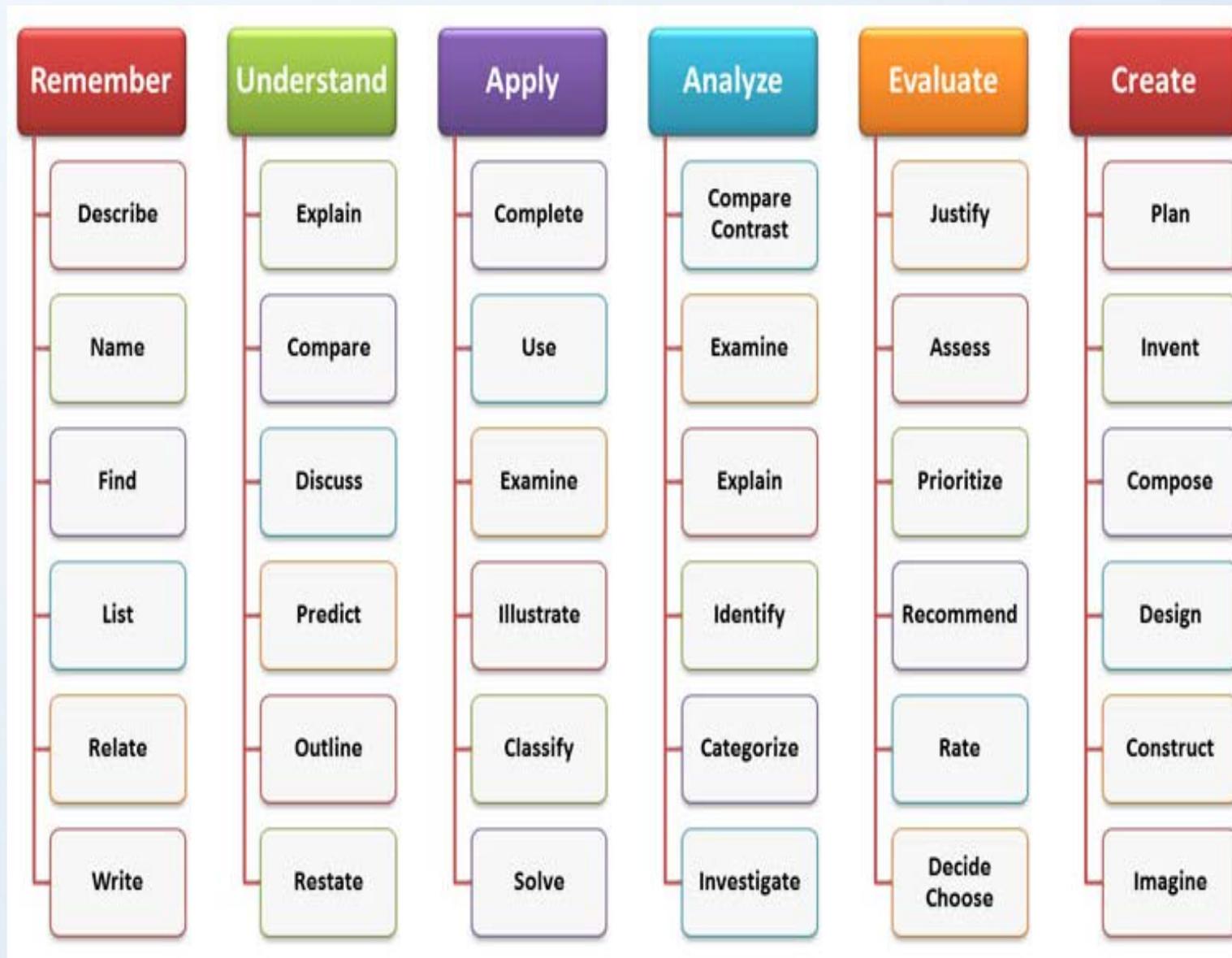
Mapping Curriculum

- A visual depiction of how learning outcomes and/or professional standards are translated into individual courses taught within a program
    - i.e., Demonstrates which courses are meeting specific outcomes/standards

- Used to determine assessment points in a program

- Used to identify program assessment artifacts
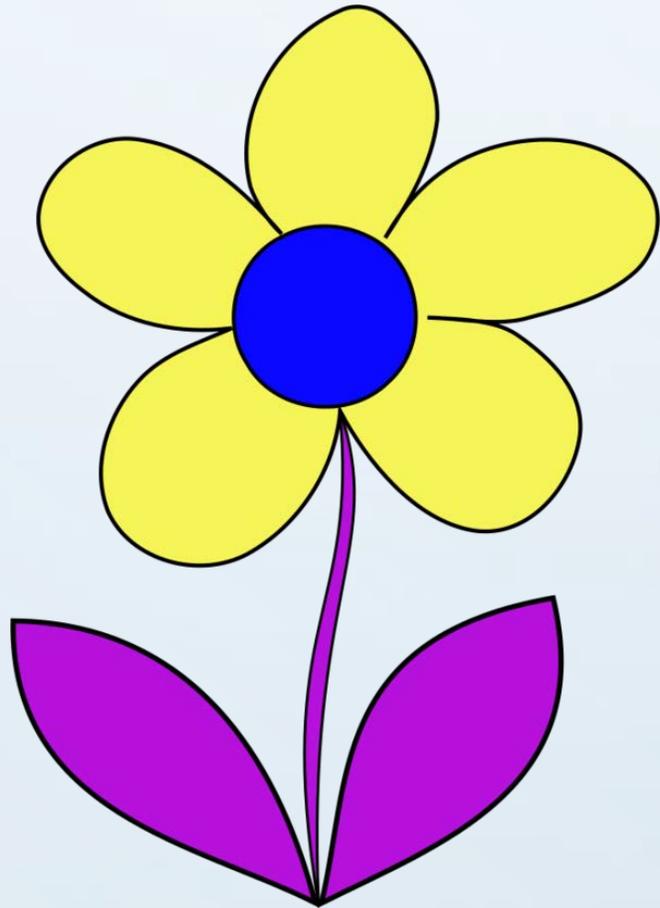
Action Verbs

Basic Curriculum Map Example

Outcomes	Course 1	Course 2	Course 3	Course 4	Course 5
Outcome 1	I		R	E	R/A
Outcome 2	R	R	E		
Outcome 3			I	E	R
Outcome 4					A
Outcome 5		E	R		R

I= Outcome is introduced
R= Outcome is reinforced
E= Outcome is emphasized
A= Outcome is applied

Describe selected methods: faculty identify both direct and indirect evidence, and assessment tool, for each learning outcome

Direct

Measures a Students Performance of Learning

- Require students to demonstrate knowledge
- Provide data that directly measures achievement of outcomes

Indirect

Proxy for Student Learning

- Ask students to reflect on their learning
- Provides clues about what could be assessed directly
- Easy to administer
- Particularly useful for ascertaining values and beliefs

Direct Methods

Course

- CATS – Minute papers
- Case studies
- Observation
- Essays
- Pre-Post testing
- Skill demonstration
- Project papers
- Student presentations
- Discussions
- Portfolios
- Research papers
- Reflective writing – journals
- Open-ended test questions
- Multiple-choice questions if…

Program

- Case studies
- Student work samples
- Pre-Post Tests
- Essays
- Embedded test questions
- Licensure/Certification testing
- Nationally or state normed exams
- Portfolios
- Capstone projects
- Research
- Thesis
- Dissertations
- Reflective Essays

Indirect Methods

Course

- Peer reviews
- Surveys
- Grades

Program

- Surveys
- Focus groups
- Interviews
- Retention/graduations rates
- Job placement rates
- Self reported gains
- SWOT Analysis
- Syllabus Review

Aligning Assessment Methods

- Program Outcome
  - Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.

- Course Outcome
  - Students will describe the history, role, and purpose of legal aspects in Higher Education.

- Assessment Methods
  - **Skill Demonstration**: Students will complete, through writing and using critical thinking skills, the elements of reasoning for chapters 1 and 2.
  - **Discussion Board**: Students will write a response to the Discussion Board question posed by the instructor.
  - **Essay**: Students will write a 4-6 page essay on a legal aspect topic in Higher Education.

Measurement: Assessment Tools

- Grading Checklists

- Scoring Guides

- Rubrics

Grading Checklist

- Grading checklists generally provide criteria, but there is not a scale or any performance indicators
  - Unacceptably low inter-rater reliability

Criteria	Points Possible	Points Received
Context and purpose for writing		
Content development		
Genre and disciplinary conventions		
Sources and evidence		
Control of syntax and mechanics		

Scoring Guide

- Scoring guides generally provide a scale, but not performance indicators
    - Unacceptably low inter-rater reliability

Criteria	Score 1-5
Context and purpose for writing	
Content development	
Genre and disciplinary conventions	
Sources and evidence	
Control of syntax and mechanics	

Rubrics are…

- An objective method of gathering quantitative data on complex performances of learning

- A clear articulation of how student performance is linked to specific course & program outcomes

- A means of decreasing time spent on grading, while increasing consistency in grading across sections, courses, programs, colleges

- A method for translating qualitative information into quantitative data

Basic Elements

- Learning Outcome

- Criteria for achievement of Learning Outcome
  - generally listed on the Y-axis

- Scale
  - generally placed on the X-axis
  - 5-6 point for assessment of learning performance

- Performance indicators
  - Descriptions of observable behaviors/performances that indicate each point on the scale for each outcome

WRITTEN COMMUNICATION VALUE RUBRIC

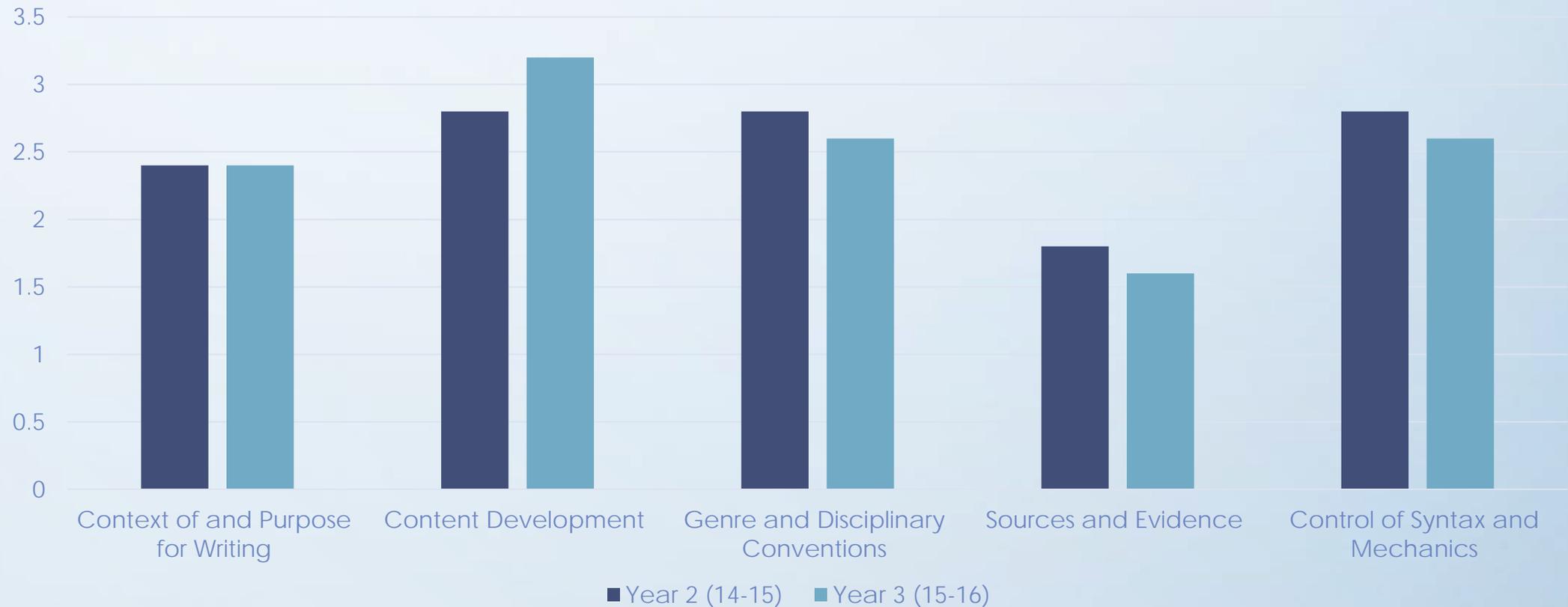*for more information, please contact value@aacu.org*

	5	4	3	2	1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Assign a one to any work sample that does not meet the minimum college-level performance, defined in cell 2.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Assign a one to any work sample that does not meet the minimum college-level performance, defined in cell 2.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.	Assign a one to any work sample that does not meet the minimum college-level performance, defined in cell 2.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	Assign a one to any work sample that does not meet the minimum college-level performance, defined in cell 2.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Assign a one to any work sample that does not meet the minimum college-level performance, defined in cell 2.

Gather Data: Faculty develop timeline for gathering assessment data; pre, formative, and/or summative assessment

	Assessed	Data Point 1	Data Point 2
Year 1	Oral Communication	• Sample of Oral presentations • From all gen ed courses (split over three years) • Gathered every semester • Assessed in three year increment using OC VALUE Rubric	• Student perception Survey • All students • Gathered yearly • Assessed in three year increments
	Written Communication	• Sample of Final Writing Assignment (Paper) • From all gen ed courses (split over three years) • Gathered every semester • Assessed in three year increment using WC VALUE Rubric	• Student perception Survey • All students • Gathered yearly • Assessed in three year increments
Year 2	Quantitative Reasoning	• Sample of Embedded questions on Final Exam (Short Answer) • From all gen ed courses (split over three years) • Gathered every semester • Assessed in three year increment using QR VALUE Rubric	• Grades/GPAs • All students • Gathered yearly
	Arts and Humanities	• Sample of Final Writing Assignment (Paper) • From all gen ed courses (split over three years) • Gathered every semester • Assessed in three year increment using CRT VALUE Rubric	
Year 3	Natural Sciences	• Sample of Final Writing Assignment (Lab Report) • From all gen ed courses (split over three years) • Gathered every semester • Assessed in three year increment using Inquiry VALUE Rubric	• Peer Review • From all gen ed courses (split over three years) • Gathered yearly • Assessed in three year increments using observation rubric
	Social & Behavioral Sciences	• Sample of Final Writing Assignment (Paper) • From all gen ed courses (split over three years) • Gathered every semester • Assessed in three year increment using Inquiry VALUE Rubric	

Plan Improvements: Faculty and staff implement strategies to improve student learning; changes to curriculum or pedagogy

- Over the last two years the rubric scores related to Sources and Evidence is moving in a downward trend. For this reason, ENG 101 and ENG 102 will be revised so that an information literacy assignment is added to curriculum.

- The Teaching and Learning Center, in collaboration with the Director of Library and Tutoring Services, will host professional development opportunities on how to create information literacy type assignments.
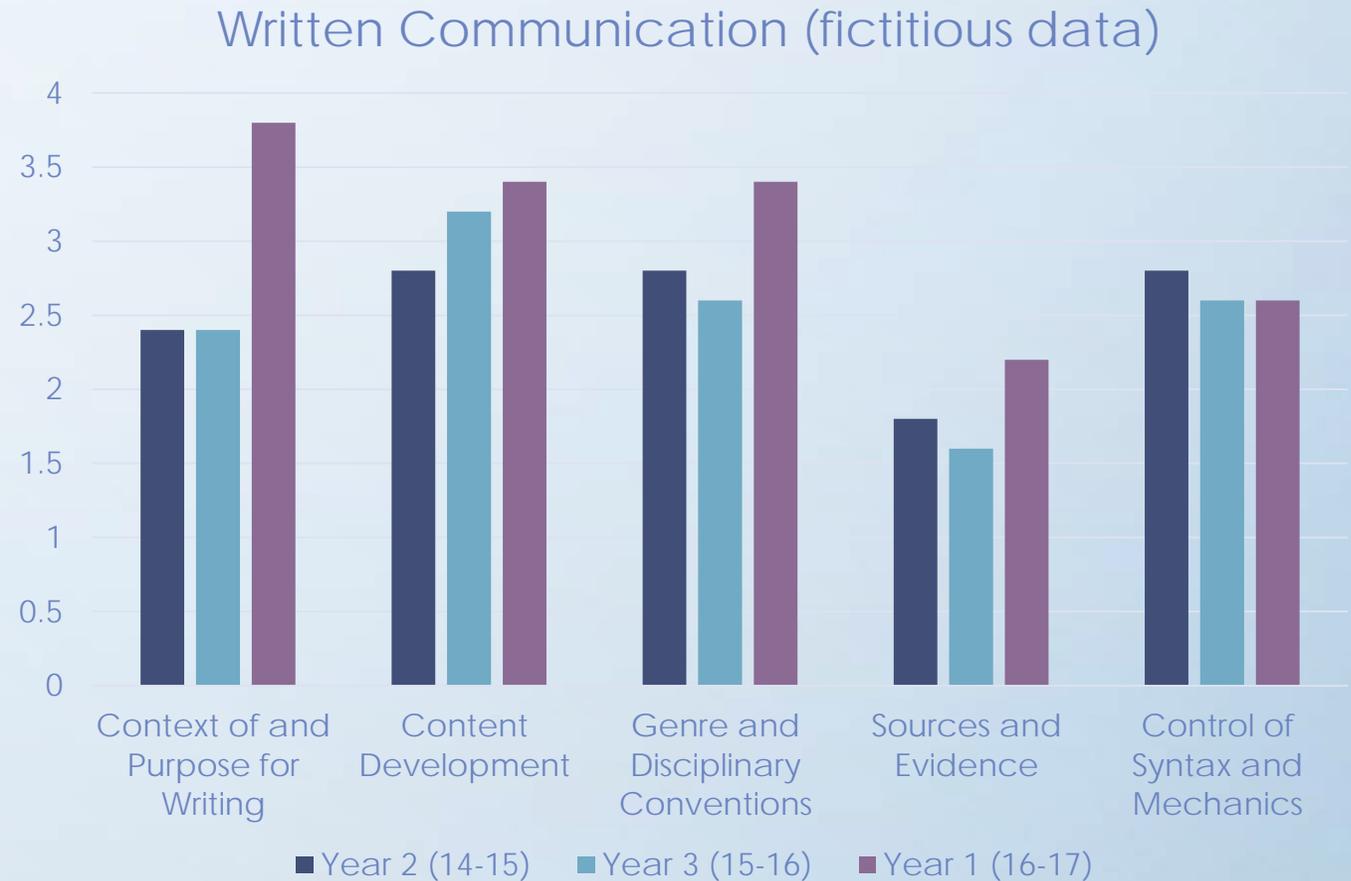
Instructors teaching English 101 and 102 attended a workshop on creating information literacy assignments in the summer of 2016.

73% (16/22) of instructors teaching English 101 and 102 added information literacy assignment to their curriculum.

The data from the 16-17 assessment period indicates that the strategies implemented are working. We will continue to monitor this particular criteria. Further, we will reach out to those instructors that have not implemented an information literacy assignment to do so.

While reflecting on current data and the impact, we realized that we have not broken out the data by demographics, or on-campus vs online students. Moving forward we will focus on disaggregating the data.

Written Communication (fictitious data)

Bar chart with categories: Context of and Purpose for Writing, Content Development, Genre and Disciplinary Conventions, Sources and Evidence, Control of Syntax and Mechanics.

Legend: Year 2 (14-15), Year 3 (15-16), Year 1 (16-17)

Bluegrass Community and Technical College

Assessment in Practice

KCTCS General Education Competencies

- Knowledge of human cultures and the physical and natural (LEAP A*) worlds through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

- Intellectual and practical skills, including (LEAP B*)
  - inquiry and analysis
  - critical and creative thinking
  - written and oral communication
  - quantitative literacy
  - information literacy
  - teamwork and problem solving

- Personal and social responsibility, including (LEAP C*)
  - civic knowledge and engagement (local and global)
  - intercultural knowledge and competence
  - ethical reasoning and action
  - foundations and skills for lifelong learning

- Integrative and applied learning, including synthesis and advanced accomplishment across general and specialized skills. (LEAP D*)
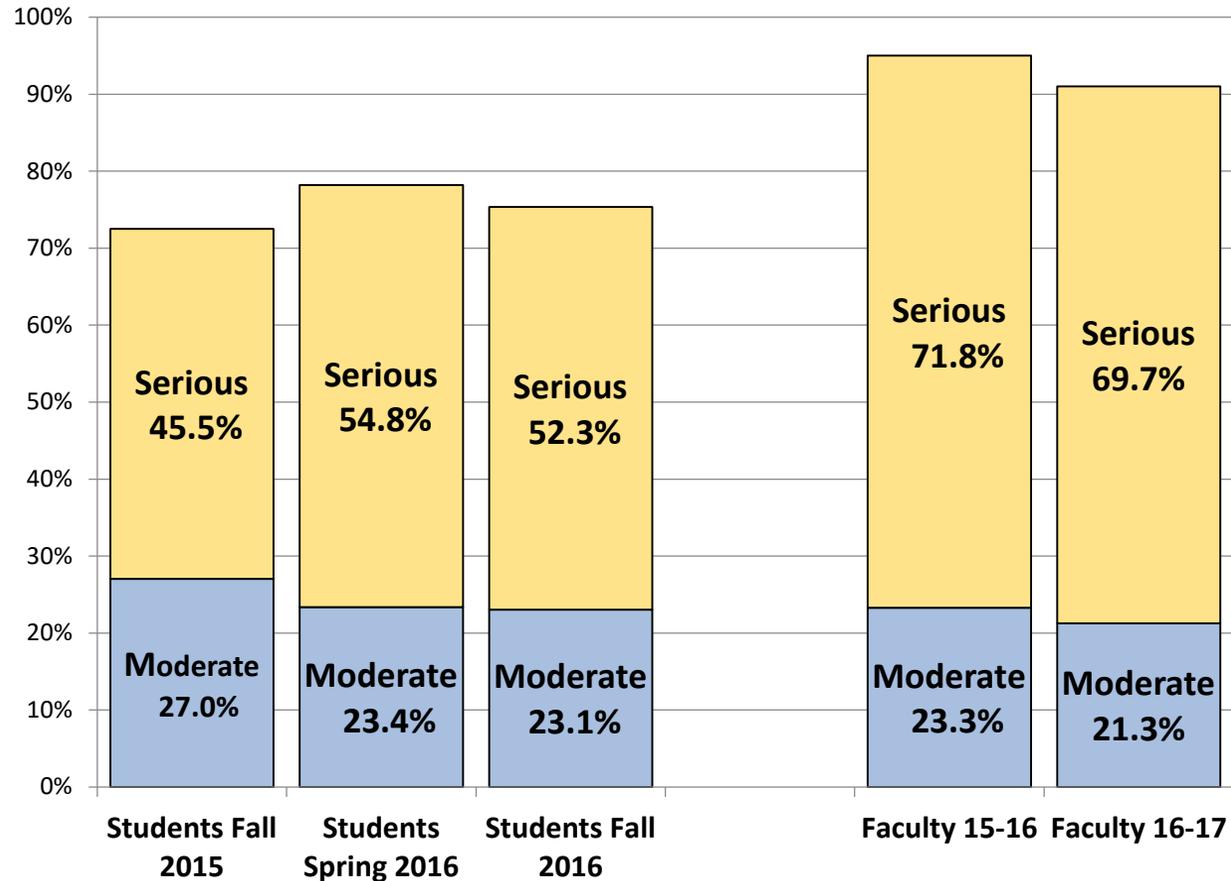
Activity

- What do these data mean?

- How might you respond to these data?

- What other questions occur to you as you look at these charts?

- How could you expand on this project so that it benefits the instructor and the institution?

Ethical Reasoning Initiative: Academic Integrity Faculty and Student Surveys

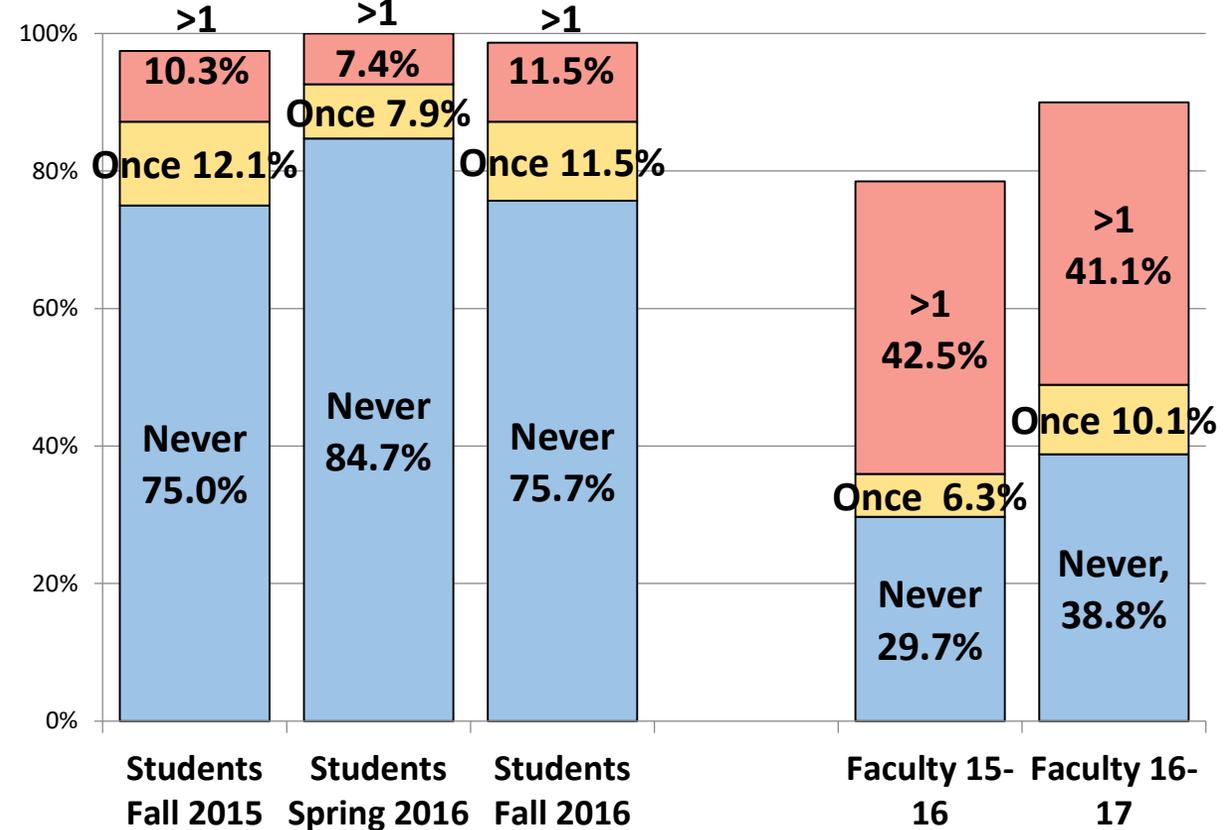*As of Fall 2016, 475 student surveys, 150 faculty surveys*

Student/Faculty Perceived Severity

Percentage of "Moderate Cheating" and "Severe Cheating" answers for all offenses

- Students Fall 2015: Serious 45.5%, Moderate 27.0%
- Students Spring 2016: Serious 54.8%, Moderate 23.4%
- Students Fall 2016: Serious 52.3%, Moderate 23.1%
- Faculty 15-16: Serious 71.8%, Moderate 23.3%
- Faculty 16-17: Serious 69.7%, Moderate 21.3%

Student Confessions

Percentage of confessions for all offenses, Fall 2015, Spring 2016, and Fall 2016

- Students Fall 2015: >1 10.3%, Once 12.1%, Never 75.0%
- Students Spring 2016: >1 7.4%, Once 7.9%, Never 84.7%
- Students Fall 2016: >1 11.5%, Once 11.5%, Never 75.7%
- Faculty 15-16: >1 42.5%, Once 6.3%, Never 29.7%
- Faculty 16-17: >1 41.1%, Once 10.1%, Never, 38.8%

Ethical Reasoning Initiative: Ethical Reasoning: Defining Issues Test

2015-2016, 110 surveys

N2 Score
Fall 15 FYE vs Spring16 Graduates

22 — FYE Fall 2015
20.5 — Graduates Spring 2016

Utilizer Score
Fall 15 FYE vs Spring16 Graduates

0.07 — FYE Fall 2015
0.17 — Graduates Spring 2016
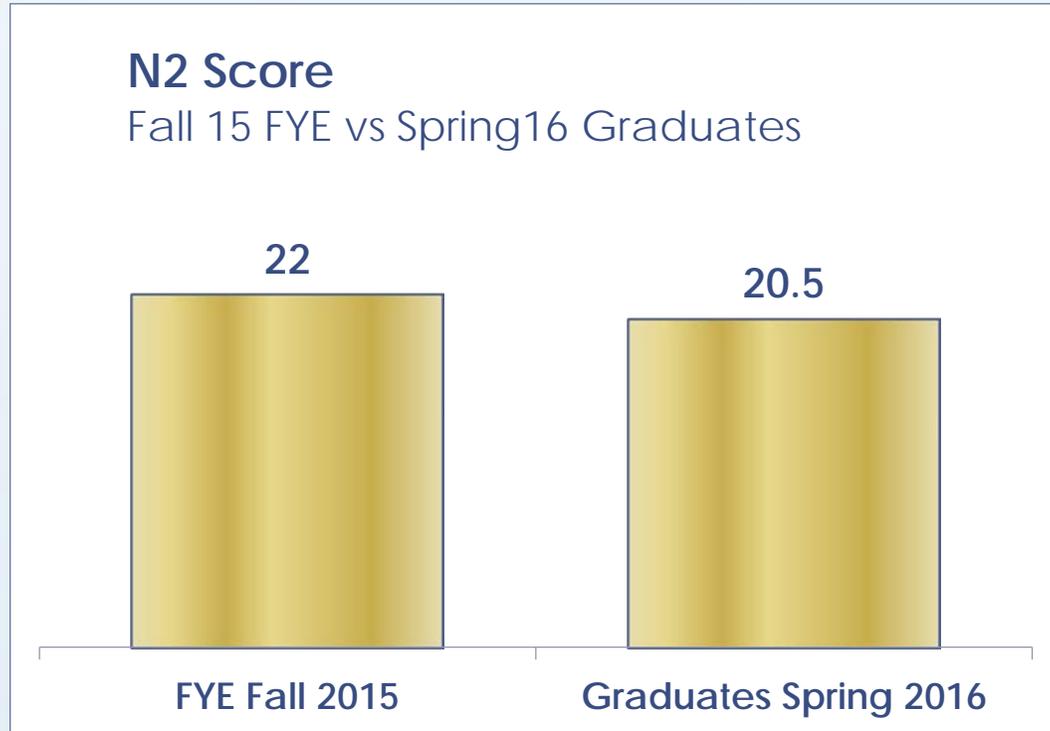
N2 Score Measures priority of higher order schema and rejection of more simplistic thinking
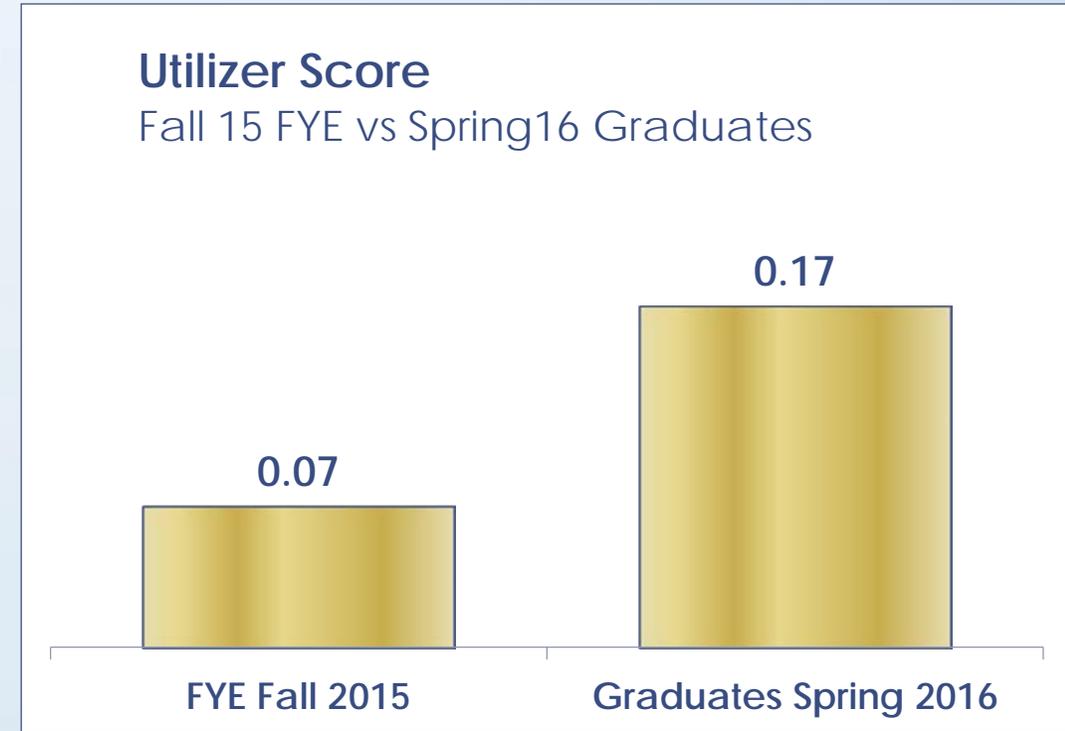
"Utilizer" Score Measures consistency between most important schema and action choices

Multistate Collaborative To Advance Quality Student Learning

The ability to assess essential knowledge and skills based on actual student assignments in the course scored by faculty across the nation.

Three Kentucky Institutions participated.

MSC increases quality in higher education by increasing faculty engagement, providing meaningful data that is relevant to faculty and *their* classroom and students, while enhancing student learning.

13 States

80 Institutions (4-year & 2-year)

Nearing graduation, are students competent in written communication, quantitative reasoning, and critical thinking skills?

24,542 Student Assignments

365 Faculty Scorers

Written Communication

Pilot Year (14-15)	Bluegrass	Project
Context and Purpose	2.38	2.49
Content Development	2.16	2.24
Genre and Conventions	1.94	2.15
Sources and Evidence	1.75	1.89
Syntax and Mechanics	2.13	2.25

Refinement Year (16-17)	Bluegrass	Project
Context and Purpose	2.7	2.04
Content Development	2.3	1.86
Genre and Conventions	2.3	1.79
Sources and Evidence	1.4	1.62
Syntax and Mechanics	2.7	2.11

Demonstration Year (15-16)	Bluegrass	Project
Context and Purpose	2.35	2.39
Content Development	2.11	2.15
Genre and Conventions	2.11	2.08
Sources and Evidence	1.96	1.78
Syntax and Mechanics	2.38	2.23

Bluegrass Trend Data	14-15	15-16	16-17
Context and Purpose	2.38	2.35	2.7
Content Development	2.16	2.11	2.3
Genre and Conventions	1.94	2.11	2.3
Sources and Evidence	1.75	1.96	1.4
Syntax and Mechanics	2.13	2.38	2.7

Quantitative Literacy

Pilot Year (14-15)	Bluegrass	Project
Interpretation	1.3	2.10
Representation	2.04	2.31
Calculation	2.77	2.53
Application/Analysis	1.26	1.94
Assumptions	0.68	1.24
Communication	1.17	2.03

Refinement Year (16-17)	Bluegrass	Project
Interpretation	1.15	1.64
Representation	1.85	1.88
Calculation	0	N/A
Application/Analysis	1.05	1.46
Assumptions	0.6	0.72
Communication	1.07	1.51

Demonstration Year (15-16)	Bluegrass	Project
Interpretation	2.09	1.91
Representation	2.53	2.13
Calculation	2.76	2.22
Application/Analysis	1.78	1.68
Assumptions	0.78	0.97
Communication	2.09	1.86

Bluegrass Trend Data	14-15	15-16	16-17
Interpretation	1.3	2.09	1.15
Representation	2.04	2.53	1.85
Calculation	2.77	2.76	0
Application/Analysis	1.26	1.78	1.05
Assumptions	0.68	0.78	0.6
Communication	1.17	2.09	1.07

Critical Thinking

Pilot Year (14-15)	Bluegrass	Project
Explanation of Issues		1.82
Evidence		1.63
Context/Assumptions		1.54
Student's Position		1.60
Conclusions		1.61

Refinement Year (16-17)	Bluegrass	Project
Explanation of Issues	1.4	1.88
Evidence	1.2	1.62
Context/Assumptions	0.9	1.50
Student's Position	1.3	1.51
Conclusions	1.2	1.51

Demonstration Year (15-16)	Bluegrass	Project
Explanation of Issues	1.91	1.79
Evidence	1.8	1.74
Context/Assumptions	1.71	1.48
Student's Position	1.71	1.53
Conclusions	1.69	1.55

Bluegrass Trend Data	15-16	16-17
Explanation of Issues	1.91	1.4
Evidence	1.8	1.2
Context/Assumptions	1.71	0.9
Student's Position	1.71	1.3
Conclusions	1.69	1.2

# Intentional Planning

Intentional Planning

- Mapping and Coordinating
  - If the learning outcome is important, a single exposure isn't enough
  - Map courses/learning experiences to outcomes, from program entry to program exit
    - Determine how entry experiences are different from exit experiences
      - What difference is expected in student response?
      - Plan to assure student's development of outcomes from program entry to exit
  - Consider how courses, classroom instruction might be coordinated with co-curricular activities
- *"Learning" = what students know (content knowledge) + what they can do with what they know (performance)*
  - Performance-based assessment captures both components
  - Content knowledge assessment captures only half of the learning

Planning is Key

- Aligning assignments to objectives, objectives to courses, courses to program outcomes leads to intentional learning.

- Integrating assessment of student learning into current existing initiatives is essential.

- Assessment is about continuous improvement - how can you improve if you don't know what you need to improve upon?
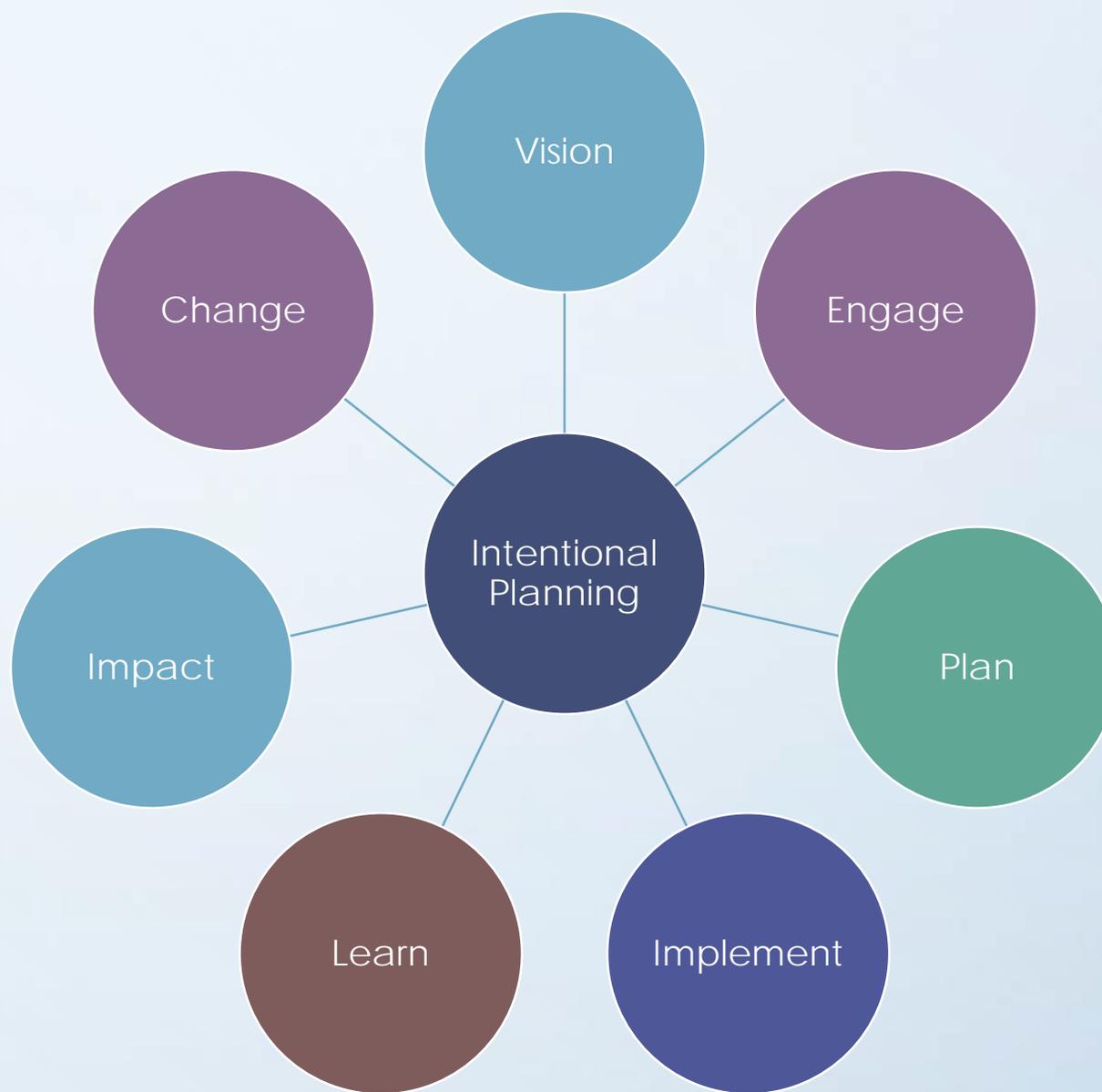
Closing Thoughts

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