Assessment

Purposes
How We Use Results
Results Highlights
2015--2016

Purposes

Course Level: To measure student achievement and examine instruction

Program Level: To measure student achievement, identify needed revisions to programs and adjustment to course content or objectives

Non-Academic Departments: To measure support to academic achievement, evaluate practices

Learning Signature: To monitor implementation, evaluate projects

Specialized: Evaluate student success in pilot projects, different models of instruction, or projects

How Can the Institution Use Assessment Results

IMPROVEMENT

➡ **Adjust teaching strategies, identify solid methods of instruction, and improve achievement of students.**

➡ **Assure that pre-requisite course content aligns with upper-level course content for a program area.**

➡ **Determine the efficacy of curriculum within a program.**

➡ **Identify courses needed (or not needed) within degrees.**

➡ **Determine relationships between program learning outcomes and our overall goals for student learning (ILOs).**

➡ **To make informed decisions about course and curricular revisions.**

ACCOUNTABILITY

➡ **Validate current programs, practices, teaching efforts and demonstrate effectiveness to concerned audiences.**

Course Level Results

- *All course level reports read and reviewed (from Fall 2013 through Spring 2016)*
- *Courses reviewed and coded as to:*

  Measurability of objectives

  Type of assessment methodology used

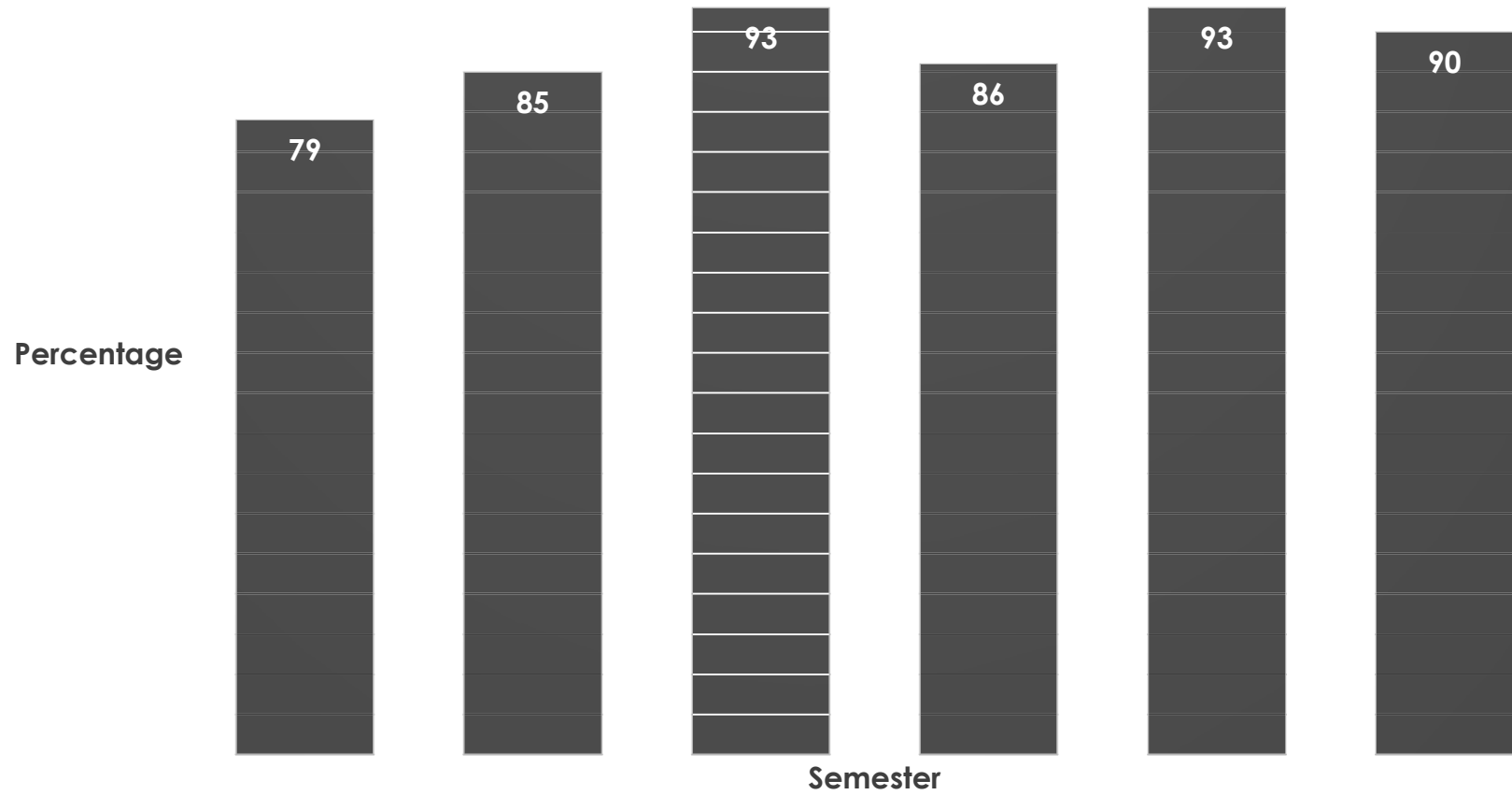 **Appropriateness of methodology to objectives**

  Findings (student achievement)
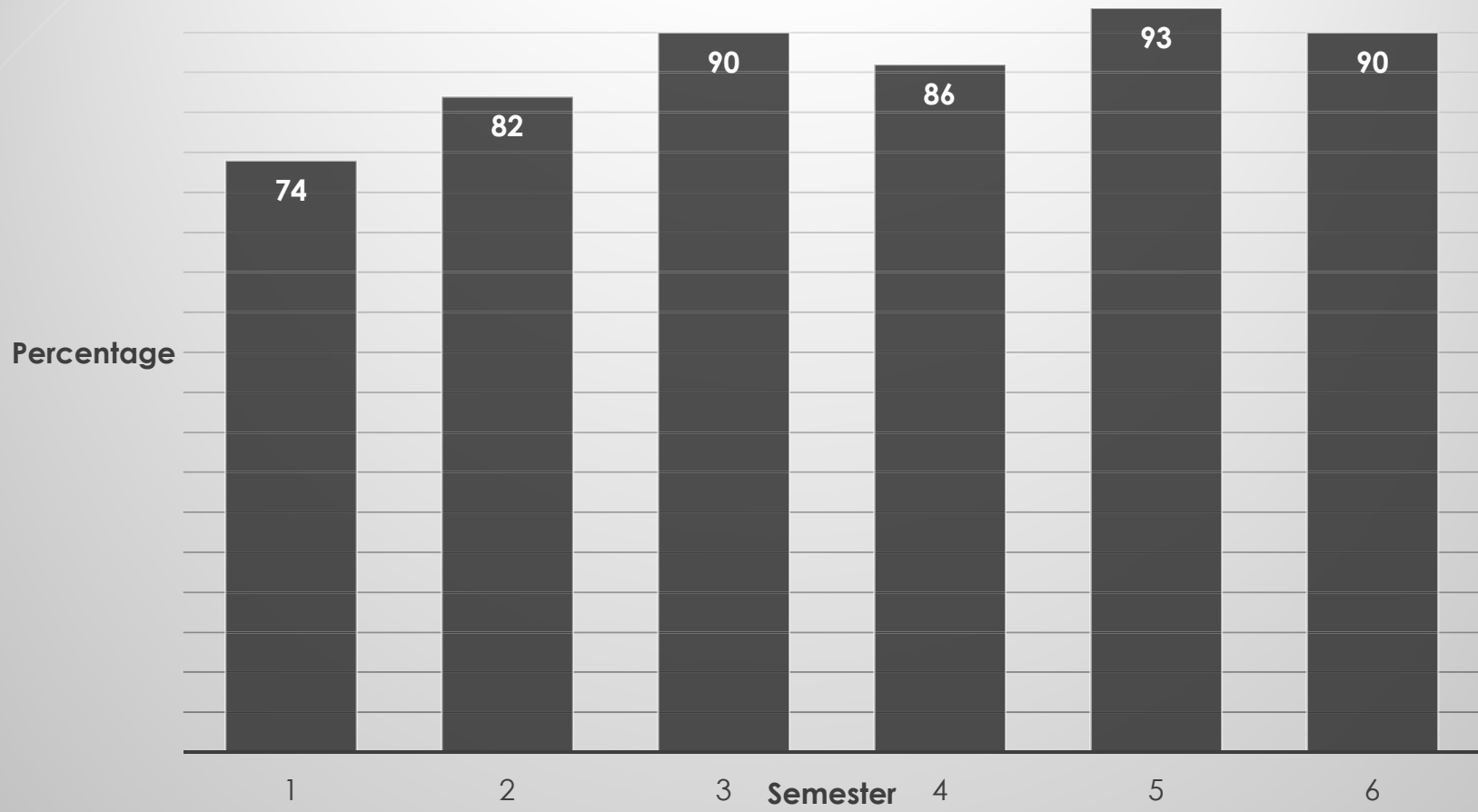
  Planned changes

  Type of changes planned

- *All coding consolidated and summarized*
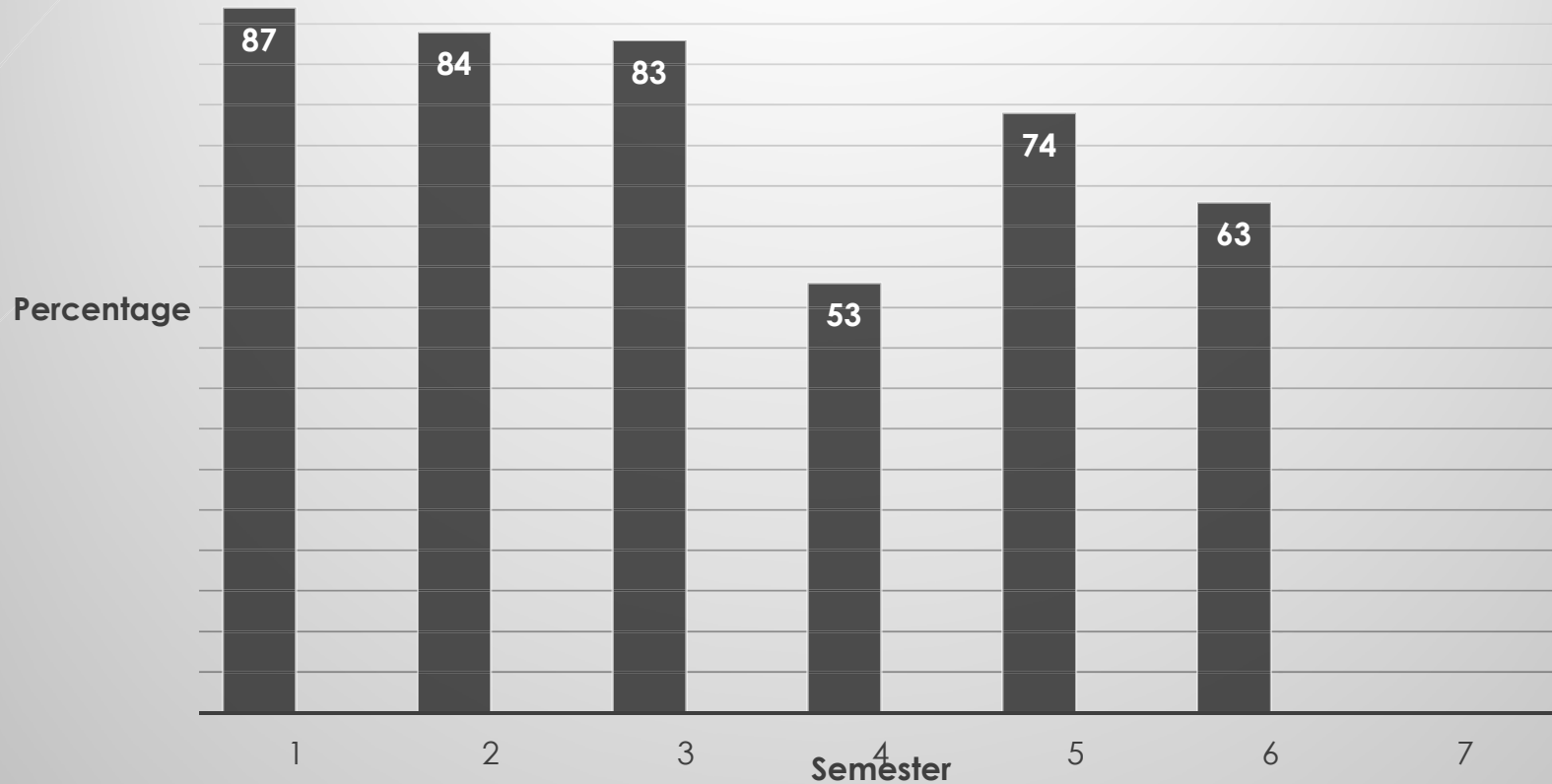
Progress of Measurable Objectives

	Fall 2013 n=162	Spr 2014 n=86	Fa 2014 n=60	Spr 2015 n=52	Fa 2015 n=27	Spr 2016 n=41
	79	85	93	86	93	90

Percentage of Assessment Methodologies Appropriate to Nature of Objectives

Fall 2013 n=162	Spr 2014 n=86	Fa 2014 n=60	Spr 2015 n=52	Fa 2015 n=27	Spr 2016 n=41
74	82	90	86	93	90

Percentage of Instructors That Planned Improvement Changes

	Fall 2013 n=162	Spr 2014 n=86	Fa 2014 n=60	Spr 2015 n=52	Fa 2015 n=27	Spr 2016 n=41
	87	84	83	53	74	63

Semester	Percentage of Course Objectives That Were Measurable	Percentage of Assessment Methodologies Appropriate to Nature of Objectives	General Achievement Findings: How Students performed on objectives measured.	Percentage of Instructors That Planned Improvement Changes	Most Common Type of Improvement Strategy
Fall 2013 N 162	79%	74% Most Common Type of Assessment Methodology Used: Select Response	Most achieved= 51% Some achieved=41% Few achieved=3% No results reported=4%	87%	Mixed strategies: more than one
Spring 2014 N 86	85%	82% Most Common Type of Assessment Methodology Used: Select Response	Most achieved=50% Some achieved=44% Few Achieved=5%	84%	Mixed strategies: more than one
Fall 2014 N 60	93%	90% Most Common Type of Assessment Methodology Used: Select Response	Most achieved=43% Some achieved=56% Few achieved=0%	83%	Mixed strategies: more than one
Spring 2015 N 52	86%	86% Most Common Type of Assessment Methodology Used: Select Response	Most achieved=50% Some achieved=48% Few achieved=0%	53%	Mixed strategies: more than one AND Additional or modified assignments
Fall 2015 N 27	93%	93% Most Common Type of Assessment Methodology Used: Select Response	Most achieved= 96% Some achieved=3% Few achieved=0%	74%	Mixed strategies: more than one
Spring 2016 N 41	90%	90% Most Common Type of Assessment Methodology Used: Select Response	Most achieved=58% Some achieved=17% Few achieved=0%	63%	Mixed strategies: more than one

Program Level Results

- Program Assessment Plans submitted for 2015-2016 (all received)
- Some Program Assessment Reports submitted
- Program Assessment Reports reviewed and coded as to:

Quality of student learning outcomes

Appropriateness of assessment measure to outcomes

Clarity of presentation of data and results

Appropriateness of analysis/interpretation to results

Inclusion of plan to improve student achievement or assessment process

Relationship of improvement plan to actual results

Level of student achievement.

Program Level Results

- LIMITED! Do not have enough reports as yet to form any preliminary conclusions.
- Beginning coding review system developed

Initial impressions:

- Need to attend to "measurability" of outcomes
  - Need to be cognizant of scope of data…more than one course, one assignment, one semester
    - Need to establish benchmarks/standards through a rubric to determine level of student achievement
      - Curriculum maps for programs would be helpful

Departmental Assessment Results

- Assessment Plans for Student Services, Library, and Academic Support Center developed

- Student Services and Library gathering data this semester

- **RESULTS: ACADEMIC SUPPORT CENTER**
  - **Goal: Increased use of ASC by 5% from Fall 2015 to Spring 2016**
  - **Goal: Monitor satisfaction—student satisfaction strong**

ASC/Testing Center Use for Fall 2015 Semester				
Area:	Students:	Visits:	Hours:	Percentage:
ASC	302	1541	2630.2	50.7%
Testing Center	396	1494	2232.3	49.3%
Total:	698	3035	4862.5	100%
ASC/Testing Center Use for Spring 2016 Semester				
Area:	Students:	Visits:	Hours:	Percentage:
ASC	442	2869	5604.6	45.4%
Testing Center	685	3458	6003.3	54.6%
Total:	1127	6327	11608	100%

In reviewing and comparing the data from the Fall 2015 and Spring 2016 semesters, Goal 1 of the Academic Support Center/Testing Center Assessment and Improvement Plan was met, and in some cases exceeded expectations. The number of students tutored in the ASC increased by .5%. The number of student visits in the ASC increased by .9%. The number of hours students spend tutoring in the ASC increased by 1.1%. The number of students testing in the Testing Center increased by .7%. The number of student visits in the Testing Center increased by 1.4%. The number of hours students spend testing in the Testing Center increased by 1.7%. These values may increase, as this data was aggregated with 2 weeks left in the semester.

Goal 5: ASC Student Satisfaction Survey Results					
Questions:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The tutor knew the material well.	84%	9%	2%	0%	5%
I felt comfortable asking my tutor questions.	87%	8%	0%	0%	5%
The tutor assessed my understanding by asking me questions.	87%	8%	0%	0%	5%
The tutor explained concepts and then encouraged me to work through the problems on my own.	87%	8%	0%	1%	4%
The tutor gave clear explanations.	89%	5%	0%	1%	5%
I feel that my tutor is concerned about my progress.	87%	6%	1%	1%	5%

Learning Signature Results

- **Engagement Conference Satisfaction**

  Most valuable part of conference was: *keynote speaker and service learning session*

  It was a worthwhile conference because: *of interaction with other faculty*

  Instructional strategies gained: *how to design and incorporate service learning*

  Better understanding of "engagement" related to instruction was: *deeper understanding*

  Will you change instruction? *will change some aspects*

- **Online Engagement Survey of Faculty**

  50% of respondents felt that students were very engaged in their course

  89% listed "providing prompt feedback on assignments" as their main engagement strategy for students

  64% stated that they had experienced barriers or challenges regarding student engagement

Results of Specialized Assessment

- ## Service Learning Pilot: 2015

- **Academic Development / Educational Success:**

  - Desired Outcome: By the end of the service learning experience, students should be able to report having applied academic learning at this college to an off-campus community experience.

  - Result: Ninety-two percent (92%) of the students reported seeing the connection between their academic learning at this college and real-life experiences.

- **Critical Thinking:**

  - Desired Outcome: By the end of the service learning experience, students should be able to identify the relationship between activities they can carry out in their community and their own major.

  - Result: Five of 12 surveyed students (42%) acknowledged relevance. Of the remaining students, six (6, 50%) saw no relevance, and one (1) (8%) did not respond.

Service Learning Pilot: 2015 (continued)

Communication:

Desired Outcome: By the end of the service learning experience, students should be able to provide evidence, in the form of completed surveys, that they were able to effectively communicate with the agents and service learning coordinator to complete their experience.

Result: 100% of the surveyed students were able to communicate well enough to meet minimal requirements. However, no data exist on student failure rates prior to the survey stage. Also, most forms were, in one way or another, incomplete.

Career and Teamwork:

Desired Outcome: By the end of the service learning experience, students should be able to have a realistic understanding of the skills involved in the jobs or careers in which they are interested.

Result. All students, evaluated on several criteria, felt that they practiced or observed relevant skills.

Civic Responsibility:

Desired Outcome: By the end of the service learning experience, students should be able to describe the value of contributing to their communities.

Result: Only one surveyed student (8%) expressed desire to contribute more to his or her community. The other 92% of students did not respond to the respective question on this subject.

Service Learning Pilot: 2016

- During the Spring of 2016, 16 students participated in Service Learning, as part of the BIOL 101G Curriculum pilot. The student population included 1 (6%) student in a STEM-Supported program and 4 (25%) STEM students. Students from nine majors and one undecided student participated. Forty-five percent of the students (5) had participated previously in Service Learning.

- Agencies participating in the service learning this semester included the US Forest Service (2 students), White Sands National Monument (4), Button Brand Veterinary Services (4), and the Alameda Zoo (2). Students were surveyed students on their service learning experience, including 21 questions related to their agreement/disagreement as to whether their service learning experience met goals set by the designers. On average, students were modestly in agreement with completion of goals related to satisfaction and quality of experience ($\bar{x}$ = 1.7, on a scale of 1 = agree through 3 = disagree). Eleven of the students (73.3 %) expressed relatively strong agreement, rating the experience $\leq$ 2.0, on average.

Service Learning Pilot: 2016 (continued)

- One student rated a number of aspects of the experience as being unsatisfying, greatly affecting the overall score, due to the small sample size (n = 15). In the open section entitled, "Please share other comments, criticisms, opinion, etc. about your service learning experience…," that student responded, "I spent 6 of my 8 hours picking up sticks (literally) without any interaction with the provider."

- Although the students reported that they felt most goals of the service learning experience were met, most students seemed to feel that the experience did not, in most cases, influence their future career plans ($\bar{x}$ = 2.2).

- When asked to describe the experience with one to three adjectives, they used the following: amazing, interesting, boring, different, educational, enjoyable, excellent, "eye opening," fun, informative, interactive, interesting, "learning experience," long, neat, new, ok, outdoors, worthwhile. Some students seemed not to understand the concept of "describing with one to three adjectives" well enough to provide a relevant answer.

- When questioned about potential improvements to student learning, students suggested having more agencies, more information, more communication, fewer hours, more fun, screening, working closer with them, and not pushing the service learning experience on them.

Specialized Assessment Results

➧ Plan drafted for Math Redesign project

➧ Plan drafted for English Area—ALP models

➧ Data to be gathered this academic year

Institutional Learning Outcomes Assessment Results

- ➥ **Not a great quantity hard data at this time…only via program assessment.**

- ➥ **Currently completing a broad mapping of program student learning outcomes to ILOs**

   Through this process some early insights:

Some program learning outcomes need only a "language" adjustment to show relationship to ILO.

Some program learning outcomes could be adjusted to included one or two outcomes related to ILOs through content in Gen. Ed. Courses.

   Example: Associate of Education

- ➥ **Program assessment templates provide Divisions with an opportunity to complete an additional mapping of student learning outcomes to ILOs**

Forward

- Refine program assessment process and use of data/information

- Link program assessment to curriculum development and revision

- Figure out ILO assessment process

- Refine course level assessment analysis process to be of more use to faculty and the institution

- Provide support and assistance to all areas involved in academic assessment

  - Provide professional development to faculty that is <u>wanted and needed</u>

Assessment Progress Report: available on Canvas Assessment Workspace and soon on the Curriculum and Assessment page of our Website.

<u>QUESTIONS?</u>