ASSESSMENT NEWS & TIPS

Pueblo Community College
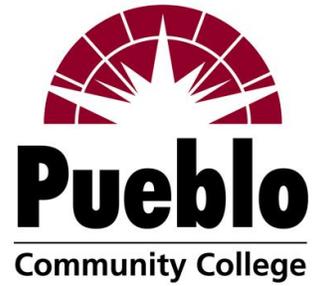
PCC Assessment of Student Learning Newsletter   **November 2016**

Remaining Steps for Fall 2016

We are so close to completing our institutional assessment of student learning efforts for this semester!

Here are the last few steps to be made:

1. **Coordinating ISLO Distribution:** Based on the information we received regarding which courses could reasonably assess each of our 3 selected ISLOs, we have contacted each department with recommendations for how to distribute ISLOs across courses and disciplines to promote sufficient testing of the provisional rubrics. Ask your Department Chairs!

2. **eLumen Training:** If you were unable to attend Faculty First Friday workshops on eLumen Basic Training, arrange an alternate training session and/or complete training via forthcoming D2L modules.** *This is the last step needed before you can submit your scores!*

3. **Select Assessment Activity:** Review the guidelines (see below!) for activities and assignments that can be reasonably and productively assessed using our common rubrics and select one you already use in your courses to assess for Fall 2016. Feel free to contact Liz for guidance and brainstorming, as well as to share your selection!

4. **Report Scores:** Submit scores on one of our common ISLO rubrics for one section of one course you are currently teaching (information about who will be asked to assess which ISLO will be distributed after Step 1 is complete). There will also be a space to submit relevant assignment/ activity instructions, feedback on the rubrics, and suggestions for improvement to the assessment process.

5. **Plan Phase II:** Now that we have generated goals for institutional assessment, help us plan what Phase II of our AQIP Action Project will look like. Faculty participation in this planning session (11/29) is essential!

   **See the [eLumen Faculty Checklist] for step-by-step instructions on completing the minimum requirements! (U Drive\Assessment of Student Learning\eLumen)*

Upcoming Events & Opportunities for Involvement

- First Tuesdays 1-2 **Rubric/SLO Development Meetings** (see Liz for info!)

- Every Tu/Th 1-3 **eLumen/Assessment Office Hours** (AB 250W)

- 11/29 3-5 **Plan Assessment Action Project Phase II** (Fortino Ballroom A)

- Ongoing opportunities to share student artifacts and sample assignments, request additional training, and organize norming sessions (see Liz)!

"The absence of the perfect measure should never keep us from selecting a 'good enough' measure."
~Charlene Nunley, Trudy Bers, & Terri Manning, 2011

Survey Drawing Winner

Pam Tyner (Mathematics)

Congratulations!

Thank you to all those who submitted student artifacts!

November's Best Practice

Assessment fosters wider improvement when representatives from across the educational community are involved. *(American Association of Higher Education)*

eLumen Feature Spotlight

Additional assessments at the course, program, or institutional level can be manually added to any of your course sections!

Assessment Goals

1. *Test* the provisional rubrics to their limits across disciplines.
2. Generate *feedback* and suggestions to inform the next round of revisions.
3. Gather *evidence* (not just collect "data") of student learning and our progress.

Guidelines for Selecting Activities/Assignments for Assessment

For the purposes of fall 2016 ISLO assessment of student learning, faculty should select **existing** activities/assignments that:

- Offer students a clear opportunity to demonstrate the specific skills and knowledge described in the associated rubric—study the common rubric for your ISLO and select an activity for which **most if not all of the rubric criteria apply**. The N/A option should only be used when the student artifact genuinely does not offer measurable evidence of a given rubric criterion.
- Generate **objectively measurable evidence** of student learning and performance.
- Ideally, **document student work** in a written, transcribed, recorded, or other physical report that can be shared and offered as evidence of student learning and performance.
- Reflect the **culmination of student learning** in the course (usually in the form of an end-of-course comprehensive evaluation such as a final paper, exam, or project, or alternatively, a portfolio of student work produced throughout the semester).
- Document **performance over time**; some student learning outcomes, especially Professionalism & Teamwork, are not adequately captured by performance on an individual assignment (therefore, portfolios of student work may be preferable sources for more valuable evidence of student learning).

What Is SLO Mapping?

Outcome mapping facilitates the alignment of course-level student learning outcomes with program-level and institutional outcomes, creating a visual map that explores where students have the opportunity to learn and demonstrate key learning outcomes throughout their education at PCC.

How Is Outcome Mapping Different from Curriculum Mapping?

As opposed to curriculum mapping, which focuses on teaching and aligns instruction with program outcomes, outcomes mapping focuses on student learning and what artifacts/evidence demonstrate achievement of outcomes

What Does It Look Like?

Outcome mapping is generally recorded in the form of a matrix for each level of alignment (course assignments-CSLOs, CSLOs-PSLOs, PSLOs-ISLOs, and often CSLOs can even be directly mapped to ISLOs).

Alignment may be indicated by a simple "X" or checkmark, while more sophisticated mapping also indicates the level of emphasis for each outcome (I=Introduced, D=Developed, R=Reinforced, M=Mastered). For example:

OTA 221	ISLO1 Critical Thinking & Problem Solving	ISLO2 Professionalism & Teamwork	ISLO3 Effective Communication
CSLO1	I	R	R, M
CSLO2	D, R		I
CSLO3	I	M	
CSLO4		I, D	D

In this hypothetical example, the course-level outcomes that align with our institution-level outcomes are mapped above, noting that through CSLO1, for instance, this course introduces Critical Thinking & Problem Solving skills to students, while it develops and reinforces these skills through CSLO2.

Timeline Reminders

This month, complete eLumen Basic Training, select an assignment or activity to use for assessment at the institutional level, and begin collecting scores!

Don't forget: Continue assessing at the course and program level according to your existing procedures.

Terminology Tip: Alignment

Alignment refers to the linking of intended student learning outcomes at each level (course, program, and institutional) to ensure that all students progress through a sequence of courses designed to foster and document the outcomes that define achievement in the discipline and in broader areas of learning.