ASSESSMENT NEWS & TIPS

Pueblo Community College

PCC Assessment of Student Learning Newsletter **October 2016**

The Big Reveal: 2016 Institutional Outcomes Selected!

The results are in, and we are pleased to announce that faculty have selected the following ISLOs as the top priority for the current cycle's institutional assessment:

1. **Critical Thinking & Problem Solving**
2. **Professionalism & Teamwork**
3. **Communication**

To ensure adequate representation of student learning in these three areas across the institution as well as sufficient opportunities to test provisional rubrics across disciplines, we will endeavor to evenly distribute these ISLOs to be assessed across applicable courses, taking faculty preferences into account.

More info to come!

What Is Institutional Assessment? – The "Big Picture"

The goal of institutional assessment is *continuous improvement of student learning* related to the skills and knowledge we want **all** our students, no matter their program or major, to achieve by the time they leave PCC. These general institution-level outcomes encompass the many different ways they are articulated for each program, and are directly linked to the specific skills and knowledge that students develop and demonstrate through applicable coursework throughout their studies.

Institutional assessment is an *ongoing, cyclical, and collaborative process* of measuring and interpreting student performance on these outcomes across programs and disciplines to identify gaps in student achievement and drive improvements to curriculum, course sequences, and instruction in order to ensure a comprehensive, cohesive learning experience that prepares all PCC students for success.

"Listening to the voices of faculty who have taken on assessment's questions with colleagues, the power of assessment is clear."
~Pat Hutchings, 2007

Survey Drawing Winners

Paula Kirchner (Nursing)
Michael Scott (Business)
Kathy Reinhardt (Science)
John Duston (Automotive)

Congratulations!

October's Best Practice

Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. *(American Association of Higher Education)*

eLumen Feature Spotlight

eLumen offers faculty two options for entering scores: the **rubric view** shows the entire rubric for each student individually, and the **scorecard view** allows you to assign scores to all students in your roster in a single view. Downloadable rubrics and scorecards as well as excel spreadsheets are also available!

Recent FAQs

Why do we have to use a common rubric?
For course- and program-level assessment, you can use your existing measurement tools and methods for collecting data. For institutional assessment, however, until a solid structure of curriculum alignment is in place, we will need to use common measurement tools consistently across disciplines to ensure that our initial efforts collect meaningful data that can be tracked across the institution, not just within divisions, departments, or programs. While these provisional rubrics will certainly not be ideal or perfectly suited to all courses and assignments, they will offer a temporary solution, and wide-scale, cross-disciplinary testing will develop our understanding of what works well and what does not, informing future development and revision of our own rubrics.

How will assessment data be used?
All assessment data collected through eLumen is de-identified and scores are not and cannot be associated with individual faculty. The data will solely be used to measure student learning. The collected data will be aggregated, analyzed to identify key findings, and shared with all faculty. While an initial goal will be to establish a meaningful benchmark for student performance and achievement, the primary focus will be improvement of the assessment process at all stages (SLO alignment, curriculum mapping, rubric development, implementation and data collection, training, reporting, and implications for the next cycle).

What is exactly expected of me?
For this first round of assessment, the minimum expectation for faculty participation in institutional assessment is that you will assess at least **one ISLO** (determined by the process of evenly distributing ISLOs across applicable courses) for at least **one assignment** in **one section** of **one course** you are currently teaching this semester. You will use the provisional rubric we have developed for your ISLO and enter the scores into eLumen.

What about training?
See the Upcoming Events & Opportunities below for information on specific training we have planned, and more will be on the way soon! We are starting with *just the basics*, and you will only need to learn how to enter rubric scores into eLumen at this time. As we continue to build up the system and consider using more features, more training opportunities will be offered!

Upcoming Events & Opportunities

- 10/14 All Day! **Rubric Training and Norming** (AB 210M & Polycom)
  Feel free to drop in for any session and join the conversation at any time!

10:30-11:30	Professionalism & Teamwork
11:45-12:45	Critical Thinking & Problem Solving
1:45-2:45	Communication
3:00-5:00	Open Session (Recap & Continue the Discussion)

- 11/4 10:00 **or** 12:30 **Faculty Friday eLumen Workshop** (CA 205 & Polycom)
- First Tuesdays 1:00 **Rubric/SLO Development Meetings** (see Liz for info!)
- Every Tu/Th 1:00-3:00 **eLumen/Assessment Office Hours** (AB 250W)

Call for sample student work!

To put the provisional rubrics through their paces, we will need a wide variety of authentic student artifacts for our norming sessions on the 14th. Please share your assignments and student work (all will remain anonymous) by sending them to Liz ASAP (ideally by **10/12**)! Feel free to bring them with you on the 14th, too!

Meet Your Assessment Coordinator!

Liz Medendorp has been teaching English at UCCS and across CCCS since 2013. Her passion for and active engagement in assessment from the faculty perspective fueled her research and led to increasing administrative responsibilities as well. She is very excited to be at PCC and to share her expertise and enthusiasm for assessment to help promote the continuous improvement of student learning!

Timeline Reminders

This month, familiarize yourself with our provisional rubrics and start thinking about how they might be used to assess the kinds of coursework you already assign in your classes. Feel free to contact Liz to share your ideas and brainstorm!

Terminology Tip: Norming

Norming, or calibration, is a process that brings a group of faculty raters together to develop a *shared understanding* of the language of the rubric and the outcome it assesses, discover any need for editing of the rubric, and strengthen scoring consistency.

Contact Info

Questions? Concerns? Suggestions? Want to get more involved? Let us know!

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