

Example of Outcomes Assessment Results and Plan for One Outcome in Xitracs 5-15-2018

For use by Faculty Learning Outcomes Leaders and Deans

Use the content of this example as a guide to the type of information necessary for reporting in Xitracs. This is an example for one learning outcome, and you repeat the question set for each learning outcome that you have an assessment plan or findings for each year.

Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular program or certificate. These focus on mastery level assessment. "Graduates of this program will be able to..." You should edit these in the Course Information Management System (CIM) and go through the Curriculum Committee as needed. The year the changes are made in the catalog, the changes will also be made for you in Xitracs.

All Fields Outcomes +GenEd +Program Copy View PDF Show All

1 Outcome [Critical Thinking] [G] Complete
Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.

1.1 Describe your assessment and its purpose. Complete
Please briefly describe your assessment and its purpose (2-3 full sentences). Note this portion of the program assessment report will be used in planning conversations and for reporting purposes by the Office of Institutional Effectiveness, and may be included in other collegewide reports. Many thanks for your thoughtful responses as you report your findings, plans, and impact. Edit Copy File + Link

Two of our program courses measured for critical thinking by assessing using a common rubric with three criteria (influence of context, bias, and use of evidence). Results from the entry-level course are used to determine additional support needed at the introductory level, while results from the end-of-degree course are evidence of mastery. Disaggregated results, specifically for the end-of-degree course, point to areas within the program where certain student populations need more support to master critical thinking. _____

1.2 Specializations Complete
Does this outcome apply to the specializations? Edit Copy
No _____

1.3 Technical Certificates Complete
Does this outcome apply to the technical certificates? Edit Copy
No _____

1.4 Technical Certificates Notes Complete
Any notes can be added here. Edit Copy

Tell about your assessment as if you were explaining to a colleague from another institution. Include why you assess so that it is clear you are focused on *improving student learning*.

Specializations usually include all of the program learning outcomes, and an additional outcome.

If you are assessing the outcome in a course that also applies to the certificate, you can make note of that here.

Assessment plans are the expected procedures and methods that will be implemented to result in meaningful data related to student learning. In alignment with Valencia’s Five-Year Impact Plan all assessment plans include data related to closing performance gaps among students from diverse backgrounds.

1.5 Predicted: Faculty and Staff Complete

How many faculty and staff did you expect to administer the assessment? Edit Copy

12

1.6 Predicted: Students to Assess Complete

How many students did you expect to assess? The number you submit should be the total number of students in your original assessment sample, or the total number of students who received an invitation (e.g. through Qualtrics) to complete the assessment. If you use a common assignment embedded in your courses, the number would be your total enrollment for those courses. Edit Copy

615

1.7 Predicted: Results You Hoped to See Complete

What did you hope to see in the results of your assessment specific to student knowledge /skills? Edit Copy

We expect to assess just over 400 introductory students and just over 200 end-of-program students. Based on the prior assessment cycle when we only assessed the introductory students, we know that 52% did not meet 2 or 3 of the critical thinking criteria. We improved the introductory course adding specific instruction on context so we more than 50% of this year's introductory students to meet 2 or 3 of the criteria. As this is the first year assessing the end-of-degree course we expect 75% or more of the end-of-degree students to at least be satisfactory on all 3 criteria, and we want to see most of those at the mastery level.

1.7.1 Gap Closing: At-Risk Population(s) Complete

If applicable, select the at-risk population(s) at the focus of your assessment work. This could be drawn from any prior "customized data in Tableau" session. If necessary, you may create additional instances of this field by clicking "Add New" from the options at right. Add new Edit Copy File +

Students at risk by race/ethnicity and gender

Include all part-time and full-time faculty who teach courses where the assessment is administered or collected.

This is the number of students that will be used to calculate your response rate

assessed
expected

If you are collecting data to compare across more than one at-risk population, select one and complete the textbox. Then select "Add new" to enter another one.

1.7.1 Gap Closing: At-Risk Population(s) x

Select an option

Students at risk by race/ethnicity and gender

Not Applicable

Students who are first time in college

Students who are not successful in one or more of their first five courses

Students who are 1720 exempt vs non exempt

Students at risk by race/ethnicity and gender

Assessment methods include the method of evaluation (i.e., exam responses, portfolio section, performance, written response) and the tool (i.e. rubric, checklist, or other measure) used to evaluate progress toward meeting the student learning outcome.

1.8 Percent Satisfactory Expected Complete

What percent do you expect to achieve at or above satisfactory? Edit Copy

75%

1.9 Satisfactory Defined Complete

How do you define satisfactory? (For example: "An average score of 85%" or "The number of students who are rated 3 or above on a rubric or are at the level of 'accomplished'") Edit Copy

The rubric options are Mastery (2), Satisfactory (1), and Not Yet Met (0). For the purposes of assessment anyone scoring Satisfactory or Mastery on all three critical thinking criteria is considered satisfactory.

1.10 Assessment Method(s) Complete

Identify assessment method(s) here. Edit Copy

Students in the introduction course submit a written response to questions about a problem scenario from our field. Students in the end-of-degree courses submit a written response to a set of case studies from our field. Faculty use the same rubric items embedded in Canvas to assess each of their students' writing for each of the three critical thinking criteria (influence of context, bias, and use of evidence). The Institutional Assessment Office supported the creation of the rubric and a norming session for reliable scoring by all faculty.

Describe your scale or scoring system and associate the scores that determine the student has met the outcome.

Include all measures you have taken to ensure your assessments are reliable year over year, e.g. "The LOL worked with the Office of Institutional Assessment to develop a reliable assessment," and contact the office as needed.

If using a written assignment, portfolio, etc..., describe how standard or consistent your process is. Make some statement about reliability, e.g. "multiple reviewers will be used" or other relevant details.

If you use test items, include the type of item (multiple choice, true/false, etc...), the number of items associated with this learning outcome, and some effort to evaluate the reliability and validity of the items.

Assessment results are the raw data from each item you assessed as well as the analysis and findings. Make year-over-year comparisons when possible and consider results that point to areas where there is a greater possibility of improvement, not only the lowest scores or highest achievements.

1.11 Findings Complete

What was one finding from your learning assessment results? Edit Copy

61% of the introductory students met 2 of the 3 criteria with the most students meeting the influence of context criteria (which we attribute to new emphasis on this type of critical thinking in the course this year). The other criteria where introductory students are doing well is use of evidence.

Only 70% of the end-of-degree students met 3 of the 3 criteria satisfactorily. The lowest scoring of the three criteria was influence of context so we expect that in future years the students will be more prepared to meet that outcome.

Findings often connect one or more aspects of the data in a way that informs an actionable next step.

1.11.1 Findings: At-Risk Population(s) Complete

How does your finding relate to students at-risk, if at all? Edit Copy

There are very few African American and Hispanic males in our end-of-degree data whereas 17% of the introductory students are African American males and 20% are Hispanic males. This means that they are starting but not completing our program.

When we disaggregated the data from the introductory courses we see that only 48% of African American males are meeting 2 of the 3 criteria and 31% of Hispanic males. We will need to determine what further support they need to meet the learning outcome early in the program so that they benefit from using their critical thinking skills and complete the program.

1.12 Actual: Assessment Administered Complete

How many faculty and staff administered the assessment? Edit Copy

12

1.13 Actual: Students Assessed Complete

How many students were assessed? Edit Copy

510

Be sure this is the number of students you have data connected to (e.g. if you collected 250 sample papers, but only used the rubric on 200 of those, then the number assessed is the 200 you have a score for).

1.14 Actual: Percent Achieved Complete

What percent achieved at or above satisfactory? Edit Copy

70%

1.16 Did the results match or exceed? Complete

Did the results match or exceed expectations regarding student achievement of learning outcomes? Edit Copy

No

1.16.1 Challenges and/or Barriers Complete

What are the overall challenges and/or barriers that you observe, or experiences that might keep students from matching or exceeding your expectations? Edit Copy

Students in the end-of-degree assessment were not exposed to the intervention that we incorporated into the introductory curriculum this year. In addition, students completing their coursework may not be getting enough practice with higher-order critical thinking in order to apply their basic skills to case studies.

Interpret the findings in a way that points to possible solutions to the barriers in future cycles.

Improvement plans complete the assessment cycle as they document the specific additions, enhancements, changes, or expansions that will be carried out to improve student learning. Well-defined improvement plans define the steps necessary to complete the plan, attribute the work to identified persons who will be held accountable, describe how the progress will be communicated to all involved, and include a cycle to repeat the assessment ensuring the improvements were effective.

1.17 Improvement Plan: Student Learning

Select an option

- Student application of skills
- Not Applicable
- Student application of concepts
- Student application of skills**
- Student understanding of skills
- Student understanding of concepts

You can make plans that incorporate more than one of these items, just select "Add new" for each additional item.

1.17 Improvement Plan: Student Learning Complete

If your improvement plan involves student learning, you will identify those strategies here by selecting one option. If necessary, you may create additional instances of this field by clicking the "Add New" from the options at right.

Student application of skills

Add new Edit Copy

Thoroughly describe the plan to support student learning in as much detail as is already decided, and state the decisions that still have to be made.

1.17.1 Improvement Plan: Student Learning Complete

Who is responsible and what is the timeline?

Based on the Assessment Day discussion of the underrepresentation of African American and Hispanic males in our graduates, and the associated low measures of their critical thinking, we believe we need to scaffold learning so that they are able to apply the skills that we expect they have within the language and constructs of our discipline. We are incorporating formative assessments for critical thinking across all three criteria. The introductory faculty (5 names listed here) will meet twice during the summer 2018 with instructional designers to make 5-minute exercises to be embedded in a Canvas module, one each for bias, influence of context, and use of evidence. The Lead LOL will be responsible for working with OIT to embed these optional activities into all courses. Faculty will be encouraged to include them as a grade and require students who do not succeed in the exit quiz for each module to repeat until they succeed (ideally limiting access to the problem scenario assignment used for assessment until they have successfully completed the modules).

Edit Copy

Be sure to engage as much support from existing college resources as possible. The additional staff mentioned in your plan can help ensure you maintain your timeline.

1.18 Improvement Plan: Instruction Complete

If your improvement plan involves instruction, you will identify those additions or changes here by selecting one option. If necessary, you may create additional instances of this field by clicking the "Add New" from the options at right.

Addition of strategies related to critical thinking skills

Add new Edit Copy

1.18.1 Improvement Plan: Instruction Complete

Who is responsible and what is the timeline?

At Assessment Day we determined that an enhanced version of the introductory curriculum on context should be reintroduced in all end-of-degree courses. Two faculty (names listed here) who primarily teach those courses committed to updating the materials during summer 2018. They will share those in the Canvas commons using LOA 2018 Critical Thinking in the title and send all other faculty a link, copying the Deans on the email.

Edit Copy

Remember to include the role of the deans in implementing the improvement plan.

1.18 Improvement Plan: Instruction x

Select an option

Addition of strategies related to critical thinking skills ▾

Not Applicable

Addition of experiential learning (like fieldwork activities)

Addition of group work

Addition of lecture

Addition of strategies related to critical thinking skills

Addition of technology for academic purposes

Changes made to experiential learning

Changes made to group work

Changes made to lecture

Changes made to strategies related to critical thinking skills

Changes made to technology for academic purposes

1.19 Improvement Plan: Program Courses x

Select an option

Not Applicable ▾

Not Applicable

Added a course

Changed a course

Removed a course

Some improvement areas will not be relevant to your current cycle.

1.20 Improvement Plan: Faculty Development x

Select an option

Change in resource sharing (such as course activities) ▾

Not Applicable

Change in information sharing (such as communication regarding this outcome)

Change in resource sharing (such as course activities)

Conference attendance

Faculty development workshop available in the catalog

Customized faculty development courses

Other faculty development

1.21 Improvement Plan: Student Support x

Select an option

Not Applicable ▾

Not Applicable

Include library resources

Incorporate tutoring

LINC courses to be offered

Other student support

1.19 Improvement Plan: Program Courses Complete

If your improvement plan involves program courses, you will identify those additions or changes here by selecting one option. If necessary, you may create additional instances of this field by clicking the "Add New" from the options at right.

Add new Edit Copy

Not Applicable

1.19.1 Improvement Plan: Program Courses Not Applicable

Who is responsible and what is the timeline?

Edit Copy

1.20 Improvement Plan: Faculty Development Complete

If your improvement plan involves faculty development, you will identify those plans here by selecting one option. If necessary, you may create additional instances of this field by clicking the "Add New" from the options at right.

Add new Edit Copy

Change in resource sharing (such as course activities)

1.20.1 Improvement Plan: Faculty Development Complete

Who is responsible and what is the timeline?

Edit Copy

Three critical thinking modules to be developed alongside instructional designers will be in Canvas and an enhanced set of critical thinking instructional materials will be in Canvas commons by start of fall 2017. Around November we will schedule time in our division meeting son each campus to invite a few faculty to explain their success with using the materials, and discuss any concerns so we know that the resources are being used prior to the spring term assessment in the end-of-degree courses.

1.21 Improvement Plan: Student Support Not Applicable

If your improvement plan involves student support, you will identify those resources here by selecting one option. If necessary, you may create additional instances of this field by clicking the "Add New" from the options at right.

Add new Edit Copy

Not Applicable

1.21.1 Improvement Plan: Student Support Not Applicable

Who is responsible and what is the timeline?

Edit Copy

1.22 Improvement Plan: Other Not Applicable

If your improvement plan involves anything not listed above, you will write those plans here.

Edit Copy

1.23 Overall Student Learning Complete

What do you now know about student learning?

Edit Copy

Based on the success of our improvement plan from 2016-17 which raised our introductory students' critical thinking skills, we know that exposing them to the concepts increases their ability to meet the outcome. We also learned that without added exposure to the concepts, students can make it through our entire program and still not meet the outcome. Finally, we know that we are not meeting the needs of some of our underrepresented populations early enough for them to persist in the degree, and we expect that by adding addition application of skills (rather than just exposure to concepts) early in their first term we will help them transfer their skills into the unique expectation of our discipline.

Build in intentional time for adjustment to changes and clear communication of the expectations associated with your improvement plan.

The entirety of this entry is focused on student learning (not improving the assessment or discussing what you learned about the tool or its use by faculty).

In the end, your completed Xitrac's Reporting Cycle entry gives a clear picture of steps taken, meaningful measures, and future plans. Written well, it includes comparisons to previous years, considerations of gaps among diverse populations, and clearly defined next steps. Above all else, the report maintains a focus on student learning as the purpose of assessment. Evaluate your report before submitting--by rereading the first and last entries a question to ask: "What have we learned and will our actions have an impact on student learning?"