Assessment at CCRI

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Definition
Assessment of student learning is the systematic gathering of information about student learning and the factors that affect learning, undertaken with the resources, time, and expertise available, for the purpose of improving the learning.

The Three Basic Steps of Assessment
1. Articulate learning goals
   “When students complete this [course, major, gen-ed program] we want them to be able to….”
2. Gather information about how well students are achieving the goals and why
3. Use the information for improvement

The End of Assessment is Action
The purpose of assessment is informed decision-making, including the use of information about student learning.

Assessment is a Natural, Scholarly Act
What could be more normal or scholarly than asking, “We’ve put a lot of effort into helping our students learn. Are they? What strategies are most effective? How can we get the most learning from our limited resources of time, energy, and money?

We’ve always done assessment. We always want to do it better. Now we must report it to new audiences.

Grades are assessment, but they are too broad, and their purpose is to answer the question, “How well did David do in this course?” You may know that the average grade of your undergraduate majors is 3.9, but that does not tell you what to work on. Instead, you need to know what are the strengths and weaknesses of your students, measured against the learning goals you hold for them.

Assessment is a National Education Reform Movement
It arises from public frustration and anger. It has a jargon, true believers, and a lot of power, because it has captured the accreditation process. It rests on the belief that higher education is “broke” and that the way to fix it is to hold institutions and faculty responsible for
demonstrating that students are actually learning what the institution claims they are. These are questionable assumptions. The good news: regional accreditors like NEASC ask us to set our own learning goals and choose our own measures. They require that we explain our system of assessment.

Our task is to use the national movement for good, for ourselves and our students.

**What NEASC Requires (www.neasc.org)**

4.44 The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program and, as appropriate, through experiences outside the classroom. This approach is based on a clear statement or statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The approach provides useful information to help the institution understand what and how students are learning, improve the experiences provided for students, and assure that the level of student achievement is appropriate for the degree awarded. Institutional support is provided for these activities.

4.45 The institution’s approach to understanding student learning focuses on the course, program, and institutional level. Data and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students.

**Your Reports to NEASC**

Following the 2009 fifth-year report, NEASC asked that in your 2014 full ten-year review, you emphasize:

- “strengthening the engagement of faculty and staff and the use of data in planning and decision making processes”
- “analyzing and discussing data reported in the assessment and student success form.”
  (Letter of 3/25/09 to President Di Pasquale.
  http://www.ccri.edu/president/neasc/pdfs/NEASC_09.pdf)
The Basic, No-Frills Department/Program/Unit Assessment Plan

1. **Learning goals** (at the end of the program, students will be able to…)
2. **Measures** *(appropriate to the question being asked)*:
   
   a. One direct measure *(direct means student performance is directly evaluated, as in tests, exams, projects, interactions with clients, etc.)*
      
      i. Review of end-point senior work by faculty
      
      ii. If students take a licensure or certification exam, this will be added as a second direct measure
   
   b. One indirect measure *(indirect means an intervening step, such as asking students what they thought they learned, or tracking their career or their acceptance into further education)*
      
      i. My preference: student surveys, interviews, and/or focus groups asking three questions:
         
         1. How well did you achieve each of the following departmental learning goals [use scale such as “extremely well, very well, adequately well, not very well, not at all”]
            
            [list each department goal, with scoring scale for each]
         
         2. What aspects of your education in this department helped you with your learning, and why were they helpful?
         
         3. What might the department do differently that would help you learn more effectively, and why would these actions help?
      
      ii. Second choice: Alumni surveys
   
   iii. In some fields, job placement rates will be important

3. **Annual meeting** to discuss data and identify action items.
   
   a. Set aside at least 2 hours to discuss ONE of your programs.
   
   b. Put the annual meeting in place NOW, without waiting for the perfect data.
   
   c. At the meeting, consider whatever data you have about learning, no matter how incomplete or inadequate.
   
   d. Outcomes of the meeting:
      
      i. ONE action item to improve student learning, with a timeline and assignment of responsibility
      
      ii. ONE action item to improve the quality of data, if needed, with a timeline and assignment of responsibility
   
   e. Keep minutes of the meeting
      
      i. To serve as your own record and reminder
      
      ii. To document for accreditors that assessment is taking place
The Basic, No-Frills General-Education Assessment System

1. A set of gen-ed goals
2. Some way of examining student classroom work
   a. Gather a sample of student work
      i. Student work from a random sample of gen-ed courses at one point in time
      ii. Student work from key gen-ed courses, e.g. composition, learning communities
      iii. Portfolios: samples of students’ work over time
   b. Construct meaningful faculty groups to read and evaluate this work
      i. Departments that offer gen-ed
      ii. Groups within gen-ed, e.g. all writing-intensive courses or all courses that emphasize diversity goal
      iii. Readers unconnected with the program produce a report for consideration by above groups
   c. Construct criteria against which to evaluate the work
      i. Single rubrics used for multiple courses/assignments
      ii. Multiple rubrics, compiled by departments or individual instructors, for common goals
3. Some way of gathering students’ evaluation of their learning and the factors that affect their learning
   a. Survey administered in gen-ed classes
   b. National survey administered to all (or a sample of) students, e.g. NSSE
4. A meaningful forum in which to discuss findings and identify actions
   a. Departments offering gen-ed courses
   b. Gen-ed groups, e.g. learning communities, or writing-intensive courses
   c. Gen-Ed Committee or other relevant faculty committees
   d. Other?
5. A meaningful way of integrating information about student learning into decision-making and budgeting at all levels
6. A way of documenting and reporting assessment activities to various audiences
System for Using Assessment Information

Begin reading at the bottom; thin, numbered arrows show pathways for data to flow into decision-making; fat arrows show how the loop is closed as action, resources, and policies flow back into student learning.

An earlier version of this diagram appears on p. 34 of my *Assessment Clear and Simple* (2010)
## Choices for Rubrics

<table>
<thead>
<tr>
<th>Where is the rubric constructed?</th>
</tr>
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<tbody>
<tr>
<td>National (e.g. VALUE Rubrics)</td>
</tr>
<tr>
<td>Institution</td>
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<tr>
<td>Department/program</td>
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<tr>
<td>Instructor</td>
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</table>

<table>
<thead>
<tr>
<th>How broadly applicable is the rubric?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple types of writing</td>
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<tr>
<td>Similar types of writing</td>
</tr>
<tr>
<td>Assignment-specific</td>
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</tbody>
</table>

<table>
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<tr>
<th>Applied to what writing task?</th>
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<tbody>
<tr>
<td>External Prompt</td>
</tr>
<tr>
<td>Common assignment</td>
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<tr>
<td>within General-Education or Dept</td>
</tr>
<tr>
<td>Instructor’s Own Assignment</td>
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</tbody>
</table>

<table>
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<tr>
<th>Who Scores the Work?</th>
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</thead>
<tbody>
<tr>
<td>Team of scorers</td>
</tr>
<tr>
<td>Committee or department</td>
</tr>
<tr>
<td>Individual</td>
</tr>
<tr>
<td>instructor trained and normed</td>
</tr>
</tbody>
</table>

**Greatest chance for inter-rater reliability and comparability of rubric scores across courses, departments, institutions**

**Greatest “fit” between the measure and what your faculty are teaching. Greatest chance of faculty engagement.**
Appendix A: CCRI Learning Outcomes Statement

Your Graduate Outcomes Statement

CCRI seeks to encourage the development of personal qualities of integrity, individual responsibility and reliability in its students. In accordance with its mission to produce an educated workforce, the college has identified the following as essential:

1. **Fundamentals Competencies**
   1. clear and correct expression in both written and spoken English
   2. ability to recognize, understand, and adjust to changes in life and work
   3. problem-solving and analytical skills
   4. information access skills

2. **Understanding of National and International Influences On Life and Work**
   1. awareness of the historical, cultural and economic influences of their life and work
   2. appreciation of the roles of the arts, humanities, sciences and technology in their lives

3. **Occupational Competence**
   1. understanding of each individual's role and contribution within the organization
   2. pride in quality performance\effective communication skills
   3. ability to function as a member or a leader of a team in the workplace and larger community
   4. appropriate professional skills
CCRI Definition of an Educated Person: Four Abilities

CCRI Outcomes - Effective Fall 2011

Effective Communication
a. Use standard English grammar and mechanics.
b. Create work that addresses a given purpose and context and responds to the target audience.
c. Present a central idea, supported by concrete, relevant details.
d. Establish a clear and consistent sequence of ideas.

Critical Thinking
a. Identify and analyze complex ideas.
b. Determine a research focus and the nature and scope of information needed.
c. Locate, evaluate, and use information effectively.
d. Draw logical conclusions from information.
e. Express well-reasoned or innovative perspectives.

Quantitative, Mathematical and Scientific Reasoning
a. Demonstrate an understanding of mathematical, quantitative, or scientific principles.
b. Apply a scientific approach in asking questions.
c. Apply mathematical, quantitative, or scientific principles in solving problems.
d. Interpret numeric information in graphical form.

Social Interaction
a. Evaluate ethical dimensions of decisions.
b. Use teamwork to accomplish tasks in groups.
c. Demonstrate an understanding of global, cultural, and historical perspectives.
Appendix B: Examples of Department/Program Assessment

Example #1

Question: can we improve student learning in developmental math?

Data:

- Enrolment and Pass Rates
  - 55% of our students are in developmental/pre-college-level math classes
  - Pass rates: 71% for math classes, compared with 82% college overall courses.
    Nationally, “as low as 50%.”
- Detailed analysis of students who do/do not pass
  - Students who place into MAT 107: pass rate 77%
  - Students who come into MAT 107 via MAT 106: 55%
- Questionnaire to MAT 107 students about their level of prep before entering the course, in various skill areas. Highest correlation with success in 107 were high levels of self-reported prep in algebraic manipulation skills, exponential and logarithmic functions, and function notation and concepts.
- Pre-post test in MAT 107, correlated to grades. Success in 107 correlates with higher entering skills taught in 106: linear equation, quadratics, exponent, fractions.

Hypothesis: students who place into 107 from high school are seeing key concepts for the second time, after having had them in high school. Students placing in from 106 are seeing them for the first time.

Action: In MAT 106, pilot several sections with one extra weekly contact hour to help students with the most important concepts.

Example #2

Question: Are students learning critical thinking in introduction to literature?

Data:

- Three faculty teaching intro lit review a sample of student papers from lit classes
- Faculty questionnaire asks what aspects of critical thinking are most difficult for their students, and what aspects they would most like to discuss with colleagues.

Conclusion: students are having greatest trouble with moving from summary of the literature into analysis

Actions:
1. Post helpful teaching hints on line
2. Faculty workshops and brown bags to share ideas about how to move students from summary to analysis
3. Rewrite course description to emphasize literary analysis
4. Develop sample rubric and grading criteria and distribute these to all faculty teaching intro lit

**Example #3**

**Question:** Why are so many students dropping out or doing poorly in Medical Terminology course that is required for many health-related programs?

**Data:**
- Faculty committee reviewed sample of mid-term and final exams (common for all sections)
- Survey of students, asking what was most difficult for them in the course and what strategies had helped them most

At a committee meeting, one faculty member asked, “Do you suppose that we’re looking at a reading problem?” That led to a further collection of data:
- Correlation between exam scores, reading test scores, and completion of a college reading course

**Hypothesis:** Reading skills are critical to success, and some students do not have appropriate skills. Having completed the college’s reading course increases chance of success in the med term course.

**What actions might the Med Term faculty and their health programs take?**

**Example #4**

- Chemistry Department administered same performance assessment on the property of density in all sections over several fall semesters. After doing a lab on density, each student was given a solution of unknown density. Students then had to choose the right equipment, make all necessary measurements, record the correct data, and, finally, calculate the density of the unknown solution. (p. 40)
- Analysis of results by faculty led to actions:
  - New objectives and guidelines for organizing the labs
  - Changes in assessment and instruction: “students would now be assessed, evaluated, retaught, and reassessed until skills improve to an acceptable level.” (p. 40)
  - Specific scoring rubric for each step, given to students ahead of time
- “Data collected so far have shown an improvement in proper use of lab procedures and lab equipment as well as a higher percentage of correct calculations of density.” (p. 40)

**Example #5: Business and Information Technologies**
(using NEASC’s E.1.A. format required for each degree and certificate program and for general education)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>(1) Have formal learning outcomes been developed?</th>
<th>(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.</th>
<th>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</th>
<th>(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</th>
<th>(5) What changes have been made as a result of using the data/evidence?</th>
<th>(6) Date of most recent program review (for general education and each degree program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List each degree program:</td>
<td>Yes</td>
<td>xxx.xx.edu</td>
<td>1. Faculty team from each major area annually assesses a sample of 4th-semester student work, using a rubric for the program learning goals. Teams make recommendations to the department. 2. Annual meeting of all business faculty with business faculty of nearby 4-year colleges asks them about the performance of our accounting graduates. 3. Number of students transferring to top-tier universities</td>
<td>1. Department meets annually to review evidence and take action. 2. Business advisory board annually reviews curriculum and assessment data, and recommends what students need to learn. Based on recommendation of advisory board and examination of student work, we added a Business Ethics course for accounting, finance, management, marketing, and general business.</td>
<td>Upcoming in 2014</td>
<td></td>
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</table>
Example #6 Analysis of Student Capstone Work by Faculty in Finance

Assignment in capstone: students asked to write a letter of financial advice to a hypothetical couple where the wife was planning to retire and wanted to know how to take her retirement: lump sum or annuity.

Team of faculty assessed a sample of capstone papers using a rubric, and the team also prepared a list of four weaknesses:

- Random rather than purposeful application of finance tools and methodologies
- Failure to address the client’s problem and provide the requested financial counsel
- Inability to translate finance concepts and methods into lay language
- Failure to construct rhetorically useful graphics

Appendix C: Your Program Review (excerpts)

2. Course and Program Outcomes:

2a. Program outcomes: Identify the student outcomes for the program.

2b. Course Outcomes: Complete the Table below for each course required by the program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Outcomes</th>
<th>Method(s) of Assessment</th>
<th>Date of Last Assessment</th>
<th>Changes Made Based Upon Assessment Results</th>
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2c. What efforts are made to ensure the consistency of course learning outcomes across all sections of a given class?

2d. Core Competencies: The College has identified four graduate outcomes or “abilities” that guide students, faculty and staff in establishing educational goals and provide the framework for overall assessment of learning at the College. A CCRI education should develop these critical core competencies in each graduate.

Use the matrix below to indicate the courses in the program that support achievement of each competency.
### CCRI Core Competencies

<table>
<thead>
<tr>
<th>Course</th>
<th>1. Effective Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use standard English grammar and mechanics.</td>
</tr>
<tr>
<td></td>
<td>Utilize current communication technology. Create work that addresses a given purpose and context and responds to the target audience.</td>
</tr>
<tr>
<td></td>
<td>Present a central idea, supported by concrete, relevant details.</td>
</tr>
<tr>
<td></td>
<td>Establish a clear and consistent sequence of ideas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>2. Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify, analyze, and understand complex ideas.</td>
</tr>
<tr>
<td></td>
<td>Determine the nature and extent of information needed.</td>
</tr>
<tr>
<td></td>
<td>Locate, evaluate, and use information effectively.</td>
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<tr>
<td></td>
<td>Draw logical conclusions from information.</td>
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<td></td>
<td>Express well-reasoned or innovative perspectives.</td>
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</table>

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<tr>
<th>Course</th>
<th>3. Quantitative and Scientific Reasoning</th>
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<tbody>
<tr>
<td></td>
<td>Demonstrate an understanding of mathematical, quantitative, or scientific principles.</td>
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<tr>
<td></td>
<td>Apply a scientific approach in asking questions.</td>
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<tr>
<td></td>
<td>Apply mathematical, quantitative, or scientific principles in solving problems.</td>
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<tr>
<td></td>
<td>Interpret numeric information presented in graphic form.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>1. Social Interaction</th>
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<tbody>
<tr>
<td></td>
<td>Evaluate ethical dimensions of decisions.</td>
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<td></td>
<td>Use teamwork to accomplish tasks in groups.</td>
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<td></td>
<td>Demonstrate an understanding of global, cultural and historical perspectives.</td>
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</table>

3. **Student Success**: What percentage of students enrolled in the program achieve success as evidenced by
   a. Graduation (Associates degree; certificate completion)?
   b. Transfer to an institution of higher learning?
4. **Grade Distributions:** Supply, in table form, grade distributions for all program-specific courses by academic year since the program’s last APR (Available as a Discoverer report). Can any conclusions be drawn from this information?

<table>
<thead>
<tr>
<th>Year</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
<th>F</th>
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<th>WP</th>
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5. **Accreditation:**

5a. Does the program report to an external accrediting agency? If so, identify the agency.

5b. How frequently does the accreditation process occur?

5c. Discuss the results of the last accreditation review, especially areas identified for improvement.

6. **Advisory Committees:**

6a. Does the program have an advisory committee with external membership? If so, describe the professional qualifications of its members.

6b. How frequently does the committee meet? Attach the agenda/minutes for each meeting of the Advisory Committee since the last APR.

6c. How has input received from the advisory committee contributed to the program?

7. **Curriculum Currency:**
7a. How is the currency of the program outcomes and curriculum assured, i.e. what precisely is being done by faculty to assure that program outcomes and curriculum remain current with workplace standards and practices?

7b. How do faculty maintain currency in their discipline?

8. 21st Century Workforce:
Describe, in detail, how your program contributes to the development of the 21st century workforce of Rhode Island. Include data/information concerning the anticipated need for program graduates in the coming years.

Dean's Review and Comments Section II: Curriculum and Outcomes

☐ I have read and reviewed the content of this section, and I believe it provides an in-depth, comprehensive analysis in the areas requested.

☐ I have read the content of this section, and I find that more information is necessary in the following areas in order to proceed to the next section:
  ○ Suggested areas for further development include:

☐ I have read the content of this section, and I recommend meeting with the faculty and the APR Coordinator to review in person the additional steps that are necessary for completion of this section.

Signature___________________________________ Date___________
(Dean)

Section III: Assessment of Learning/Program Outcomes

1. Identify the designated Level of Assessment (level 1 or Level 2) the program has achieved.

2. Attach the “INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS” assessment forms (Level 1 and/or level 2 as determined by the RIBGHE and/or CCRI Learning Outcomes Assessment Committee) completed for the program since the last academic program review. See below:
**Level 1: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS**

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>Other than grades what data/evidence are used to determine that graduates have achieved the stated outcomes of the degree (e.g., capstone course, portfolio review, licensure examination)</th>
<th>What method or process was used to evaluate student work? Who interprets the evidence?</th>
<th>What was the expected level of student achievement? What was the actual level of student achievement?</th>
<th>What changes have been made as a result of using the data/evidence?</th>
</tr>
</thead>
</table>

**Level 2: Program Assessment Form**

**Part 1:**

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>Performance Criteria</th>
<th>Evidence of Intentional Commitment to Address and Assess Outcome(s) Across the Program</th>
<th>Program-Level Assessment Method(s) and Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of the program, students are expected to (know and be able to do):</td>
<td>List specific attributes-knowledge, skills, behaviors, etc. you expect students to exhibit that reveal achievement of specific outcomes assessed during this cycle.</td>
<td>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning, and assessment practices.</td>
<td>Identify the direct and indirect methods you chose or will choose to gather evidence of the program-level outcomes.</td>
</tr>
</tbody>
</table>

**Part 2:**

<table>
<thead>
<tr>
<th>Expected level of Achievement</th>
<th>Actual level of Achievement</th>
<th>Analysis and Interpretation of Data evidence?</th>
<th>Actions Taken</th>
<th>Timetable for Reassessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.</td>
<td>Identify students’ actual level of achievement against the expected performance level.</td>
<td>Identify the recommendations that emerged from your interpretation of data (such as through aggregating data or triangulating multiple sources of data).</td>
<td>Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.</td>
<td>Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will have taken. If you have already reassessed what did you find?</td>
</tr>
</tbody>
</table>
3. Have any changes in assessment methods occurred since the last academic program review? If so, identify these changes by highlighting/underlining them in the attached documents.

4. Identify and discuss any major curriculum changes that have occurred as a result of assessment activities.

5. Based on the results of assessment activities, discuss how effective the program has been in assuring that program graduates have achieved the established program outcomes.

6. Describe the organization of assessment efforts within the program. Does the program have an assessment committee or is assessment a departmental activity? Comment on the degree of faculty support of, and participation in, assessment activities.

7. Prepare a timeline for future assessment activities.
Appendix D: Sample Rubrics

for Student Literary-Critical Essays

Note: such a rubric may be developed for use by all faculty teaching the literature course, or faculty may be free to develop their own rubrics, perhaps using this as a guideline, or faculty may be asked to incorporate one or two common items into their own rubric.

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<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis:</strong> The thesis of the paper is clear, complex, and challenging. It does not merely state the obvious or exactly repeat others’ viewpoints, but creatively and thoughtfully opens up our thinking about the work.</td>
<td>The thesis is both clear and reasonably complex.</td>
<td>The thesis of the paper is clear. It takes a stand on a debatable issue, though the thesis may be unimaginative, largely a recapitulation of readings and class discussion, and/or fairly obvious.</td>
<td>Thesis is relevant to the assignment. It is discernible, but the reader has to work to understand it.</td>
<td>Thesis is irrelevant to the assignment and/or not discernible.</td>
<td></td>
</tr>
<tr>
<td><strong>Complexity and Originality:</strong> The essay is unusually thoughtful, deep, creative, and far-reaching in its analysis. The writer explores the subject from various points of view, acknowledges alternative interpretations, and recognizes the complexity of issues in literature and in life. Other works we have read and ideas we have discussed are integrated as relevant. The essay shows a curious mind at work.</td>
<td>The essay is thoughtful and extensive in its analysis. It acknowledges alternative interpretations and recognizes complexity in literature and in life. Some other works are integrated as relevant.</td>
<td>The writer goes somewhat beyond merely paraphrasing someone else’s point of view or repeating what was discussed in class. AND/OR the essay does not integrate other relevant works we have read.</td>
<td>Writer moves only marginally beyond merely paraphrasing someone else’s point of view or repeats what was discussed in class.</td>
<td>The paper is mere paraphrase or repetition.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization and Coherence:</strong> The reader feels that the writer is in control of the direction and organization of the essay. The essay follows a logical line of reasoning to support its</td>
<td>As for “5” but sub-points may not be fashioned to open up the topic in the most effective way.</td>
<td>The reader feels that the writer is in control of the direction and organization of the essay most of the time.</td>
<td>The essay has some discernible main points.</td>
<td>The essay has no discernible plan of organization.</td>
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</tbody>
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19
<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>thesis and to deal with counter-evidence and alternative viewpoints. Sub-points are fashioned so as to open up the topic in the most effective way.</td>
<td>time. The essay generally follows a logical line of reasoning to support its thesis.</td>
<td>The writer’s claims and interpretations about the works are generally backed with at least some evidence from the works. The writer may briefly drop into mere plot summary.</td>
<td>The writer’s claims are sometimes backed with evidence and/or the paper drops often into mere plot summary.</td>
<td>The paper is primarily plot summary.</td>
</tr>
<tr>
<td><strong>Evidence, Support:</strong> The writer’s claims and interpretations are richly supported with evidence from the works we have read, secondary sources, and sensible reasoning. The writer assumes the reader has read the work and does not need the plot repeated, but the writer refers richly and often to the events and words of the literature to support his/her points.</td>
<td>As for “5” but the writer may briefly drop into mere plot summary.</td>
<td>The writer’s claims and interpretations about the works are generally backed with at least some evidence from the works. The writer may briefly drop into mere plot summary.</td>
<td>The writer’s claims are sometimes backed with evidence and/or the paper drops often into mere plot summary.</td>
<td>The paper is primarily plot summary.</td>
</tr>
<tr>
<td><strong>Style:</strong> The language is clear, precise, and elegant. It achieves a scholarly tone without sounding pompous. It is the authentic voice of a curious mind at work, talking to other readers of the literary work.</td>
<td>The language is clear and precise.</td>
<td>The language is understandable throughout.</td>
<td>The language is sometimes confusing. Sentences do not track.</td>
<td>The language is often confusing. Sentences and paragraphs do not track.</td>
</tr>
<tr>
<td><strong>Sources:</strong> The essay integrates secondary sources smoothly. It quotes when the exact words of another author are important, and otherwise paraphrases. It does not just string together secondary sources, but uses them to support the writer’s own thinking. Each source is identified in the text, with</td>
<td>As for “5” but sources may occasionally be quoted with no contextual explanation AND/OR writer may use direct quotation and paraphrase in less than optimal ways.</td>
<td>The essay does not just string together secondary sources, but uses them to support the writer’s own thinking.</td>
<td>The essay strings together secondary sources.</td>
<td>There is no use of secondary sources.</td>
</tr>
</tbody>
</table>
some statement about its author; there are no quotes just stuck into the text without explanation.

<table>
<thead>
<tr>
<th>Grammar, Punctuation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no discernible departures from Standard Edited Written English (ESWE)</td>
</tr>
<tr>
<td>There are a few departures from ESWE</td>
</tr>
<tr>
<td>There are no more than an average of 2 departures from ESWE per page in the critical areas listed below.</td>
</tr>
<tr>
<td>Some portion of the essay is impossible to read because of departures from ESWE.</td>
</tr>
</tbody>
</table>

**Critical Areas:**
- Spelling or typo
- Sentence boundary punctuation (run-ons, comma splices, fused sentences, fragments)
- Use of apostrophe, -s, and -es
- Pronoun forms
- Pronoun agreement, and providing antecedents for pronouns
- Verb forms and subject-verb agreement
- Use of gender-neutral language
- Capitalization of proper nouns and of first words in the sentence
Rubric for Journals in Beginner's Spanish III, by Dorothy Sole, Univ. Cincinnati

4 - The content of the journal is by and large comprehensible. Although there are errors, verb tenses sentence structure, and vocabulary are in the main correctly used. The author has taken some chances, employing sentence structures or expressing thoughts that are on the edge of what we have been studying. The entries are varied in subject and form.

3 - There is some use of appropriate verb tenses and correct Spanish structure and vocabulary, but incorrect usage and/or vocabulary interferes with the reader's comprehension.

2 - The reader finds many of the entries difficult to understand, and/or many entries are simplistic and/or repetitious.

1 - The majority of the entries are virtually incomprehensible. In addition to this scale, part of the grade is based on the number of entries and their length. (Walvoord and Anderson, 2010, p. 36)

Rubric for Journals in English Literature General-Education Course: Students’ Ability to Connect Literature to Their Own Lives and Values

Trait: Connecting literature to students’ own lives and values

1 Journal entry merely summarizes the literature OR merely reflects on the student’s own life and values

2 Journal entry summarizes the literature AND reflects on the student’s life and values, but makes little or no explicit connection between the two

3 Entry uses the literature in a very simple way to draw lessons to apply to his/her own life

4 Entry makes thoughtful links between the literature and his/her own life and values. It uses the literature as a vehicle for pushing and exploring the student’s own life and values. It recognizes the complexity both of the literary work and of life and values. (Walvoord, personal material)

Rubric for Statistical Investigation Course, Used for Departmental Discussion of Students’ “Critical Thinking and Quantitative Reasoning”

William Marsh, Raymond Walters College of the University of Cincinnati (two-year, open admissions. From Walvoord and Anderson, Effective Grading, p. 220-221)

Assignment: Conduct a statistical investigation, including identifying a problem, developing an hypothesis, obtaining a random sample, measuring variables, analyzing data, and presenting conclusions. The rating sheet below contains only three of the factors that affect the grade. These factors were separately and carefully analyzed and shared with colleagues, to identify progress on college’s gen-ed goal of “critical thinking and quantitative reasoning.”
Methodology
5 Correct statement of problem with accompanying null and alternative hypothesis. Well-defined population with appropriate random sample. Data collection is free of bias and contamination.
4 One part of the 5 level is not as high as it should be, and overall the quality of the methodology is just slightly lower than the highest level.
3 All the necessary parts of the methodology are present, but the quality level is only adequate.
2 There is a serious deficit in the methodology in the form of poorly performed tasks or some portions simply omitted. The results are compromised and may be unusable.
1 There is a total failure to understand the task. The results will be invalidated because the methodology is erroneous.

Data Analysis
5 Uses appropriate statistical test with correct results. Provides an interval estimation of the values of the parameter. Includes a hypothesis test and gives accompanying p-level stating probability of type 1 error.
4 Provides most of level 5, but one of the characteristics is missing or unclear.
3 Uses correct statistical test, but estimation or interpretation is omitted.
2 Uses correct statistical tests, but there are errors in calculation and other work.
1 Incorrect statistical test. Data are erroneous or missing.

Conclusion
5 A complete presentation of results with conclusions, estimations, and p-levels for type 1 errors. Identifies possible threats to the study and also any areas in need of additional study.
4 As in 5, but one characteristic could be improved.
3 The presentation is only adequate. Conciseness and clarity are lacking.
2 Conclusions are vague and inaccurate. There has been an effort by the student, but there is an obvious lack of understanding and thoroughness.
1 A failure to make the necessary conclusions and implications.
Analysis for Mathematics Class

Learning Goal: Solve and demonstrate an understanding of a dual problem and its meaning.

<table>
<thead>
<tr>
<th></th>
<th>Exam #2 Q 14</th>
<th>Exam #2 Q 20</th>
<th>Homework #8</th>
<th>Final Exam Q 7</th>
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<td>86</td>
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<td>And So On</td>
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<tr>
<td>Mean for Each Question/Problem</td>
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<td>64</td>
<td>65</td>
<td>80</td>
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</tbody>
</table>

Resources


General Education Assessment

- Walvoord, 2010, chapter for general education.