

CENTRAL OREGON COMMUNITY COLLEGE Outcome Assessment Analysis

Theme: Transfer and Articulation
Program Focus Area: Arts and Letters
Course: FA 257 Literature Into Film

| Outcome(s) | | |
|---|--|-----------------------------------|
| <p>Theme-Level Outcome: Have a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs.</p> <p>Program-Level Focus Area Outcomes:</p> <p>Arts and Letters</p> <ol style="list-style-type: none"> 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life. 2. Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. <p>Course-Level Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to define the concepts of adaptation and fidelity and will participate critically in the literature-to-screen debate. 2. Recognize, discuss, and apply appropriate and relevant terminology as well as the principles of visual language and their use by filmmakers. 3. Understand the specific problems concerning the transfer of fiction into film such as creative contexts the author, artist, designer, performer has worked in and the creative choices s/he made. 6. Recognize, identify, and discuss the basic techniques and structural elements of cinema and literature. 7. Discuss context, symbol, style, and trend in literature and film (e.g., sociological, cultural, economic, creative factors that influence creative works). 8. Discuss film and literature as art forms and communicators and transferors of cultural values. | | |
| Assessment | | |
| <p>Classification: Would you classify your assessment as direct or indirect? (<i>See reverse.</i>)</p> | <input checked="" type="checkbox"/> Direct | <input type="checkbox"/> Indirect |
| <p>Description: Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)</p> <p>A blueprinted, comprehensive final exam assessed course learning outcomes that demonstrate that students can define, recognize, and identify course concepts and vocabulary, following the language of the outcomes (1–3, 6–7). (For reference, outcomes 4–5 are assessed during in-class presentations and activities and by means of an essay assignment.) Blueprinting included the Arts and Letters program area Student Learning Outcomes. Percentages for each test question were recorded and averaged in order to provide a percentage for each course outcome and program area SLO.</p> <p>Benchmark (if available): <i>Desired performance of 70% success rate by the cohort of students</i></p> | | |
| Assessment Cohort Demographics | | |
| <p>Number of course sections assessed: 1 / Number offered: 1 = 100% of courses assessed Number of students assessed: 27 / Number of students in all sections: 27 = 100% of students assessed</p> | | |
| Results | | |
| <p>Reporting: What did you find? How many students or what percentage of students met, partially met or did not meet the outcome(s)?</p> | | |

Students performed above the desired performance mark of 70% in all Arts& Letters SLOs and in all but one of the course outcomes, Course Outcome 6, where 69% of students met the outcome.

Analysis

Overall summary of observations: What do the assessment results say about how well all students achieved the intended student learning outcomes? If the outcome(s) was partially or not met, does your analysis of the assessment suggest possible reasons why?

On average, 81% of students met the outcomes. While students underperformed for Outcome 6, Outcome 6 covers an extensive amount of film and literature vocabulary. While FA 257 is a 200-level course, this does not mean that students will have taken a college-level introduction to film or literature. Typically, students who have taken one or the other—or both even—are at an advantage in the course because they will have been exposed to the vocabulary, which, while extensive, is still basic. While students excelled in questions dealing with literature. For film, they did well with camera shots but struggled with lighting and sound.

Closing the Loop

Preliminary Recommendations: What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?

In regard to Course Outcome 6, we spend considerable time on lighting and sound, and several students missed our discussion of sound, which of the two concepts is the less complicated one. Lighting often gives students trouble because it functions in a way that is almost opposite to what one expects, kind of like when theatre students are learning stage left and stage right and that the key depends on which direction in which one is standing. Nevertheless, I have been working on some additional videos that address these concepts, which I plan to place on Blackboard.

In regard to the Arts & Letters SLOs, results are quite high, especially in Outcome 2, an outcome that deals with analyzing values and ethics and one which often proves difficult for students. In this case, however, 87% of students met that outcome, which suggests to me that the course is on the right track.

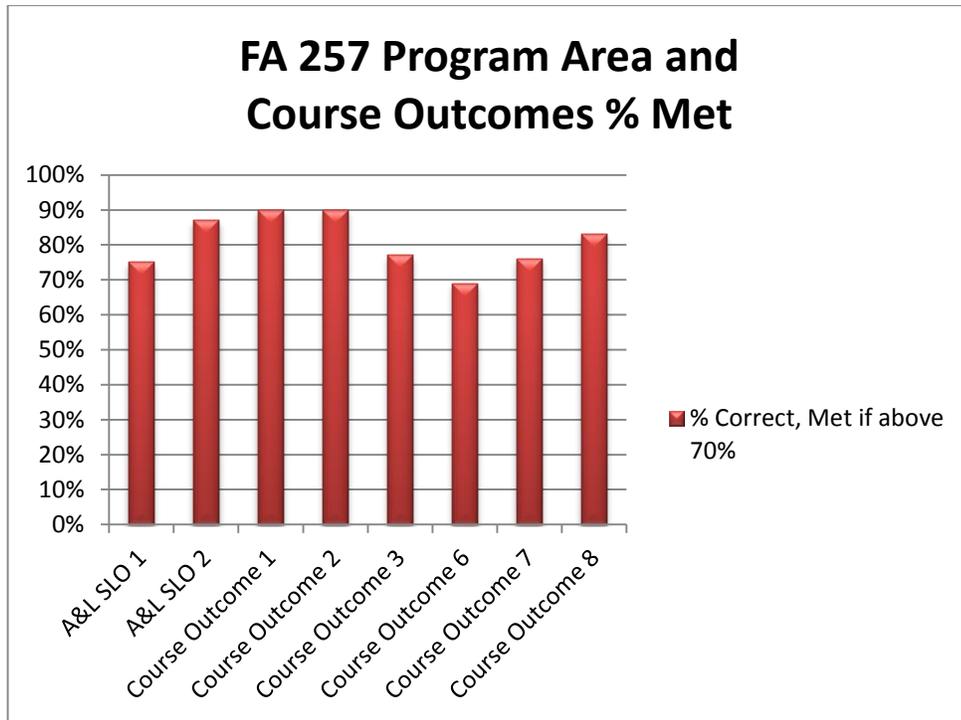
Plans for reassessment following curriculum change: If changes are made to your course, how might you reassess for improvement?

I will likely run the exact assessment again. It may simply be that 70% is a high benchmark for this outcome. It is hard to tell at this point.

Are you satisfied with this assessment project? If so, why? If not, how might you modify it so that it might produce more meaningful data?

I am very happy with the assessment. It is a quick and adequate way to assess outcomes at the end of the course in conjunction with a final paper.

I have discussed above some ways to make the data more meaningful, but another thing that stands out to me is that the language of the outcomes sometimes makes them difficult to assess in this format. While outcomes and SLOs that ask students to recognize and identify are easy to assess in this format, the format is not as well suited to those that state that students will make use of, understand, demonstrate, or discuss. While this assessment still provides an excellent snapshot of the students at the end of the course, the outcomes or the assessment may need to be modified in order to more accurately assess them.



CENTRAL OREGON COMMUNITY COLLEGE Outcome Assessment Analysis

Theme: Transfer and Articulation
Program Focus Area: Arts and Letters
Course: HUM 299 Graphic Novels

| Outcome(s) | | |
|---|--|-----------------------------------|
| <p>Theme-Level Outcome: Have a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs.</p> <p>Program-Level Focus Area Outcomes:</p> <p>Arts and Letters</p> <ol style="list-style-type: none"> 3. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life. 4. Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. <p>Course-Level Outcomes:</p> <ol style="list-style-type: none"> 4. Situate comics within the tradition and terminology of literary studies. 5. Identify economic, social, and political developments that influence the evolution of comics. 6. Appraise the significance and relevance of a comic's interplay (synaesthetics) of language (semantics) and visual content (expressionism). 7. Assess comics as an ethical medium for dealing with real-world problems and controversies. 8. Compare comics to other vehicles of social commentary, especially those that commonly appropriate and adapt them (e.g. video games, Web, film, television). 9. Create and locate resources that foster the understanding of non-class members and that reinforce the comprehension of class members. | | |
| Assessment | | |
| <p>Classification: Would you classify your assessment as direct or indirect? (<i>See reverse.</i>)</p> | <input checked="" type="checkbox"/> Direct | <input type="checkbox"/> Indirect |
| <p>Description: Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)</p> <p>Two assessments were performed. The first was a blueprinted test, early in the term in order to gauge students' understanding of course vocabulary and the history of comics. The second was a capstone project—a comic and artist's statement—that assessed all course outcomes. Both assessments also assessed Arts & Letters SLOs.</p> <p>Benchmark (if available): <i>Desired performance of 70% success rate by the cohort of students</i></p> | | |
| Assessment Cohort Demographics | | |
| <p>Number of course sections assessed: 1 / Number offered: 1 = 100% of courses assessed Number of students assessed: 22 / Number of students in all sections: 22 = 100% of students assessed</p> | | |
| Results | | |
| <p>Reporting: What did you find? How many students or what percentage of students met, partially met or did not meet the outcome(s)?</p> <p>On the early-term test, students performed very well, all above 85%, only struggling with Course Outcome 2, which covers developments that influence the evolution of comics. On Arts & Letters SLOs, students scored high above expectations—about 19% higher than the met condition.</p> | | |

On the capstone project, an average of 77% of students performed at the proficient or distinguished level, and the mean score for the capstone was 86%. On Arts & Letters SLOs, students again scored high above expectations—about 16% higher than the met condition.

Analysis

Overall summary of observations: What do the assessment results say about how well all students achieved the intended student learning outcomes? If the outcome(s) was partially or not met, does your analysis of the assessment suggest possible reasons why?

This was the first time COCC offered a graphics novels course, and most of the students that took it were comics connoisseurs, which made for a productive atmosphere in class. Some students were also co-enrolled in an illustrations course offered through the Fine Arts department, so in this way, the course almost functioned like a learning community.

Early in the term, these connoisseur students helped to tweak the course outcomes and to select the assignments that would assess them, often times opting for the more difficult and involved approaches as opposed to the easier or easiest ones.

Closing the Loop

Preliminary Recommendations: What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?

I *think* that this course was something of an anomaly. I highly doubt that I would get such a knowledge core group again. I had more than thirty students who had an excellent knowledge of graphic novels history and vocabulary that I just don't think I will see again.

On the early-term test, students created a vocabulary and history wiki as a class, and the test quizzed their knowledge on the wiki. (This activity corresponds with Outcomes 1–3 and 5.) Between working on the project and reviewing new entries each class, students performed very well on the test, and while their exposure to the Arts & Letters SLOs was limited at this point, they performed as well as expected for this point in the term.

On the capstone project, students met the Arts & Letters outcomes just fine, and while Arts & Letters students typically struggle with analyzing "values and ethics," we did an extensive ethics project just before this assessment. As a result, they did quite well.

Plans for reassessment following curriculum change: If changes are made to your course, how might you reassess for improvement?

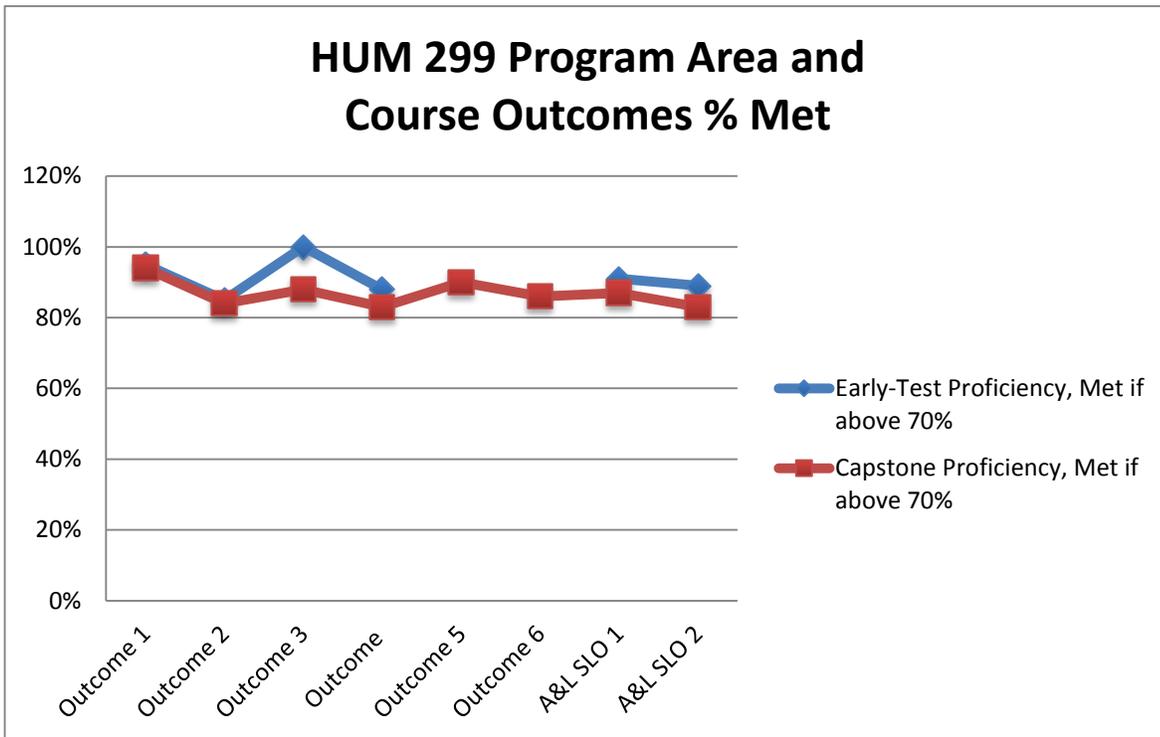
I omitted four PowerPoint presentations, largely because every time we had course discussions, students seemed to have an excellent grasp on the concepts. The early test, however, revealed that students struggled with the content from the PowerPoint presentations. Obviously, they're back into the course.

The capstone produced exceptional work in which the students were totally invested. I wouldn't change a thing at this point, but I suspect in future terms, with students walking through the door with less comics knowledge than this class, that I may need to adjust as I have with my early test assessment.

Are you satisfied with this assessment project? If so, why? If not, how might you modify it so that it might produce more meaningful data?

While I was able to identify content the students needed after the early-test assessment, I'm not sure that I will do it again as a formal assessment because I could have just as easily identified this issue without the assessment. Also, it is quite early in the term, and as a result, students appear to be meeting

the outcomes to a much greater extent than they do at the end of term, which of course, is not the case. They have simply mastered a small amount of content, whereas the end-of-term capstone is a much more accurate indicator.



CENTRAL OREGON COMMUNITY COLLEGE Outcome Assessment Analysis

Theme: Transfer and Articulation
Program Focus Area: HHP Health Lecture Classes
Course(s): Various

| Outcome(s) | | | |
|---|---------------------------------|--|----------------------|
| <p>Theme-Level Outcome: Have a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs.</p> <p>Program-Level Outcome:</p> <ol style="list-style-type: none"> 1. Understand chronic health risks and how to implement holistic, lifestyle behavior change to enhance personal and community-wide safety, health, & fitness. | | | |
| Assessment | | | |
| <p>Classification: Would you classify your assessment as direct or indirect? (<i>See reverse.</i>)</p> | <input type="checkbox"/> Direct | <input checked="" type="checkbox"/> Indirect | |
| <p>Description: Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)</p> <p>10th WEEK IN-CLASS ANONYMOUS WRITTEN STUDENT SURVEY</p> <p>Benchmark (if available): <i>Desired performance of _X_ % success rate by the cohort of students</i></p> | | | |
| Assessment Cohort Demographics | | | |
| <p>Number of course sections assessed: <u>15</u> / Number offered: <u>24</u> = <u>63</u> % of courses assessed Number of students assessed: <u>212</u> / Number of students in all sections: <u>409</u> = <u>52</u> % of students assessed</p> | | | |
| Results | | | |
| <p>Reporting: What did you find? How many students or what percentage of students met, or did not meet the outcome(s)?</p> <p>We assessed: 4 Stress Management Classes, 4 Fit/First Aid Classes, 1 Holistic Wellness Class, 2 Nutrition for Health Classes and 4 Health & Fitness Classes:</p> | | | |
| <p>1. AS A RESULT OF TAKING THIS CLASS, I HAVE A BETTER UNDERSTANDING OF HEALTH RISKS:</p> | <p>YES 211 (99.5%)</p> | <p>NO 1 (0.5%)</p> | |
| <p>2. AS A RESULT OF TAKING THIS CLASS I HAVE:</p> | <p><u>HEALTH</u></p> | <p><u>FITNESS</u></p> | <p><u>SAFETY</u></p> |
| <p>BETTER UNDERSTANDING OF MY OWN</p> | <p>204 (96%)</p> | <p>165 (78%)</p> | <p>156 (74%)</p> |
| <p>IMPLEMENTED BEHAVIOR CHANGES</p> | <p>198 (93%)</p> | <p>169 (80%)</p> | <p>133 (63%)</p> |
| <p>BETTER UNDERSTANDING OF COMMUNITY-WIDE</p> | <p>196 (92%)</p> | <p>160 (75%)</p> | <p>149 (70%)</p> |
| <p>BEEN INVOLVED IN ENCHANCING COMMUNITY-WIDE</p> | <p>137 (65%)</p> | <p>109 (51%)</p> | <p>102 (48%)</p> |

Analysis

Overall summary of observations: What do the assessment results say about how well all students achieve the intended student learning outcomes? If the outcome(s) was not met, does your analysis of the assessment suggest possible reasons why?

It was definitely met and obvious that students who have completed the course agree the outcome has been met.

Closing the Loop

Preliminary Recommendations: What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?

Continue with same assessment in the future

Plans for reassessment following curriculum change: If changes are made to your course, how might you reassess for improvement?

N/A

Are you satisfied with this assessment project? If so, why? If not, how might you modify it so that it might produce more meaningful data?

Yes, in the future, we would like to collect some direct (pre-post) assessment data from these classes like we are doing in the HHP activity classes.

CENTRAL OREGON COMMUNITY COLLEGE Outcome Assessment Analysis

Theme: Transfer and Articulation
Program Focus Area: HHP Health Activity Classes
Course(s): Various

| Outcome(s) | | |
|--|--|-----------------------------------|
| <p>Theme-Level Outcome: Have a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs.</p> <p>Program-Level Outcome:</p> <ol style="list-style-type: none"> 1. Understand chronic health risks and how to implement holistic, lifestyle behavior change to enhance personal and community-wide safety, health, & fitness. | | |
| Assessment | | |
| <p>Classification: Would you classify your assessment as direct or indirect? (<i>See reverse.</i>)</p> | <input checked="" type="checkbox"/> Direct | <input type="checkbox"/> Indirect |
| <p>Description: Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)</p> <p>Pre/post testing of fitness measures</p> <p>Benchmark (if available): NA</p> | | |
| Assessment Cohort Demographics | | |
| <p>Number of course sections assessed: 14 / Number offered: 69 = 20% of courses assessed Number of students assessed: 145/ Number of students in all sections:1074 = 13.5% of students assessed</p> | | |
| Results | | |
| <p>Reporting: What did you find? How many students or what percentage of students met, or did not meet the outcome(s)?</p> | | |
| <u>Test Type</u> | <u>Percent change</u> | |
| Flexibility | 10 % increase | |
| Cardiovascular Endurance (VO ₂) | 15 % increase | |
| Upper Body Endurance | 18 % increase | |
| Abdominal Strength | 25 % increase | |
| Grip Strength | 14 % (left) 15 % (right) increase | |
| Body Composition (loss of body fat) | 10.1 % decrease | |

| Test Type | Positive Change | Negative Change | No Change* |
|-------------|-----------------|-----------------|------------|
| Flexibility | 70% | 19.5% | 9.5% |
| Endurance | 75.4% | 8.6% | 15.9% |
| Strength | 59% | 6% | 35% |
| Body fat | 80% | 0 | 20% |

*Mostly due to not attending post testing

Analysis

Overall summary of observations: What do the assessment results say about how well all students achieve the intended student learning outcomes? If the outcome(s) was not met, does your analysis of the assessment suggest possible reasons why?

On average, our HHP activity classes were successful at improving all measures of physical fitness. Fitness improvement outcomes were met. Classes focus on increasing overall muscular strength, muscular endurance, cardiovascular endurance, flexibility, and obtaining ideal body fat percentage.

Closing the Loop

Preliminary Recommendations: What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?

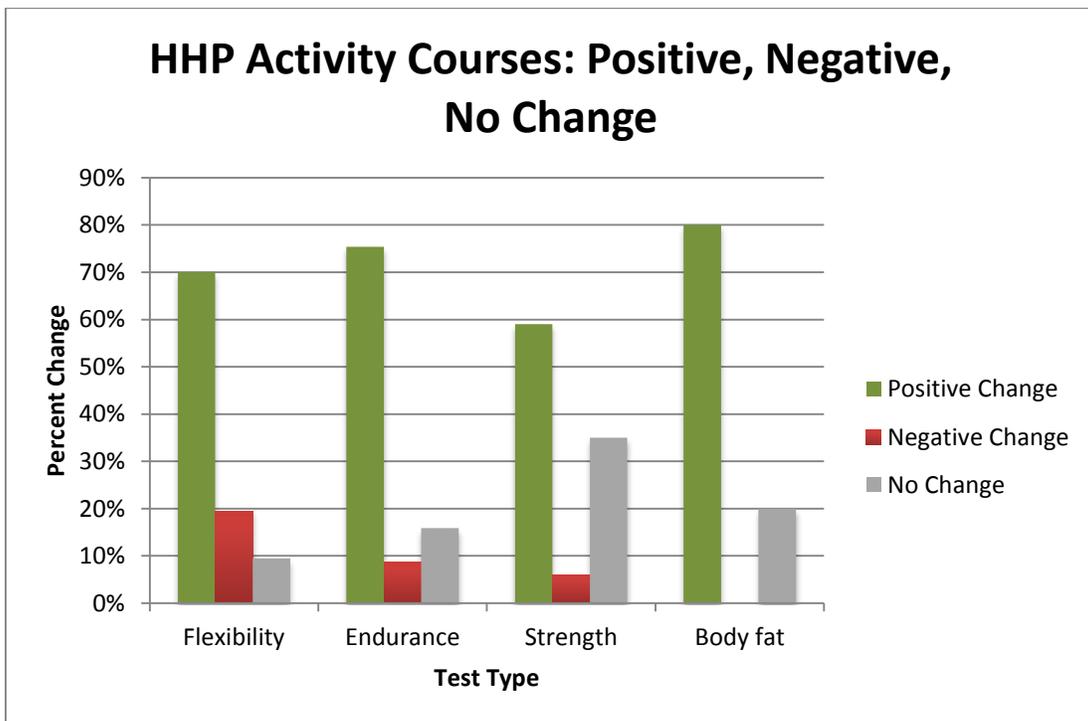
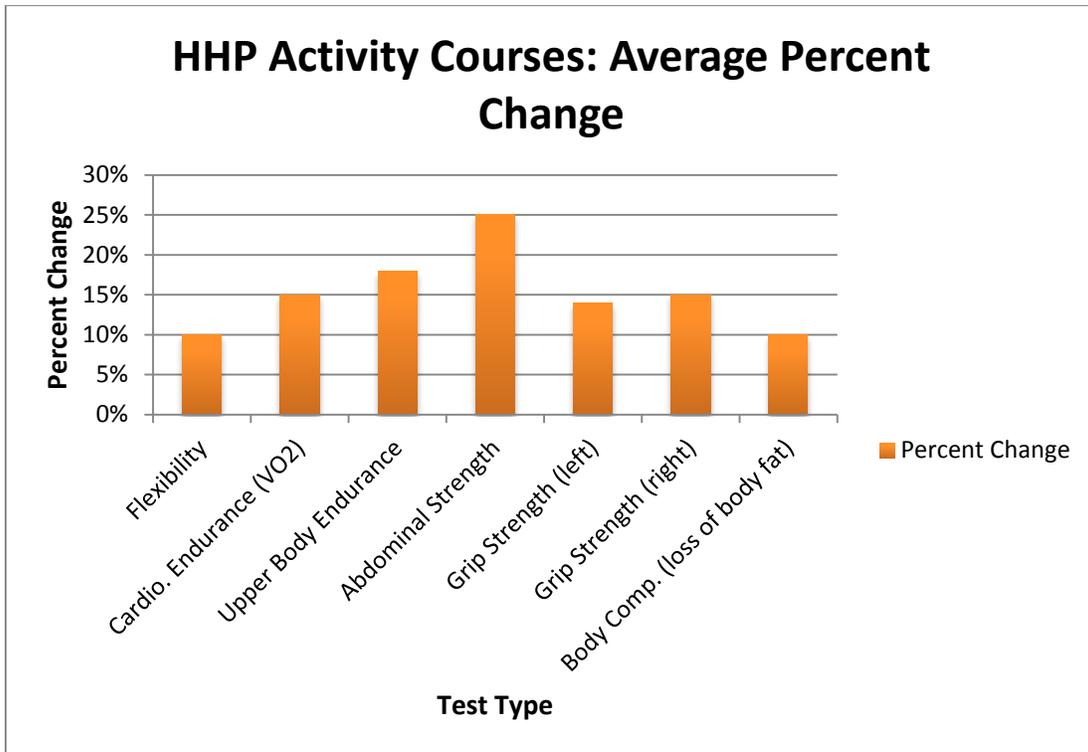
Assess a variety of activity classes at least once per year and likely quarterly. Next time, we will include different activity classes to ensure that ALL activity classes are improving all aspects of fitness. At this point, I don't see a need to adjust the assessment or the curriculum but just to get a wider sampling of classes.

Plans for reassessment following curriculum change: If changes are made to your course, how might you reassess for improvement?

NA – not changing classes at this point.

Are you satisfied with this assessment project? If so, why? If not, how might you modify it so that it might produce more meaningful data?

Yes. There were major fitness improvements gained by the majority of our students.



CENTRAL OREGON COMMUNITY COLLEGE Outcome Assessment Analysis

Theme: Transfer and Articulation
Program Focus Area: Mathematics
Course(s): MTH 111

| Outcome(s) | | |
|--|--|-----------------------------------|
| <p>Theme-Level Outcome: Have a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs.</p> <p>Program-Level Outcome:</p> <ol style="list-style-type: none"> 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results. <p>Course-Level Outcomes:</p> <ol style="list-style-type: none"> 1. Model and solve applied, real-world, and theoretical mathematical problems requiring the solution of linear, quadratic, polynomial, rational, exponential, and logarithmic functions. 2. Use a graphing calculator to create appropriate graphs that represent mathematical models, determine appropriate viewing windows and accurately interpret and draw inferences regarding the meaning, implications and limitations of the graphs. 3. Examine a variety of relationships stated in symbolic, graphical, or tabular form and determine which represent functions; determine what the domain and range of functions are; and draw inferences regarding the meaning, implications and limitations of the given representation of the function. 4. Modify and combine algebraic and graphical representations of functions and describe the relationship between the methods and functional representations. | | |
| Assessment | | |
| <p>Classification: Would you classify your assessment as direct or indirect? (<i>See reverse.</i>)</p> | <input checked="" type="checkbox"/> Direct | <input type="checkbox"/> Indirect |
| <p>Description: Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)</p> <p><i>We designed 4 questions in attempt to assess our four learning outcomes for our math 111 courses. All instructors of math 111 were asked to include these four questions (verbatim) on their final exams. All the instructors complied, so we assessed every math 111 student that took the math 111 final – including an online class.</i></p> <p>Benchmark (if available): Desired performance of ___% success rate by the cohort of students</p> | | |
| Assessment Cohort Demographics | | |
| <p>Number of course sections assessed: <u> 7 </u> / Number offered: <u> 7 </u> = <u> 100 </u>% of courses assessed Number of students assessed: 172/ Number of students in all sections: 172 = 100% of students assessed</p> | | |
| Results | | |
| <p>Reporting: What did you find? How many students or what percentage of students met, or did not meet the outcome(s)?</p> <p>Two instructors did not break down their results by question, but rather by student. So, I have two sets of results. First will be by question and then by student.</p> | | |

Question #1 91/136 = 67% answered correctly
 Question #2 84/136 = 62% answered correctly
 Question #3 78/136 = 57% answered correctly
 Question #4 29/136 = 21% answered correctly

The other two instructors broke down their results by student.

0 students got all four correct
 7/33 = 21% got 3 out of 4 questions correct
 17/33 = 52% got 2 out of 4 questions correct
 7/33 = 21% got 1 out of 4 questions correct
 2/33 = 6% got 0 out of 4 questions correct

Analysis

Overall summary of observations: What do the assessment results say about how well all students achieve the intended student learning outcomes? If the outcome(s) was not met, does your analysis of the assessment suggest possible reasons why?

We did not set a benchmark, but clearly these results would not have met any reasonable benchmark. The reasons why could be that the questions did not mirror the outcomes close enough. Also, the questions were not written by the student's instructor, so there could have been some confusion as the questions may have seemed new to the student. Another obvious reason is that the particular objectives were not taught in a meaningful and deep way.

Closing the Loop

Preliminary Recommendations: What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?

The next step is to repeat this assessment. We will look at our learning outcomes and our questions to make sure we are aligned properly. We will discuss both the outcomes and the result of this assessment early in the fall quarter to better focus our math 111 course toward our student learning outcomes.

Plans for reassessment following curriculum change: If changes are made to your course, how might you reassess for improvement?

No curriculum changes are planned as of yet.

Are you satisfied with this assessment project? If so, why? If not, how might you modify it so that it might produce more meaningful data?

I think the data is meaningful, yet disappointing. We will fine tune this assessment project and repeat it in the fall.

**CENTRAL OREGON COMMUNITY COLLEGE
Outcome Assessment Analysis**

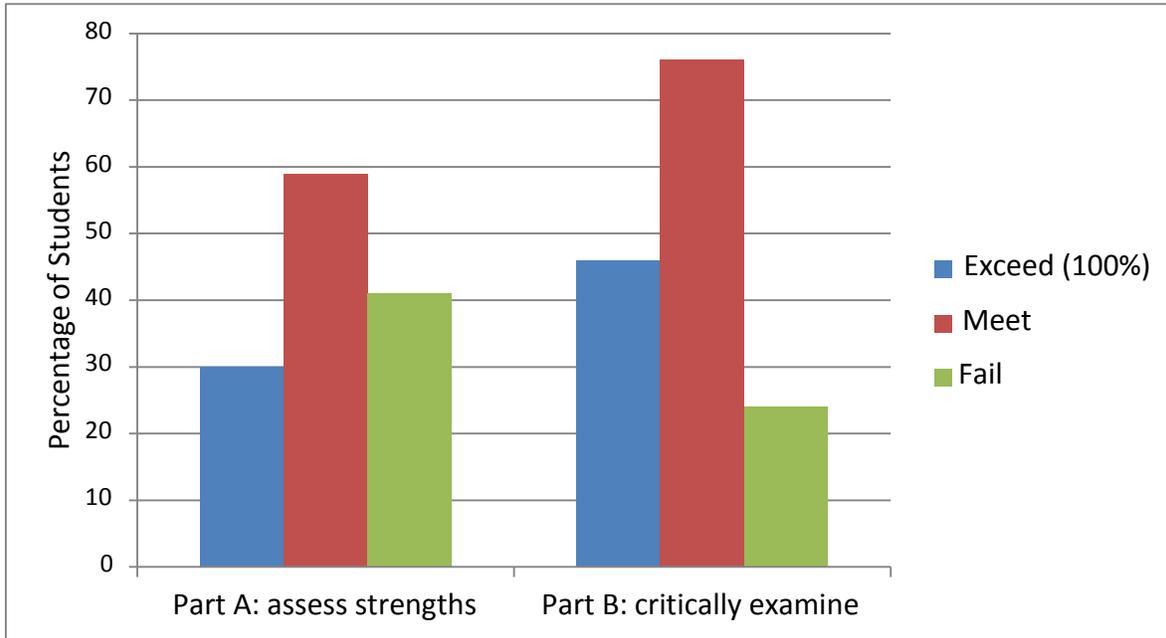
Theme: Transfer and Articulation
Program Focus Area: Science/Math/Computer Science
Course: BI 101

| Outcome(s) | | |
|---|--|-----------------------------------|
| <p>Theme-Level Outcome: Have a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs.</p> <p>Program-Level Outcome:</p> <p>4. (Part A) Assess the strengths and weaknesses of scientific studies and (Part B) critically examine the influence of scientific and technical knowledge on human society and the environment.</p> <p>Course-Level Outcome: Draw valid conclusions from graphs and data of scientific research.</p> | | |
| Assessment | | |
| Classification: Would you classify your assessment as direct or indirect? (See reverse.) | <input checked="" type="checkbox"/> Direct | <input type="checkbox"/> Indirect |
| <p>Description: The assessment consisted of a short article excerpted from Science News, a publication of The Society for Science and the Public, which reports on peer-reviewed scientific research for the public. Students read the article and identified the variables and hypothesis of the study, constructed a graph to represent the data, and drew valid conclusions from the data presented. Questions were open response and multiple choice and points were awarded for correct responses. A grading rubric was provided to all instructors to standardize scoring.</p> <p>Benchmark: Part A: Students achieving a score of 5 out of 7 (71%) met the outcome; a score of 7 out of 7 (100%) exceeded the learning outcome. Part B: Students achieving a score of 2 out of 3 (66%) met the outcome; a score of 3 out of 3 (100%) exceeded the learning outcome.</p> | | |
| Assessment Cohort Demographics | | |
| Number of course sections assessed: 5 / Number offered: 5 = 100% of courses assessed Number of students assessed: 109/ Number of students in all sections: 109 = 100% of students assessed | | |

Results

Reporting:

Figure 1: Percentage of COCC Biology 101 students spring term 2014 who exceed, meet, or fail to: assess strengths of scientific studies (Part A) and critically examine the influence of scientific knowledge on human society (Part B).



Analysis

Overall summary of observations:

59% of students successfully assessed the strengths of the novel scientific study presented to them. They were able to determine the variables analyzed in the study, propose an appropriate hypothesis, and present the data in appropriate graphical format. 76% of students were able to critically examine the study to draw appropriate conclusions for human health.

Interestingly, a greater number of students appear more capable of critically examining the study (Part B) than analyzing the specific structural strengths of the study (Part A). This difference may reflect the fact that the Part A assessment was more specific and comprehensive (7 points) and required students to apply terminology they had learned in the course to disassemble the details of the scientific study. Part B of the assessment was worth 3 points and consequently is a less sensitive instrument for assessment of this portion of the outcome. In addition, Part B questions did not require the use of specific scientific terminology and scores on this section may reflect prior ability.

Furthermore, most instructors in the course focus on the terminology associated with Part A of this assessment early in the term. In contrast, this assessment was conducted at the final exam. It is possible that students would do better if the assessment were performed earlier in the term, immediately after examples and discussion of these specific terms and skills. If it is, true that students are “forgetting” how to perform this skill then we need to recognize the necessity of continual reinforcement of analysis and interpretation skills as we progress through the topics in the course.

Closing the Loop

Preliminary Recommendations:

In order to increase standardization of grading across instructors clarification of acceptable and not-acceptable open-responses would be beneficial. Alternatively, conversion of some questions to multiple-choice format would also increase standardization.

In addition, a pre-assessment at the beginning of the term and post-assessment at the end of the term would provide better data on the effects of the course on improving student ability to meet the AAOT outcome. In this way we can gauge the entry skill of the students and assess their improvement as a result of the course.

Regarding curriculum changes, the Biology 101 faculty plan to meet in the Fall of 2014 to discuss the results of this assessment, encourage inclusion of more activities to build student analysis and interpretation skills, and revise the assessment to assess more comprehensively Part B of this outcome.

Plans for reassessment following curriculum change:

Based upon the Spring 2014 assessment data Biology 101 instructors will be encouraged to include more scientific analysis and interpretation activities into the curriculum associated with the topics currently covered in the course. During the 2014-2015 academic year, we will assess all Biology 101 sections using a similar assessment. The assessment will be revised to standardize grading and include a more comprehensive section to assess Part B of the outcome. In addition, we may choose to conduct a pre and post assessment.

Are you satisfied with this assessment project?

The assessment project provided the opportunity to open the discussion about achieving skill-based outcomes in our Biology 101 course. This assessment project lays the foundation for re-emphasizing scientific analysis and interpretation skills activities over fact-based memorization activities in this course.

While the assessment was not perfect, this assessment project provides a starting-point for improving our teaching to achieve the stated AAOT outcome. A revised format may include more multiple-choice questions, particularly in Part B of the assessment, in order to standardize grading of the assessment and produce comparable data across sections of the course.

CENTRAL OREGON COMMUNITY COLLEGE Outcome Assessment Analysis

Theme: Transfer and Articulation
Program Focus Area: Social Science
Course: GEOG 202

| Outcome(s) | | |
|---|--|-----------------------------------|
| <p>Theme-Level Outcome: Have a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs.</p> <p>Program-Level Outcome:</p> <p style="margin-left: 20px;">2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</p> <p>Course-Level Outcome: Use spatial skills to analyze variations across space</p> | | |
| Assessment | | |
| <p>Classification: Would you classify your assessment as direct or indirect? (<i>See reverse.</i>)</p> | <input checked="" type="checkbox"/> Direct | <input type="checkbox"/> Indirect |
| <p>Description: Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)</p> <p>I gave students a blank map of the world and asked them to fill out all of the countries that they could identify the first day of class. I did the same thing on the last day of class and scored the pre and post test grades and subtracted the two scores to find the difference (knowledge gained this quarter)</p> <p>Benchmark (if available): <i>Desired performance of ___ % success rate by the cohort of students</i></p> | | |
| Assessment Cohort Demographics | | |
| <p>Number of course sections assessed: <u> 1 </u> / Number offered: <u> 1 </u> = <u>100</u> % of courses assessed</p> <p>Number of students assessed: <u> 18 </u> / Number of students in all sections: <u>20</u> = <u>90</u> % of students assessed</p> | | |
| Results | | |
| <p>Reporting: What did you find? How many students or what percentage of students met, partially met or did not meet the outcome(s)? All students showed marked gain in partially meeting outcomes.</p> | | |
| Analysis | | |
| <p>Overall summary of observations: What do the assessment results say about how well all students achieved the intended student learning outcomes? If the outcome(s) was partially or not met, does your analysis of the assessment suggest possible reasons why? This is my first baseline data. I would like to keep doing this to see if I can improve on this first assessment.</p> | | |
| Closing the Loop | | |
| <p>Preliminary Recommendations: What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?</p> | | |

Suggest that we keep collecting data. I will be adding new online activities the next time that I teach this class, so I will have something new to see if this makes a difference in reaching outcomes.

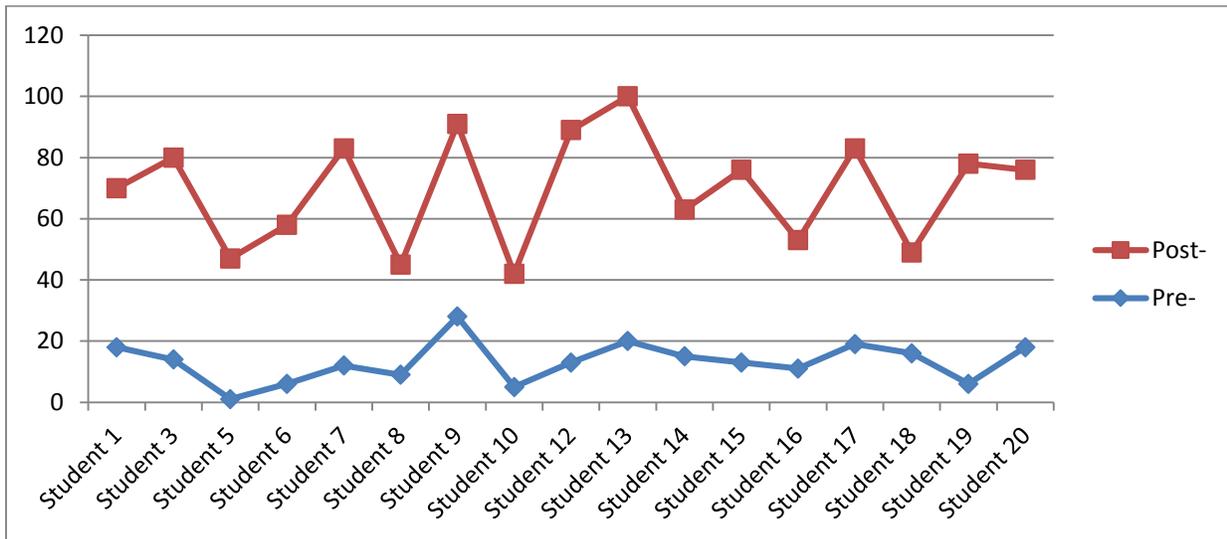
Plans for reassessment following curriculum change: If changes are made to your course, how might you reassess for improvement?

I might have access to an online interactive quiz

Are you satisfied with this assessment project? If so, why? If not, how might you modify it so that it might produce more meaningful data?

Yes, I'm satisfied with this so far.

Chart illustrating pre- and post-test improvements.



Note: Students 2, 4, and 11 did not complete the post-test.

CENTRAL OREGON COMMUNITY COLLEGE Outcome Assessment Analysis

Theme: Transfer and Articulation
Program Area: Social Science
Course(s): PSY 201, PSY 213, PSY 215

| Outcome(s) | | |
|---|--|-----------------------------------|
| <p>Theme-Level Outcome: Have a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs.</p> <p>Program-Level Outcomes:</p> <ol style="list-style-type: none"> 1. Apply analytical skills to social phenomena in order to understand human behavior. 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. | | |
| Assessment | | |
| <p>Classification: Would you classify your assessment as direct or indirect? (<i>See reverse.</i>)</p> | <input checked="" type="checkbox"/> Direct | <input type="checkbox"/> Indirect |
| <p>Description: Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)</p> <p>On exams, two forms of questions were asked to assess the Social Science outcomes: <i>Outcome 1: Apply analytical skills to social phenomena to understand human behavior.</i> <i>Outcome 2: Apply knowledge and experience to foster personal growth and better appreciate the diverse social work in which we live.</i></p> <p>The summative question for PSY 201, PSY 213 and PSY 215 was:</p> <p><i>Pick your favorite topic so far this term and tell me why it was interesting to you. Reflect on the knowledge and how it might (or already has) fostered personal growth. How do the topics discussed so far in this class help you to better appreciate the diverse social world in which we live? How might you be applying the skills/knowledge gained in this class to social phenomena in the real world in order to better understand human behavior?</i></p> <p>The summative question for exams for PSY 216 was:</p> <p><i>List 5 trivia items you have found interesting during this section. The information can be anything from book/lecture/activities/discussion etc. The information needs to be specific and correct. For example, stating, "It is funny how people are influenced by people" is NOT specific enough.</i></p> <p>The summative question for the Final Exam for PSY 216 was:</p> <p><i>What will you be taking with you beyond this class? Take a moment to reflect and write down 5 things you have learned this term from this course. Your statements can be class material/stories/trivia from any section covered in either lecture or book, skills that you have learned and applied, or things you have enjoyed about the class overall or even people you met.</i></p> | | |

After completion of the exams, the student responses were transcribed into data sets for each section, so that the responses became anonymous. An independent evaluator (i.e., a Psychology professor not involved in the classes to eliminate potential bias) recorded the number of students whose responses indicated understanding of either Outcome 1 or Outcome 2.

If a student discussed research that critically analyzed human behavior or presented concepts showing an understanding of empirical conclusions regarding behavior, then that response was recorded as successfully completing Outcome 1.

If the student further explained how their behavior changed as a result of the information garnered from the class, or relating to specific research conclusions and how that changed their perspectives, then that answer was recorded as successfully completing Outcome 2. If a student merely recited facts, without analysis or personal reflection, no score was marked.

Benchmark (if available): Desired performance of ___% success rate by the cohort of students N/A

Assessment Cohort Demographics

Number of course sections assessed:

- _1 PSY 201 SPR 14_ / Number offered: _3_ = _33_% of courses assessed
- _1 PSY 213 SPR 14_ / Number offered: _1_ = 100_% of courses assessed
- _2 PSY 215 SPR 14_ / Number offered: _2_ = 100_% of courses assessed
- _1 PSY 216 W 14 _ / Number offered: _1_ = 100_% of courses assessed

Total:

_5 PSY _ / Number offered: _7 of these courses_ = _71_% of courses assessed

Number of students assessed: _119_ / Number of students in all sections: _177_ = _67_% of students assessed

| | | | |
|-------------------|------------------------|---------------------------|----------------|
| Outcome 1: | 6% did not meet | 17 % partially met | 77% met |
| Outcome 2: | | | |

Reporting: What did you find? How many students or what percentage of students met, partially met or did not meet the outcome(s)?

Over 3/4 of students in the sections assessed met the General Education Social Science outcomes as measured by these summative questions.

In particular, the majority of students responding to both types of questions were able to present research analyzing human behavior, based on conclusions from empirical evaluations, as indicated above by who met Outcome 1.

Fewer students met Outcome 2, which required personal reflection on changes in behavior or reflection on a wider perspective gained.

Please see Table for a summary of the data.

Analysis

Overall summary of observations: What do the assessment results say about how well all students achieved the intended student learning outcomes? If the outcome(s) was partially or not met, does your analysis of the assessment suggest possible reasons why?

The classes are doing an excellent job, as assessed by this tool, in learning to apply the scientific method in order to understand human behavior, with the majority of students incorporating both of the outcomes into their world view.

There were a number of students who only partially met or did not meet the stated criteria. It appears that in order to measure students' responses, it is helpful to ask directly how the material learned in the course changed their worldview, etc. For example, one student reported applying the criteria for a good theory to a discussion of ancient aliens and their contribution to existing civilizations. This discussion even included family members, so that the student was actively changing the world around them to foster scientific literacy. In PSY 201, 213 and 215, where the question explicitly addressed the outcomes, only 8% of the students did not articulate how they had modified their behavior based on knowledge gained in the class or applied the principles learned to understanding the behavior of others, while 5% didn't address either outcome.

With the PSY 216 assessment, while the application piece was stated, there were fewer individuals who discussed both outcomes (38% met Outcome 1 and 8% met neither). Those that did incorporate reflections for Outcome 2 were those who were the most articulate. One example was, "Learning about conflict has helped me to communicate better with my kids." Still another said, "The Fundamental Attribution Error always makes me cringe because I do it a lot because I feel I know almost everything; however, I am learning to stop and observe situations more carefully and try to pick out facts, instead of assuming a person did something based on an internal attribution." It is important to note that, by the Final exam, with the more comprehensive question, the numbers of "completers" increased. As such, it would be good to have data across the quarter in all the sections, as was modeled in PSY 216.

In conclusion, it would seem that if we want to assess these outcomes, it works best *directly* to ask students to elaborate on what they have learned and then give examples, incorporating components of the outcomes themselves in the assessment tool.

Closing the Loop

Preliminary Recommendations: What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?

Based on this analysis, it would be feasible to add this assessment component to the evaluation of a wider variety of sections and classes, using the direct form of questions. It is arguable that incorporating it on the Final would give a good perspective of knowledge gained, perhaps in comparison to a preliminary assessment at the beginning of the quarter.

It would also be good to use the assessment with courses taught by all faculty, including P/T, in order to ensure quality of instruction. The difficulty in implementing this process would be the energy and time spent in the analyses, with so many sections and the large number of students involved.

Plans for reassessment following curriculum change: If changes are made to your course, how might you reassess for improvement?

Based on the assessment of these particular courses, no change in curriculum is indicated. Students are learning about the scientific investigation of behavior; however, the application piece needs more direct measurement, as indicated above.

Are you satisfied with this assessment project? If so, why? If not, how might you modify it so that it might produce more meaningful data?

Yes, but replication with the modifications noted would be helpful.

| Class | Met | | Partial | | Didn't Meet | | Total |
|--------------------|--------------------------|----------------|------------------------|---------------|---------------|---------------|-----------|
| | <i>Outcomes I and II</i> | | <i>Outcome I alone</i> | | <i>None</i> | | |
| | # | % | # | % | # | % | # |
| PSY 201 | 20 | 83 | 1 | 4 | 3 | 13 | 24 |
| PSY 213 | 10 | 83 | 2 | 17 | 0 | 0 | 12 |
| PSY 215 | | | | | | | |
| Section 1 | 22 | 92 | 1 | 4 | 1 | 4 | 24 |
| Section 2 | 21 | 88 | 3 | 12 | 0 | 0 | 24 |
| Total | 43 | $\bar{x} = 90$ | 4 | $\bar{x} = 8$ | 1 | $\bar{x} = 2$ | 48 |
| PSY 216 | Exam 1 n = 32 | | | | | | |
| | 14 | 44 | 12 | 38 | 6 | 18 | |
| | Exam 2 n = 35 | | | | | | |
| | 18 | 51 | 16 | 46 | 1 | 3 | |
| | Final n = 34 | | | | | | |
| | 22 | 65 | 11 | 32 | 1 | 3 | |
| $\bar{x} = 34$ | $\bar{x} = 18$ | | $\bar{x} = 13$ | | $\bar{x} = 3$ | | |
| Total | 54% | | 38% | | 8% | | |
| GRAND TOTAL | 91 | | 20 | | 7 | | |
| n = 118 | 77% | | 17% | | 6% | | |

CENTRAL OREGON COMMUNITY COLLEGE Outcome Assessment Analysis

Theme: Transfer and Articulation
Program Area: Speech/Oral Communication
Course(s): SP 111

| Outcome(s) | | |
|--|--|-----------------------------------|
| <p>Theme-Level Outcome: Have a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs.</p> <p>Program-Level Outcomes:</p> <ol style="list-style-type: none"> 1. Apply analytical skills to social phenomena in order to understand human behavior. 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. <p>Course-Level Outcome: Students will develop support, including researched authorities, for their speeches.</p> | | |
| Assessment | | |
| <p>Classification: Would you classify your assessment as direct or indirect? (<i>See reverse.</i>)</p> | <input checked="" type="checkbox"/> Direct | <input type="checkbox"/> Indirect |
| <p>Description: Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)</p> <p>Instructors met in the Winter quarter to determine Spring assessment area. Instructors developed individualized rubrics around outcomes, including the one measured above. Team leaders—with input from all—developed assessment tracking form. During Spring term, all Speech Comm instructors, save 1, turned in completed forms to team-leader. Data is compiled for this course.</p> <p>Benchmark (if available): <i>Desired performance of ___% success rate by the cohort of students</i></p> | | |
| Assessment Cohort Demographics | | |
| <p>Number of course sections assessed: <u>8</u> / Number offered: <u>10</u> = <u>80%</u> of courses assessed Number of students assessed: <u>163</u> / Number of students in all sections: <u>225</u> = <u>72.4%</u> of students assessed (includes now shows from classes assessed and students from 2 classes not assessed)</p> | | |
| Results | | |
| <p>Reporting: What did you find? How many students or what percentage of students met, or did not meet the outcome(s)?</p> <p>125 students met the outcome of the 163 students who attempted the assignment. Thus the department-wide success rate for this outcome is 76.6%</p> | | |
| Analysis | | |
| <p>Overall summary of observations: What do the assessment results say about how well all students achieve the intended student learning outcomes? If the outcome(s) was not met, does your analysis of the assessment suggest possible reasons why?</p> | | |

The results suggest that the outcome is achievable for most students. About 25% of the students completing the assignment are not succeeding and may be helped by the use of "Formative assessment" prior to "assessment" on this topic. About half as many students who don't succeed don't even attempt the assignment—this highlights an attendance attrition problem that we have discussed occurring in most classes (even those not in our area).

Closing the Loop

Preliminary Recommendations: What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?

During our norming session in the Winter, we noted that instructors have slightly varying expectations on the number and quality of sources cited, so we will likely be looking into stronger consistency across our classes for this outcome's standards. This consistency should be based on department consensus and will be a future goal for our Speech-team meetings. As we bring greater consistency to this outcome, we will likely continue to measure it for a brief period, but that too will be a consensus decision to be made in our Fall meeting.

Plans for reassessment following curriculum change: If changes are made to your course, how might you reassess for improvement?

The main improvement the speech-team leader sees is to get the other 10% of students who don't attempt these major assignments to either tackle the course work or drop the class. I am not sure how this could be achieved easily, but extending the period for Adm withdrawal to two weeks rather than one is a good idea. (Anecdotally, I have observed that students who discontinue coming on week 2 of the term usually continue that practice until their financial aid or their alibi has been exhausted.)

Are you satisfied with this assessment project? If so, why? If not, how might you modify it so that it might produce more meaningful data?

I hope to establish the meeting and the expectation sooner with our colleagues, so that this assessment and others can be smoothly integrated into our teaching activities. In addition to lengthening the time frame, the norming and discussions suggested above will likely lead to improvements in our assessment data gathering.

--Dr. Jon Bouknight, Speech-team leader.

CENTRAL OREGON COMMUNITY COLLEGE Outcome Assessment Analysis

Theme: Transfer and Articulation Program Focus Area: Writing, Information Literacy Course: WR 122 English Composition

| Outcome(s) | | |
|---|--|-----------------------------------|
| <p>Theme-Level Outcome: Have a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs.</p> <p>Program-Level Focus Area Outcomes:</p> <p>Writing</p> <p>2. Locate, evaluate, and ethically utilize information to communicate effectively</p> <p>Information Literacy</p> <p>4. Evaluate information and its source critically</p> <p>Course-Level Outcome: Identify and use sources appropriately, including evaluating information for accuracy and reliability.</p> | | |
| Assessment | | |
| <p>Classification: Would you classify your assessment as direct or indirect? (<i>See reverse.</i>)</p> | <input checked="" type="checkbox"/> Direct | <input type="checkbox"/> Indirect |
| <p>Description: Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)</p> <p>A four-person evaluation team performed a secondary evaluation on WR 122 annotated bibliographies sent in from a random sampling of sections (see attached rubric). These sections included computer-mediated, online, and College Now sections.</p> <p>Each paper received four evaluations. Results were compiled into mean and median scores, including variation and standard deviation measures. Accompanying graphs illustrate the average distribution of scores.</p> <p>Benchmark (if available): <i>Desired performance of ___ % success rate by the cohort of students</i></p> | | |
| Assessment Cohort Demographics | | |
| <p>Number of course sections assessed: 7 / Number offered: 14 = 50% of courses assessed Number of students assessed: 20/ Number of students in all sections: 292= 7% of students assessed</p> | | |
| Results | | |
| <p>Reporting: What did you find? How many students or what percentage of students met, partially met or did not meet the outcome(s)?</p> <p>Students performed well for both outcomes though it is not possible at this time to state whether the outcome benchmark, which has not yet been set, has been met.</p> | | |
| Analysis | | |

Overall summary of observations: What do the assessment results say about how well all students achieved the intended student learning outcomes? If the outcome(s) was partially or not met, does your analysis of the assessment suggest possible reasons why?

Generally, the Writing outcome assessment suggests that of the WR 122 students assessed 60% located or evaluated information ethically at an exceptional or proficient level. In the Information Literacy assessment, the evaluators found no sources were discreditable and found 55% of the sources to be highly creditable.

Average variation was 0.319–0.464, and few scores were higher than the average, suggesting that the four instructors scored students similarly.

Closing the Loop

Preliminary Recommendations: What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?

The best step is to run the assessment again and again until meaningful trends can be analyzed.

Plans for reassessment following curriculum change: If changes are made to your course, how might you reassess for improvement?

The assessment does not suggest a clear indication of what would need to be improved.

Are you satisfied with this assessment project? If so, why? If not, how might you modify it so that it might produce more meaningful data?

The data suggests that WR 122 students are doing well at ethically locating and evaluating sources, which may indicate the success of our efforts to align outcomes and assignments across WR courses.

The lack in significant variation may also suggest that composition committee norming exercises have been effective. We must, however, be cautious with either of these assertions since a single assessment does not indicate sustained performance.

When we designed the study, we hoped to drill into how different modes of instruction might play a role in WR 122 (e.g. if computer-mediated classroom students had an advantage over online or face-to-face instruction or vice versa). While we took samples from each of these areas, this initial assessment does not differentiate the students' learning experience, which is something that we would like to look at in the future, likely with a larger sample size.

Transfer Student Learning Outcomes, Writing, #2: Locate, evaluate, and ethically utilize information to communicate effectively

| Exceptional | Proficient | Learner | Novice | Unacceptable |
|---|---|---|--|---|
| 4 | 3 | 2 | 1 | 0 |
| In general, annotations provide exceptional summaries that reflect critical reading and provide excellent reasoning for author or source credibility. | In general, annotations provide detailed summaries and display a better-than-average knowledge of source credibility. | In general, annotations provide basic summaries that demonstrate that the reader has read the sources and provides some reasoning for why the source is credible. | In general, annotations provide incomplete summaries that do not suggest a student has read and understood sources and provides very basic or circular reasoning for source credibility. | In general, annotations are incomplete, fail to provide descriptive summaries, or fail to provide adequate reasoning for credibility. |

Transfer Student Learning Outcomes, Information Literacy, #4: Evaluate information and its source critically

| Highly Credible | | Credible | | Discreditable |
|---|---|--|---|---|
| 4 | 3 | 2 | 1 | 0 |
| In general, the student chooses highly-regarded sources (appropriate to the project) written by writers with expertise in the content area, have highly-respected information that is valuable to the audience, is a primary source with original content, and is high quality (researched, peer reviewed, vetted). | In general, the student chooses resources from well-regarded sources (appropriate to the project) that are referenced and cited elsewhere, have laudable educational value, offer original content and viewpoints, have good content coverage, and are of good quality. | In general, the student chooses resources from reputable sources (appropriate to the project) that are referenced and cited elsewhere, have educational value, offer original content, have broad content coverage, and are of reasonable quality. | In general, the student chooses sources that are slightly regarded (information not thoroughly researched or cited), do not meet instructional goals, may not have the primary intent to inform readers, may be repurposed or aggregated materials, and is lacking in or has limited quality. | In general, the student chooses sources that are inappropriate for the topic or project or information of questionable value. |

Source: Source Educational Evaluation Rubric (SEER) from Turnitin

