# Student Learning Assessment

Report to CPBAC

AY 2019-2020 Results

10/30/20

# Summary

Full-time faculty participated in revised assessment process, spring 2020

Submitted a reflection on one course taught during the 2019-2020 academic year

Data from faculty reflections were aggregated to create program reports (http://gfcmsu.edu/about/assessment/evidence.html)
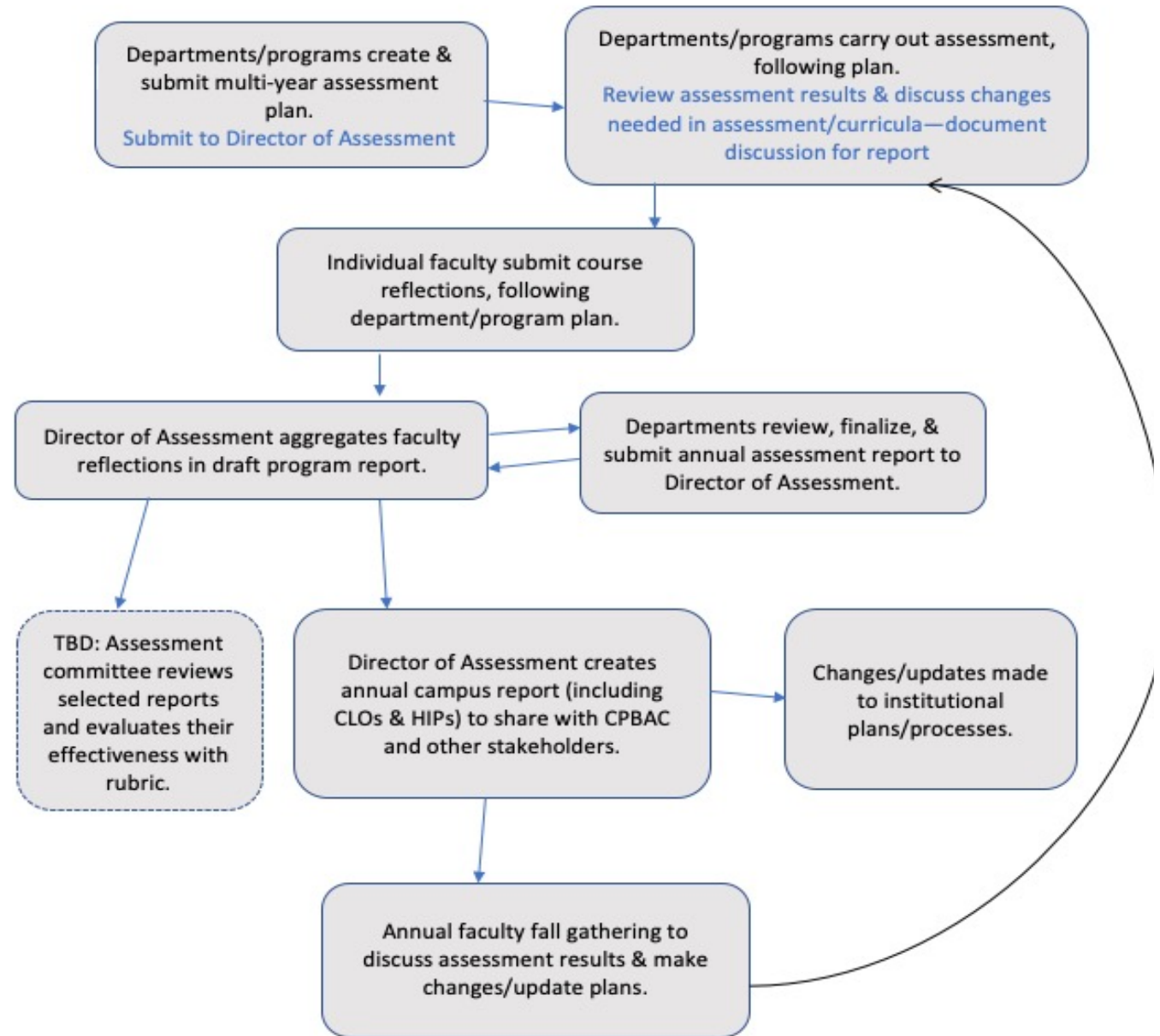
Program report data further aggregated to create institutional report

All programs and departments are in the process of creating individualized assessment plans (http://gfcmsu.edu/about/assessment/plans.html)

# Assessment Process



Departments/programs create & submit multi-year assessment plan.
Submit to Director of Assessment

Departments/programs carry out assessment, following plan.
Review assessment results & discuss changes needed in assessment/curricula—document discussion for report

Individual faculty submit course reflections, following department/program plan.

Director of Assessment aggregates faculty reflections in draft program report.

Departments review, finalize, & submit annual assessment report to Director of Assessment.

TBD: Assessment committee reviews selected reports and evaluates their effectiveness with rubric.

Director of Assessment creates annual campus report (including CLOs & HIPs) to share with CPBAC and other stakeholders.

Changes/updates made to institutional plans/processes.

Annual faculty fall gathering to discuss assessment results & make changes/update plans.

# Faculty Participation

- AY 2019-2020, 82% of full-time faculty participated in the student learning assessment process versus 88% in AY 2018-2019

- Gen Studies 100% (94% AY 2019)

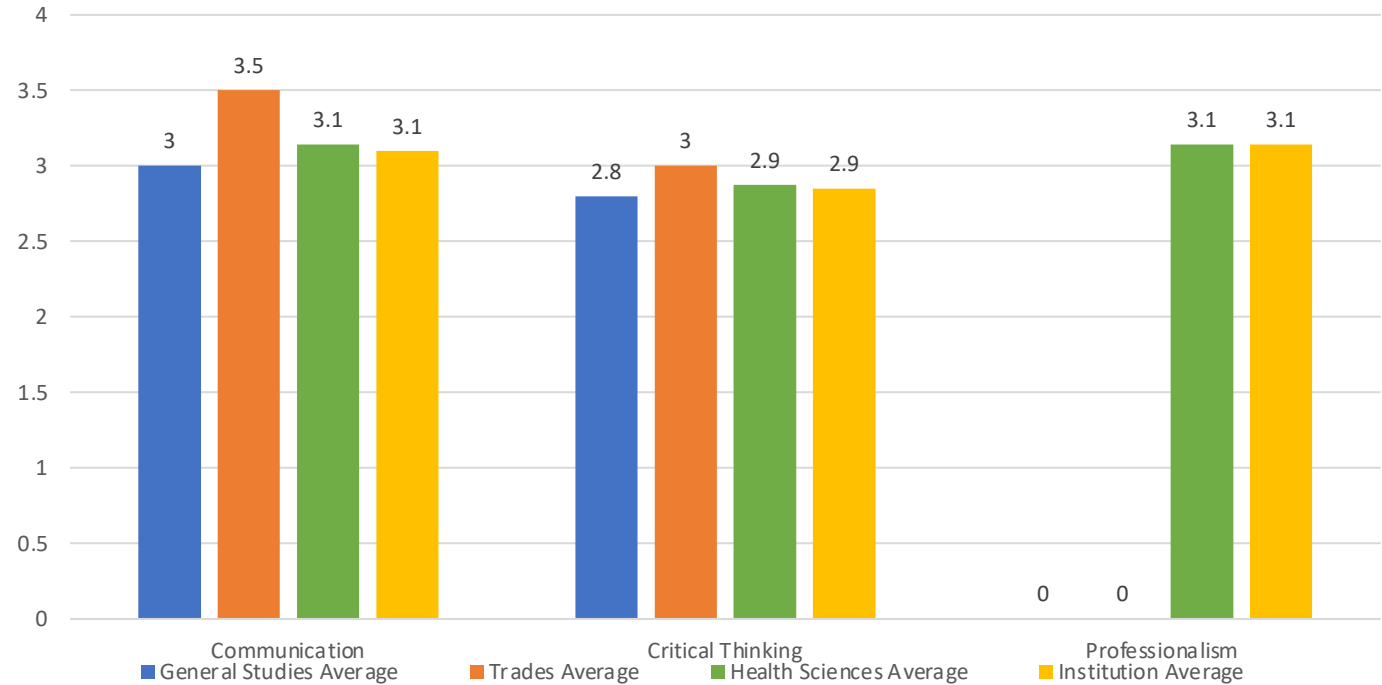- Trades 100% (100% AY 2019)

- Health Sciences 65% (81% AY 2019)

## FT Faculty Participation

| Bar | Value |
| --- | --- |
| 18-19 Institution FT percent participating | 88 |
| 19-20 Institution FT percent participating | 82 |
| 18-19 Percent FT GS | 94 |
| 19-20 Percent FT GS | 100 |
| 18-19 Percent FT HS | 81 |
| 19-20 Percent FT HS | 65 |
| 18-19 Percent FT Trades | 100 |
| 19-20 Percent FT Trades | 100 |
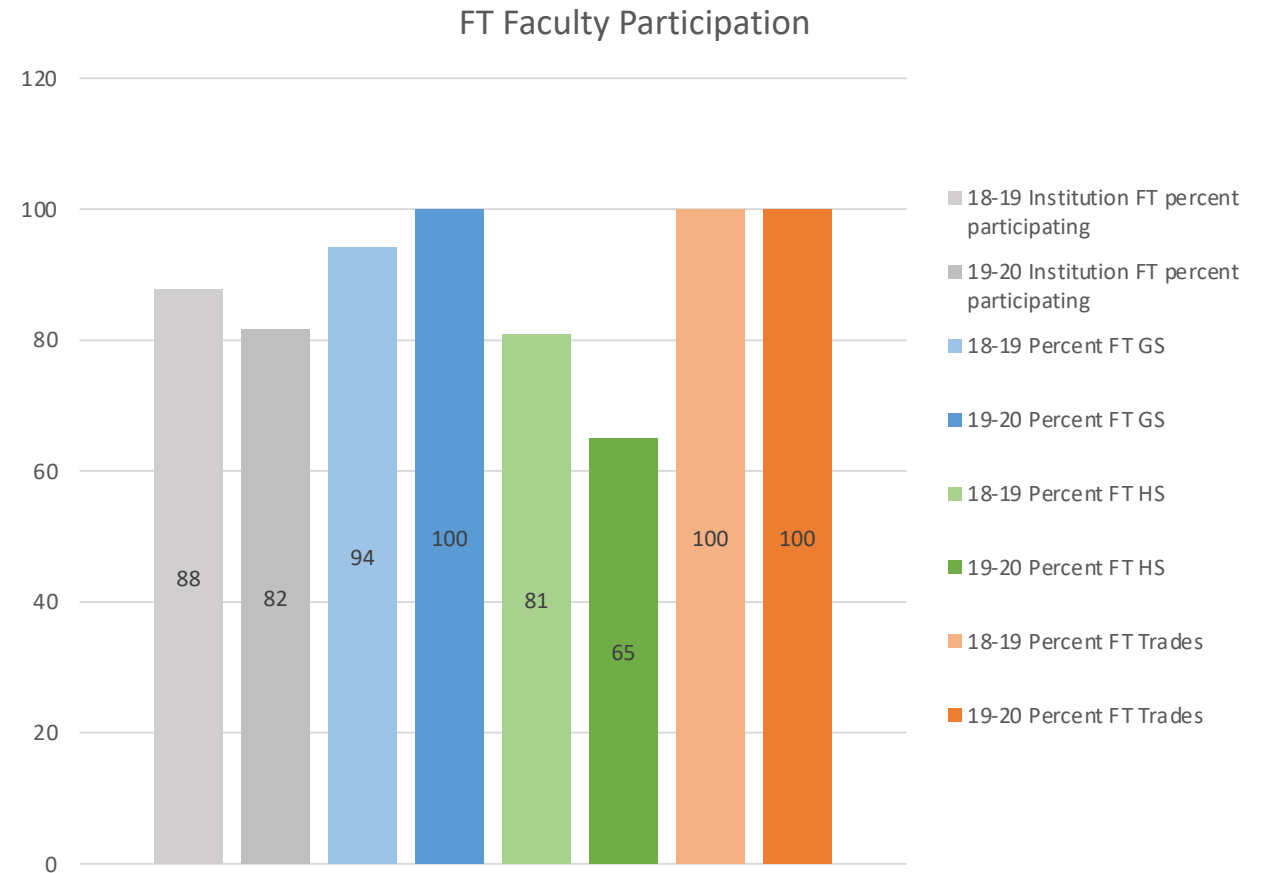
# CLO Assessment

- Reported by division— can be reported by program in future

- Gen Studies: Communication & Critical Thinking

- Trades: Communication & Critical Thinking

- Health Sciences: all CLOs
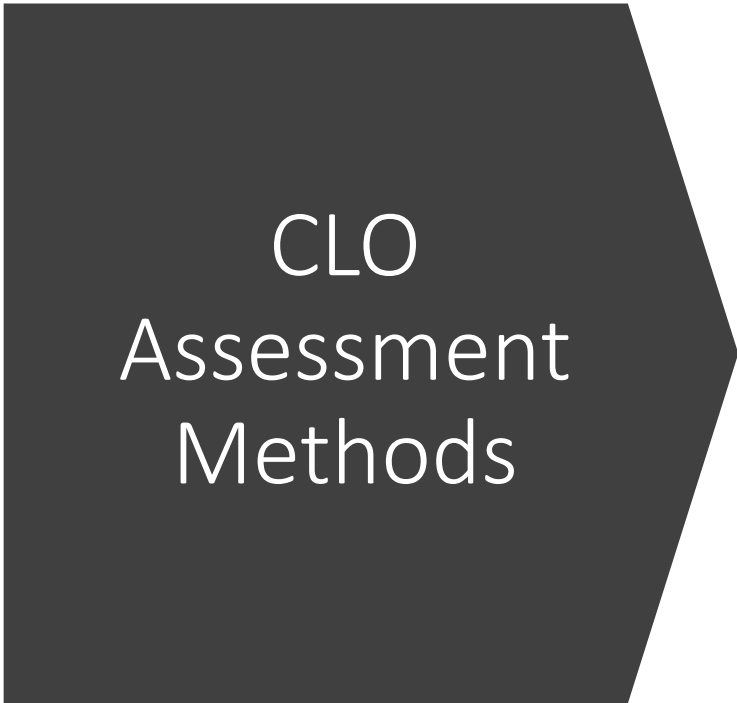
**CLOs by Division (count)**
**AY 2019-2020**
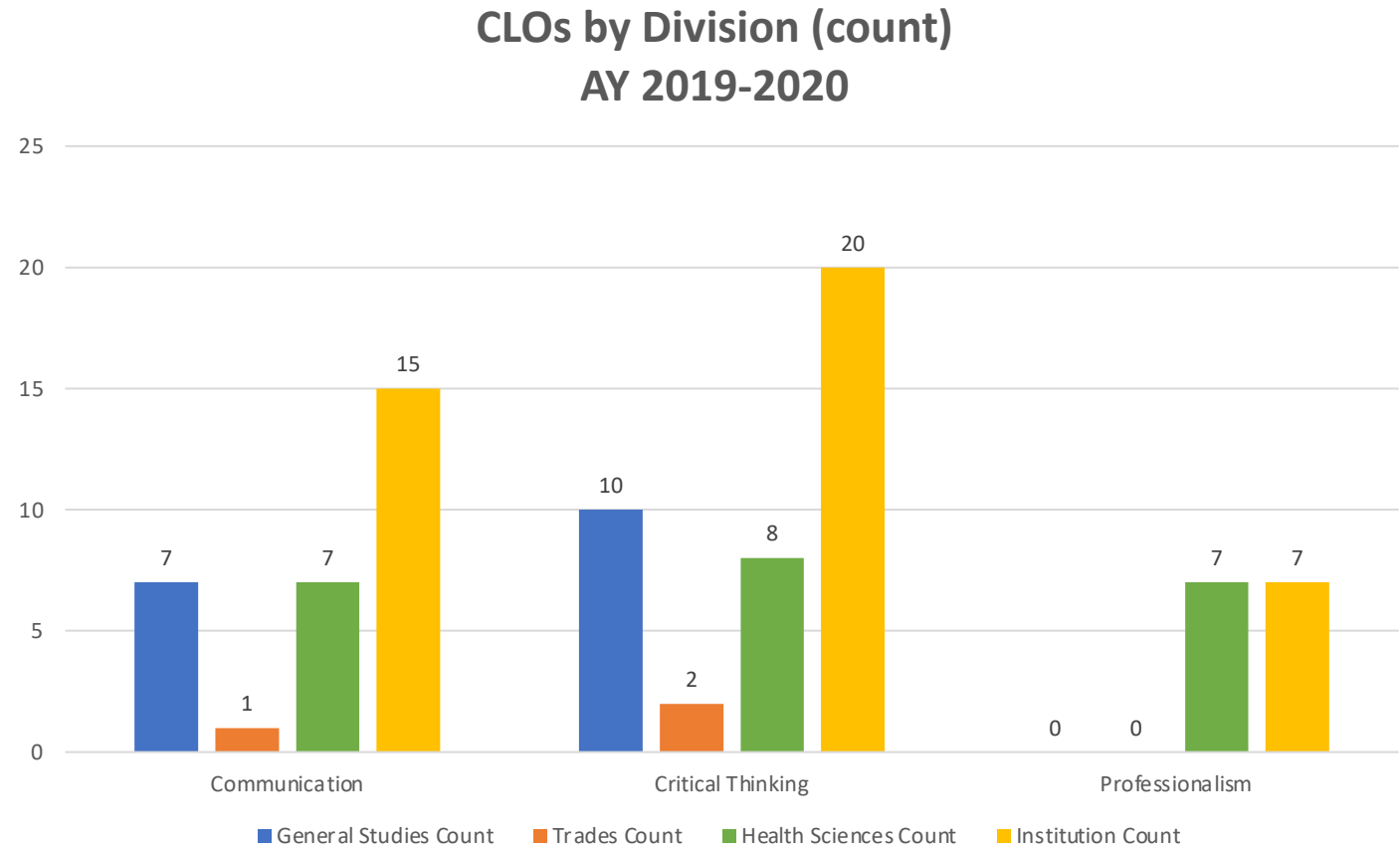
# CLO Assessment

- CLO attainment rated on scale of 1-4 (did not meet, approaching, met, exceeded)
- Communication average: 3.1
  - GS: 3
  - T: 3.5
  - HS: 3.1
- Critical Thinking average: 2.9
  - GS: 2.8
  - T: 3
  - HS: 2.9
- Professionalism average: 3.1
  - HS: 3.1

**CLO Average Rating by Division
AY 2019-2020**



Legend: General Studies Average, Trades Average, Health Sciences Average, Institution Average

Communication: 3, 3.5, 3.1, 3.1
Critical Thinking: 2.8, 3, 2.9, 2.9
Professionalism: 0, 0, 3.1, 3.1

| CLO Assessment Methods | Communication | Critical Thinking | Professionalism |
|---|---|---|---|
| | • Specific exam questions<br>• Written assignments<br>• Oral presentations<br>• Discussions: written and oral<br>• Group work activities | • Specific exam questions<br>• Written assignments<br>• Group projects<br>• Lab reports<br>• Cumulative final exam<br>• Discussion assignments and rubric<br>• Final project<br>• Case studies<br>• Real-world problem-solving activities<br>• Practical exams | • Quizzes/exams<br>• Written assignments<br>• Discussion forums<br>• Presentations |

# CLO Strengths

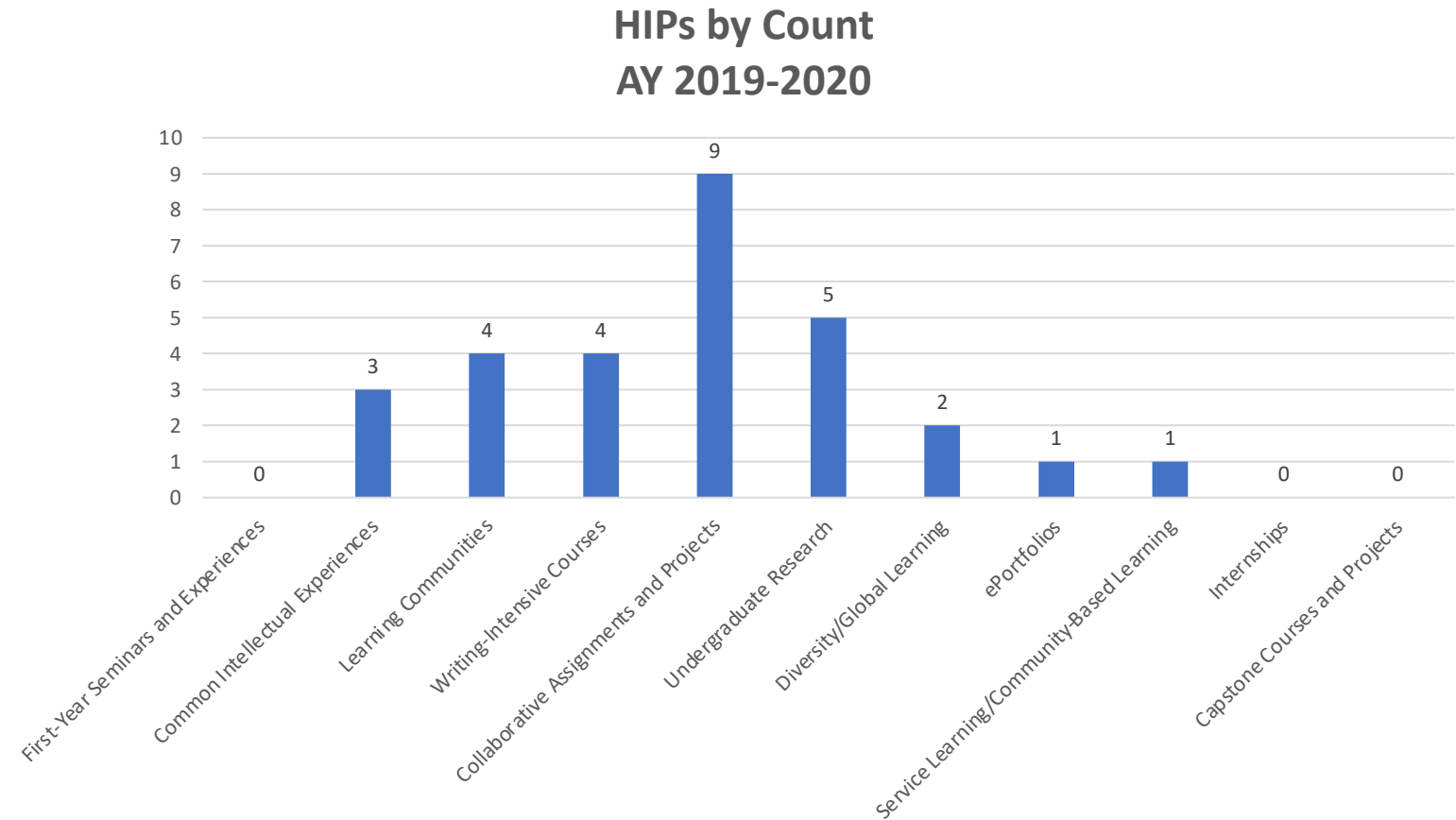| Communication | Critical Thinking | Professionalism |
|---|---|---|
| • Good oral presentation and communication skills<br>• Student engagement with writing<br>• Editing and proofreading<br>• Ability to accept feedback and use it to revise a paper<br>• Determining a relevant topic and articulating an effective argument<br>• Organization of ideas<br>• Integrate ideas from scholarly sources<br>• Ability to communicate and work with people and organizations outside the college | • Demonstrating required level of detail<br>• Ability to apply a variety of tools and use prior knowledge from previous classes<br>• Idea development<br>• Source integration and documentation<br>• Student engagement in peer review and discussion boards<br>• Achievement of set benchmarks for selected assessment tools<br>• Ability to give and accept feedback<br>• Ability to perform under stressful situations | • Students were engaged in discussion<br>• Enthusiasm |

## CLO Opportunities for Improvement

| Communication | Critical Thinking | Professionalism |
|---|---|---|
| • Identifying the main idea<br>• Ability to fully engage in course given lack of previous learning experiences<br>• Overall writing skills | • Distinguishing between fact and opinion<br>• Inconsistent application of feedback<br>• Inconsistent ability to follow instructions/meet assignment expectations<br>• Demonstrating understanding of key concepts<br>• Applying critical thinking to multi-step problems | • Timeliness of assignment submissions |

| CLO Planned Changes | Communication | Critical Thinking | Professionalism |
|---|---|---|---|
| | • Changes to instructional techniques<br>• Emphasize the importance of communication in context of course and program<br>• Using an end of term assessment instead of one given partway through the term<br>• Provide model examples of the assignment | • Incorporate group projects<br>• Coach students through complex assignments, using discussion boards/individual conversations<br>• Incorporate additional written assignments<br>• Revise comprehensive exams based on student performance on other assessments<br>• Revise course structure to help students see how lessons and units build upon previous learning experiences<br>• Use Socratic questioning to encourage application of learning to real-world experiences | • None reported |

# HIPs Assessment

- 8 HIPs identified

- GS & HS reported HIPs

- Collaborative Assignments & Undergraduate Research most widely used



HIPs by Count
AY 2019-2020

# HIPs Integration

| HIP | Integration Method |
|---|---|
| **Common Intellectual Experiences** | • Interactive discussions<br>• Group discussions<br>• Presentations |
| **Learning Communities** | • RD 101 paired with WRIT 101 co-req<br>• Group project<br>• Form study groups and practice lab skills together after scheduled class time<br>• Group discussions<br>• Presentations |
| **Writing-Intensive Courses** | • Group project<br>• Written assignments<br>• Research-based writing assignments<br>• Group discussions<br>• Presentations |
| **Collaborative Assignments and Projects** | • Group project<br>• Group lab assignments<br>• Final project is a group assignment requiring extended collaborative work<br>• Interactive discussions and group assignments<br>• Group discussions<br>• Presentations |
| **Undergraduate Research** | • Group project<br>• Research-based assignments<br>• Students are required to conduct research and include statistical information in their project |
| **Diversity/Global Learning** | • Overall focus of the course<br>• Presentations- paired up and discussion underserved populations that may be affected by delivery of healthcare. |
| **ePortfolios** | • Students put together a short portfolio to summarize the key concepts/terms from the course. This portfolio would serve as a reference for future accounting courses.<br>• Students in this particular course have an ePortfolio project. Part of their grade included having to provide feedback to at least one other peer. |
| **Service Learning/Community-Based Learning** | • Each student is required to perform one service-related task for their community and reflect on it- this is not tied to one particular class. |

# HIPs Impact on Student Success

- Learning Communities impacted overall success & retention
- Students better able to demonstrate good writing skills in Writing-Intensive Courses, those using ePortfolios, and Collaborative Assignments

# Planned Changes to HIPs Integration

Not all instructors reporting HIPs indicated planned changes

Desire for continued collaboration in courses and creating stronger connections to improve learning communities

Use collaborative assignments in online courses

Provide more self-directed learning opportunities, including peer feedback

# Strategic Plan Alignment

**Strategic Goal 1.a Integrate high quality, High Impact Practices**

- **Metric:** Within 5 years, 70% of graduates have experienced two high quality, High Impact Practices

- **Annual goal:** By May 2021, at least 80% of programs will have identified at least one high-impact practice and developed plans for implementation and tracking.

- **Progress:** As of October 8, 2020, 74% (14 of 19) academic programs have identified at least one HIP

**Strategic Goal 1.e Strengthen the student learning assessment process**

- **Metric:** Within five years, the student learning assessment of a random sample of students will show an improvement over the baseline set in 2022 for program-level goals.

- **Progress:** The college continues to collect student learning assessment data in order to set a baseline in 2022.

# Recommendations

**Recommendation 1: Encourage faculty participation and improve perception of assessment**

Measure based on department/program assessment plans

Emphasize assessment as a teaching practice, not compliance measure

**Recommendation 2: Standardize CLO assessment ratings**

Develop a standardized method of rating student attainment using current 4-level scale

**Recommendation 3: Standardize HIP integration**

Create framing language and checklists to help faculty use a common vocabulary to discuss and integrate HIPs

Consider whether campus wants to emphasize specific HIPs

**Recommendation 4: Determine how to best use assessment data to improve student learning**

Develop a consistent system of using assessment data to improve instructional programs, support continuous improvement, and allocate resources

Formal process documenting use of assessment data