Creating and Executing a Direct Assessment Plan at the Institutional Level

Michelle Abreu, Jared Cutler, Angela Fernandez, Chuck Freeland, Cari Gigliotti, Heidi McGrew, Matt Massie
(Sinclair Community College, Dayton, OH)

Founded in 1887 to...
“Find the need and endeavor to meet it by providing high quality, accessible learning as a college of and for the community”

-- serves 30,000+ unduplicated students in credit-bearing courses per year, with more than 200 programs of study
-- awarded 5798 degrees and certificates in 2017
-- has an annual budget of more than $135 million per year
-- has a diverse urban population:
  ~20% Minority/ ~20% Pell grant eligible/ ~40% Post-secondary non-traditional learners

Founded in 1887 to...
“Find the need and endeavor to meet it by providing high quality, accessible learning as a college of and for the community”
The Path to Where We Are Now

The Starting Point: Indirect Assessment of General Education Outcomes

<table>
<thead>
<tr>
<th>General Education Outcome</th>
<th>Related Skill Students Rated Themselves on for Mastery</th>
<th>Fall 2015</th>
<th>Fall 2015 % (ratings of 3 or 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>Create common understanding through the use of verbal and nonverbal messages in a variety of contexts.</td>
<td>719</td>
<td>96.3%</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Create understanding through composition and synthesis of the written word</td>
<td>715</td>
<td>91.5%</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Effectively locate, evaluate, and use information.</td>
<td>717</td>
<td>96.9%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Apply higher order analytical and creative cognitive processes.</td>
<td>709</td>
<td>91.3%</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>Ethically and appropriately use computers, terminology, computer hardware, and computer software to complete tasks for your degree field at a level satisfactory to industry standards.</td>
<td>713</td>
<td>95.2%</td>
</tr>
<tr>
<td>Cultural Diversity &amp; Global Citizenship</td>
<td>Apply knowledge of cultural diversity to real world contexts by acknowledging, understanding, and engaging constructively within the contemporary world.</td>
<td>716</td>
<td>93.0%</td>
</tr>
</tbody>
</table>

Student self-rating scale: 1= no experience; 2= would likely need help; 3=some confidence; 4= could do easily

Recognizing The Need for Change
A Timeline (2009-2018):

2009: Sinclair faculty & staff attended the RosEvaluation Conference – using rubrics to assess artifacts

2009-2012: Priorities changed temporarily – quarters to semesters conversion

2013: Division Assessment Coordinator positions defined for overseeing program and general education outcomes assessment.

2014-2015: Sinclair began the implementation of a rubric-based general education assessment model. The first general education outcomes rubric for Written Communication was developed and piloted.

2016: The Written Communication outcome rubric was revised and implemented college-wide. Faculty/staff attended the 2016 IUPUI Assessment Institute – introduction to the VALUE Rubrics. The VALUE rubrics served as a jumping off point for the creation of the next set of General Education Outcomes. The Oral Communication outcome rubric was developed, piloted, revised, implemented college-wide.

2017: The Computer Literacy, Information Literacy, and Cultural Diversity & Global Citizenship (CDGC) outcome rubrics were developed. The Computer Literacy and Information Literacy rubrics were piloted, revised, and implemented college-wide. The CDGC rubric was piloted, revised, and re-piloted.

2018: The Critical Thinking outcome rubric was developed, revised, mini-piloted, revised again (last week!). A pilot is planned for Spring 2019.
Creating a Faculty Driven Direct Assessment Model

Considerations on rubric creation:
- diversify the committee make-up; don’t go the obvious route
- the end goal: transparency → a well-articulated explanation of what we want our students to know

Considerations on pilots:
- mini-pilots: seek volunteers from outside the rubric creation committee & get feedback --- lots of it!
- larger-scale pilots: target high enrollment courses
- relevancy → does the rubric provide us with information that helps guide instruction

Gathering & Reporting the Data

Easily accessible data:
- faculty enter the assessment data into our Learning Management System
- the college can “pull” data at-will and provide it to faculty, staff, and stakeholders at any time

Closing the loop:
- if the process is done well, the general education outcomes data provides invaluable information that informs instruction
  - Division Assessment Coordinators provide the data to Department Chairs who disseminate it to faculty within their programs
  - Faculty use the information to enact instructional changes to address deficiencies where identified, followed by re-assessment

Communication at the college-wide level:
- occurs through program-specific Annual Updates & Five-year Program Reviews
- best practices: Curriculum & Assessment Track Workshops
Faculty Driven Direct Assessment Model: Departmental Annual Updates

Section II: Assessment of General Education & Degree Program Outcomes

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for Information Literacy.

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Year assessed or to be assessed</th>
<th>Course(s) identified by the department where this outcome could be assessed</th>
<th>Assessment Methods Used</th>
<th>What were the assessment results? / What changes are necessary as a result? (Please provide summary data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Literacy</td>
<td>2016-2017</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NEXT YEAR:

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Year assessed or to be assessed</th>
<th>Course(s) identified by the department where this outcome could be assessed</th>
<th>Assessment Methods Used</th>
<th>What were the assessment results? / What changes are necessary as a result? (Please provide summary data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Literacy</td>
<td>2017-2018</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty Driven Direct Assessment Model: 5-year Program Review

C: Assessment of General Education Outcomes

All available General Education Outcome rubrics data for your department is provided in Appendix C. In addition to this data, please review and briefly discuss any assessment work your department has done in these areas in the past five years. Provide an analysis of the assessment data for each General Education outcome, and address the two questions at the bottom of the table below.

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Analysis of assessment data for each General Education outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity &amp; Global Citizenship</td>
<td></td>
</tr>
<tr>
<td>Computer Literacy</td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
</tr>
<tr>
<td>Are changes planned as a result of the assessment of General Education outcomes? If so, what are those changes?</td>
<td></td>
</tr>
<tr>
<td>How will you determine whether those changes had an impact?</td>
<td></td>
</tr>
</tbody>
</table>
Faculty Driven Direct Assessment Model:
The Curriculum & Assessment Track

Workshop 1. Curriculum and Assessment: What's the Point?
- discuss the current state of curriculum assessment
- discuss faculty responsibilities and academic freedom

Workshop 2. Get Out the Map
- how to do curriculum mapping: (unit, course, program, GenEd outcomes)
- how to write outcomes that are appropriate and measureable

Workshop 3. Where the Rubber Meets the Road
- creating a strong Master Course Syllabus – course outcomes
- creating a Teaching Syllabus – outcome assessment methods

Workshop 4. The Magic of Assessment Techniques
- comparing course-level vs. program-level assessment
- how to create good grading and assessment rubrics

Workshop 5. Assessment Made Easy; Just Do It
- comparing program-level vs. college-level assessment
- how the college assesses general education outcomes

Workshop 6. Putting the Puzzle Pieces in Place
- the role of assessment in Program Annual Updates and 5-Year Program Reviews
- how we report our assessment data internally as well as externally

C&A Track will be changing:
less emphasis on the “why”; more emphasis on the “how”!

Faculty Driven Direct Assessment Model:
Assessing the Rubrics: Pilot Projects

Gen Ed Outcome: Cultural Diversity & Global Citizenship Pilot Projects

- 2017 Fall mini-pilot:
  • 4 Sections of Introduction to the Humanities (HUM1125)

- 2018 Spring larger-scale pilot:
  • 5 Sections of Introduction to the Humanities (HUM1125)
  • 5 Sections General Psychology (PSY1100)
  • 2 section Introduction to Sociology (PSY1101)
  • 2 Sections Introduction to Cultural Anthropology (SOC1145)
  • 1 Section Cultural Competency in a Diverse World (SWK2207)

General Education Outcome:
Cultural Diversity & Global Citizenship

- **Awareness and self-awareness**
  - Recognizes the origins and influences of our intersecting social identities, cultures, perspectives, and worldviews.
  - Personally and professionally recognizes the importance of respect for cultural diversity and global citizenship.

- **Knowledge**
  - Demonstrates an understanding of multiple cultures and worldviews in local, regional, national and global contexts.

- **Application Cultural Diversity**
  - Applies awareness and knowledge of diverse perspectives and worldviews when interacting with others.

- **Application Global Citizenship**
  - Applies awareness and knowledge to contemporary global systems.
### Cultural Diversity & Global Citizenship

#### Original CD&GC Criterion 1:

<table>
<thead>
<tr>
<th>Awareness and Self-Awareness</th>
<th>Proficient</th>
<th>Competent</th>
<th>Developing</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the origins and influences of our intersecting social identities, cultures, perspectives, and worldviews.</td>
<td>Analyzes and evaluates the limitations (cultural humility) created by our intersecting social identities and worldviews.</td>
<td>Recognizes the limitations (cultural humility) created by our intersecting social identities and worldviews.</td>
<td>Demonstrates a minimal understanding of the limitations (cultural humility) created by our intersecting social identities and worldviews.</td>
<td>Demonstrates little understanding of one’s own or others’ cultural beliefs, norms, assumptions, judgments and/or biases.</td>
</tr>
<tr>
<td>Personally and professionally recognizes the importance of respect for cultural diversity and global citizenship.</td>
<td>Analyzes and evaluates prejudices, stereotypes and biases with respect to one’s own culture as well as the culture of others.</td>
<td>Seeks opportunities and knowledge to broaden understanding of one’s own culture and the culture of others.</td>
<td>Personally and professionally initiates, encourages knowledge and values interactions with members of one’s own and other cultures.</td>
<td></td>
</tr>
</tbody>
</table>

### Cultural Diversity & Global Citizenship

#### General PSY 1100 CD&GC: Criterion 1:

<table>
<thead>
<tr>
<th>Awareness and self-awareness</th>
<th>Proficient</th>
<th>Competent</th>
<th>Developing</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the origins and influences of our intersecting social identities, cultures, perspectives, and worldviews.</td>
<td>Accurately and fully describes the NIBA examples of psychological research that illustrated the equality and competence of women, African Americans, and LGBTQ individuals.</td>
<td>Correctly identifies the key contributions of the historical founders of American psychology.</td>
<td>Correctly identifies at least 2 of the studies.</td>
<td>Select this category when scoring Assignments 2 and 3.</td>
</tr>
<tr>
<td>Personally and professionally recognizes the importance of respect for cultural diversity and global citizenship.</td>
<td>Correctly identifies the key contributions of most but not all of the historical founders of American psychology.</td>
<td>Identifies at least one advantage and one disadvantage of the multidisciplinary approach to studying human behavior.</td>
<td>Identifies at least 2 of the studies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thoughtfully explains the strength of multidisciplinary approaches to the study of human behavior and identifies the potential disadvantages.</td>
<td>Answers are correct.</td>
<td>Answers are incorrect or only partly correct, or answers are missing.</td>
<td></td>
</tr>
</tbody>
</table>
Pilot Project Data: Cultural Diversity and Global Citizenship

<table>
<thead>
<tr>
<th>General Education Component</th>
<th>Current Status</th>
<th># of students directly assessed (2017-18)</th>
<th>% achieving competency/proficiency (2017-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>implemented college-wide</td>
<td>2859</td>
<td>83%</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>implemented college-wide</td>
<td>2095</td>
<td>92%</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>implemented college-wide</td>
<td>666</td>
<td>82%</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>larger-scale pilot stage</td>
<td>86</td>
<td>94%</td>
</tr>
<tr>
<td>Cultural Diversity &amp; Global Citizenship</td>
<td>larger-scale pilot stage</td>
<td>460</td>
<td>85%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>mini-pilot rubric revision stage; Spring 2019 larger-scale pilot stage</td>
<td>49</td>
<td>71%</td>
</tr>
</tbody>
</table>

2015- collected INDIRECT assessment General Education Outcome data (n≈ 700 students)
2018- collected DIRECT assessment General Education Outcome data (n≈ 6000 students)
Assessing the Assessment Model

Why revisit outcomes?
• Continuous review ensures that we are keeping in line with current standards but also that we are implementing the most relevant and impactful practices

Do we have the right outcomes?
• Are we missing critical general education outcomes?
• Are we looking at what other colleges are using?
• Should we combine/edit/remove existing general education outcomes?
• Does this “skill” need to be assessed at the General Education Outcome level?
• What portion of the student population does this General Education Outcome impact?
• Are the courses used by programs to meet this General Education Outcome transferrable?

Next Steps: Co-Curricular Assessment

• Collaboration between Academic Affairs and Student Affairs
• Driven by desire to understand impact of out-of-classroom experiences and the effect on learning, retention, and graduation
• Student Affairs offices completed the Council for the Advancement of Standards (CAS) in Higher Education self-study in 2016-17 and identified needed improvement in the area of assessment
• Steps to date:
  – CAS Self-study
  – Student Affairs assessment team created
  – Student Affairs leadership team completed assessment training
  – Student Affairs liaison on college-wide assessment committee
• Moving forward:
  – Committee formed to develop working definition of co-curricular assessment
  – Inventory of activities that align with definition
  – Alignment of Student Affairs assessment with General Education outcomes