

# Assessment Newsletter

## Assessment of Student Learning

### Fall 2021



### IMPORTANT DATES\*

**November 29-December 10**

Student Course Evaluation open

**December 6-10**

Final Exams

**December 12**

Grades Due

**December 17**

Assessment and Artifacts Due

*\*Dates for concurrent classes may be different*

*The mission of Cloud County Community College is to prepare students to lead successful lives and enhance the vitality of our community*

### GUIDING VALUES

SUCCESS

EXCELLENCE

SERVICE

INTEGRITY

DIVERSITY

ACCESSIBILITY

SUSTAINABILITY

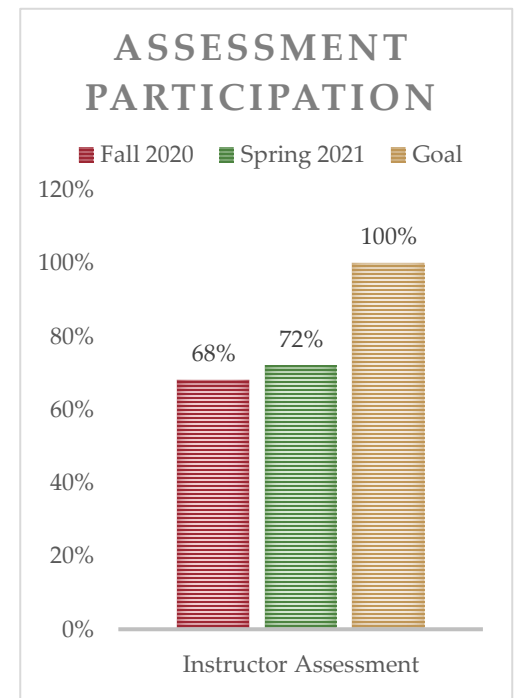
### Rubrics Developed at Assessment Day

*"What does a 3 mean? What does a 5 mean?"*

Substantially Exceeds Expectations	Exceeds Expectations	Meets Expectations	Nearly Meets expectations	Does Not Meet Expectations
5 Points	4 Points	3 Points	2 Points	1 Points

The full-time faculty met on October 7, 2021 for Assessment Day. During this time, performance indicators and criteria were identified for each program learning outcome. Student mastery rubrics were developed from these performance indicators. The utilization of the rubrics provide measurements of quality of learning across various modes of instructional delivery and locations. This helps provide consistency to the programs and ensures the same rigor and quality of student work across all modalities.

Faculty in the programs are to use these rubrics to assess student work for Program Learning Outcomes/General Education Outcomes from this point forward. As assignments are being revised or created to address the outcomes, the rubrics are utilized to ensure quality and learning goals are consistent across all modes of delivery and all locations. The rubrics are available in each Department Shell in Canvas.



Assessing student learning is an important part of teaching. This is also a requirement of all instructors. The goal is for 100% of faculty members to complete student learning assessments each semester in Canvas as well as submitting reflections.

## Spring Semester begins Wednesday January 19, 2022

**Plan-** Develop/connect assignments to outcomes. Assignment directions should be clear and concise. It is also important that students realize/understand how their work on the assignment will be used for assessing the course, program, and institution. Statements about the relationships of assignment, outcome, and student work and student mastery assessment are strongly encourage. What is the expected result based on a student meeting mastery (level 3 in Canvas)?



**Do-** Implement assessment by having students completes relevant assignments.

**Check/Reflect-** Did the student master the outcomes to the extent anticipated? Review the levels of student mastery via the Learning Mastery Gradebook. Complete the tables in the Assessment Reflection document by providing the outcomes levels from past three terms using the outcomes.

**Act-** Analyze and reflect on the assessment data to evaluate the student work and the instruction process. Determine where and what types of improvements are needed (changes to content instruction, changes to assignment, changes to directions, etc.) to reach student mastery or to improve on what students are currently doing.

### NISOD Virtual Conference

Cloud County Community College (CCCC) encourages and supports professional development. This semester CCCC purchased an institutional registration for the NISOD Virtual Conference. Recordings are available to ALL faculty until October 2022 free of charge at: [nisod.org/virtual-events/conference](http://nisod.org/virtual-events/conference). Register using your Cloud email.

## PROGRAM REVIEWS UNDERWAY

Program Reviews, both academic and co-curricular areas are prepared annually. The reviews include information regarding the mission of the program, data about student success in classes and within the program, completers in the program, professional development and service of the faculty and staff, results of student learning outcomes assessment and the program response to external constituencies. This evidence is used to determine the vitality of each program and to prepare budgets for the following year. Budget presentations are held in the spring for programs to request funds to support student learning in the applicable areas. Additionally, comprehensive program reviews occur every three years.

All faculty (full-time and adjuncts) and staff are asked to forward information related to professional development and college/community service in the 2020-2021 academic year to the applicable program chairs or supervisors.

**Table 1. Students Mastered Institutional Learning Outcomes**

Institutional Learning Outcome Student Mastery	Fall	Spring	Grand Total
ILO_CT 1. Implications of topic or problem	3.33	3.56	3.45
ILO_CT 2. Locate and Synthesize Evidence	3.20	3.55	3.40
ILO_CT 3. Construct well-reasoned conclusions.	3.21	3.51	3.37
ILO_D 1. Examine diversity	4.80	3.48	3.80
ILO_D 2. Personal responsibility	4.59	4.01	4.20
ILO_Em 1. Norms and Expectations of Professional Environments	3.77	4.12	4.02
ILO_Em 2. Working with Others	4.02	4.26	4.16
ILO_Et 1. Professional Standards	4.53	4.22	4.32
ILO_S 1. Sustainable Practices	3.65	3.86	3.75
<b>Grand Total</b>	<b>3.52</b>	<b>3.73</b>	<b>3.64</b>

Table 1 above shows the average student mastery levels for Fall 2020 and Spring 2021. The scores indicate students are mastering the outcomes in our classes. The rubrics are used to assess student work and /or develop appropriate assignments to measure the outcome. Sharing the rubrics with students provides transparency regarding expectations.



The purpose of assessment is  
to improve student learning

Anne Davies

# General Education Results

## Evaluation Results Summer 2021

On 10 June 2021, twelve faculty members evaluated student work submitted as artifacts for Communication, Humanities, Social Sciences, Sciences, and Mathematics. General Education outcomes for each discipline were approved in 2019 by the full-time faculty. This is the first comprehensive review of the artifacts by outside evaluators. Ten of the faculty members were readers and two were floaters. The floaters were to read and evaluate artifacts if the assigned readers differed by more than two points on an outcome.

Collection of artifacts is through Canvas. Artifacts submitted or obtained from courses were pooled into discipline specific folders. A random sampling of the files was completed until the sample set of 50 were selected. The sample sets of artifacts were not separated by modality. The rationale: the distribution of artifacts collected skewed toward full-time faculty (face-to-face and online). The Director of Assessment, Institutional Effectiveness, and Planning (AIEP) captured student work from course shells from assignments deemed to meet the outcome to ensure a significant pool of student work was reviewed. Once the 50 (45 for Math) artifacts were pulled and placed in Artifact folders for each discipline, they were renamed using the convention of discipline moniker and number. The monikers used include CM for Communication, HU for Humanities, MA for Math, SC for Science and SS for Social and Behavioral Science. All identifying information (student name, course, or instructor) was removed by Director of AIEP in all possible cases. In the instances involving videos, identifying information could not be removed. All written student work was copied for readers. All images (photos) and videos were available via shared folders with the readers.

### Style of Artifacts

- *Textboxes*: Use of textboxes for student response caused some problems for Director of AIEP. The student work had to be copied into a blank word document to remove identifying information. Use of word document would remove this issue.
- *PowerPoints*: In printing off the student work, dark backgrounds in PowerPoint are more difficult to print and then read. If artifacts are to be digital, this will not pose a problem.
- *Google Docs*: Director of AIEP was not able to open a few shared google docs due to permission errors. Instructors will need to consider how to get student work submitted.
- *PDF*: Some student work was submitted to instructor as PDF, which is more difficult to remove the student information. Two instructors downloaded all student work in one PDF for submission which does not allow for randomization of student samples. A zipped file is requested.
- *Video*: Links to video submissions worked in some cases, not in others. Large size files can be problematic,

The results of the evaluation are in Table 2.

Based on these results, rubrics and common assignments were developed for the outcomes for the five disciplines. These assignments and rubrics can be found in the department shells. All assignments should be built with the rubrics in mind to ensure the academic rigor and quality are present. It is also recommended that the students are given the rubric so they know what is expected in the assignment and what student mastery means.

Each semester all instructors of general education courses **must** 1) assign the general education outcome and 2) assess the student work using the program/general education rubrics in the **course shell**; and then 3) submit artifacts (student work) as a folder in the appropriate assignment in the **department shell**. The use of department/program rubrics is crucial for consistency across all instructors and locations.

especially for submitting in department shells. If evaluations are all digital, videos will be fine (other than very large size). The use of video precludes removing student/course identifying information. Some were submitted to Director of AIEP downloaded to CD. This can be fine but ideally should be in Canvas.

- *Quizzes in Canvas*. One instructor downloaded student work from quizzes and submitted as artifacts. The submissions were 30 and 32 pages in length and were multiple-choice exam questions. This type of student work does is could not be evaluated by readers.

**Table 2. Evaluation Results of General Education Artifacts**

Outcome	Mastery level	Outcome	Mastery level
GEC1	2.99	GEM1	2.46
GEC2	3.15	GEM2	1.66
GEC3	2.80	GEM3	2.01
GEC4	2.88		
GEC5	2.85	GESc1	2.66
GEC6	2.81	GESc2	2.63
		GESc3	2.53
GEH1	2.20	GESc4	2.46
GEH2	2.15		
GEH3	3.43	GESS1	2.90
GEH4	2.35		

**“The important question is not how assessment is defined but whether assessment information is used..”**  
**Palomba and Banta**

**Higher Learning Commission Accreditation Information**

The HLC Steering Committee, comprised of 40+ faculty, staff, and administrators is working on collecting data and preparing the Assurance Argument. Our consultant will begin reading the document in late spring/early summer and mock visit training sessions will be scheduled for early in the Fall Semester. The Peer Reviewers will be on campus December 5-6, 2022.

Trainings!!  
What training sessions do you need?  
Assessment, Outcomes, Canvas,  
Aligning outcomes to Quizzes, etc.  
Contact Cindy.

Any and all questions-  
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