

A stylized globe graphic with a vertical meridian and horizontal latitude lines, rendered in a light blue color, positioned behind the main text.

HETS BEST PRACTICES SHOWCASE

**Celebrating Technology Innovation
for Hispanic Success in Higher Education**

Welcome

Assessment: Soup to Nuts
Hispanic Educational Technology Services
Best Practices Showcase
San Juan, Puerto Rico, January 17, 2014

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General Education

- The skills, performances, attitudes, and values students are expected to learn in college. GenEd includes statements of desired student outcomes, descriptions of materials, and the planned sequence that will be used to help pupils attain the outcomes.
- The total learning experience provided by a college. It includes the content of courses (the syllabus), the methods employed (strategies), and other aspects, like norms and values, which relate to the college's GenEd program.

General Education Statement

Graduates from BCC will have acquired and demonstrated the *knowledge* and *proficiencies* they need to successfully transfer to a four-year baccalaureate program and/or work in their chosen fields. They will be well-informed, globally aware, engaged world citizens making a meaningful contribution to society. They will be self-directed, committed to their physical and mental well-being, and to lifelong learning.

Percentage of Employers Who Want Colleges to “Place More Emphasis” on Essential Learning Outcomes



★ Knowledge of Human Cultures and the Physical and Natural World

• Science and technology	70%
• Global issues	67%*
• The role of the United States in the world	57%
• Cultural diversity in the United States and other countries	57%
• Civic knowledge, participation, and engagement	52%*

★ Intellectual and Practical Skills

• Written and oral communication	89%
• Critical thinking and analytic reasoning	81%
• Complex problem solving	75%
• Teamwork skills in diverse groups	71%*
• Creativity and innovation	70%
• Information literacy	68%
• Quantitative reasoning	63%

★ Personal and Social Responsibility

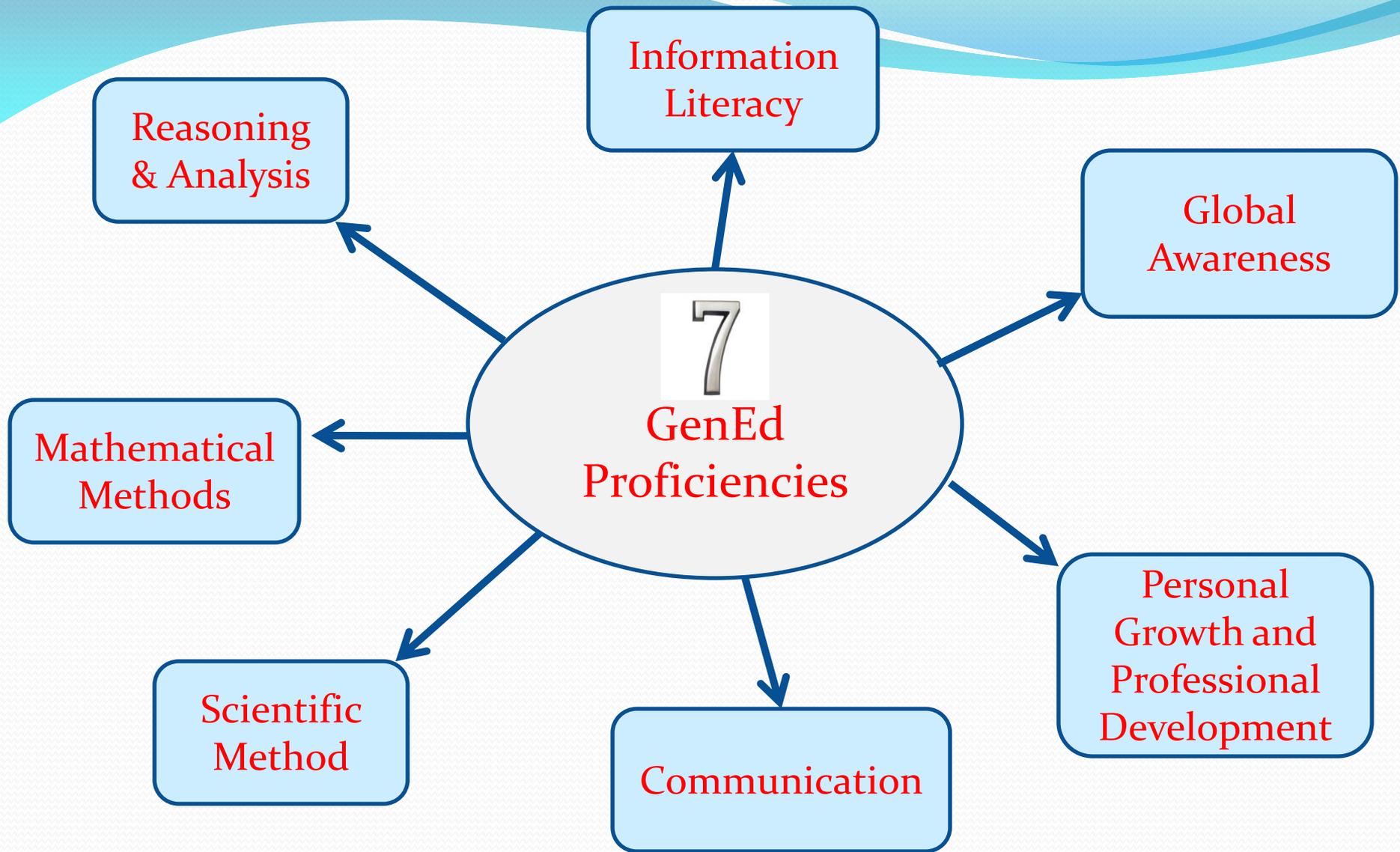
• Ethical decision making	75%
• Intercultural competence (teamwork in diverse groups)	71%*
• Intercultural knowledge (global issues)	67%*
• Civic knowledge, participation, and engagement	52%*

★ Integrative and Applied Learning

• Applied knowledge in real-world settings	79%
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Note: These findings are taken from *Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn*, a survey of employers conducted for AAC&U by Hart Research Associates and published in 2010. For a full report on this survey and related employer findings, see www.aacu.org/leap.

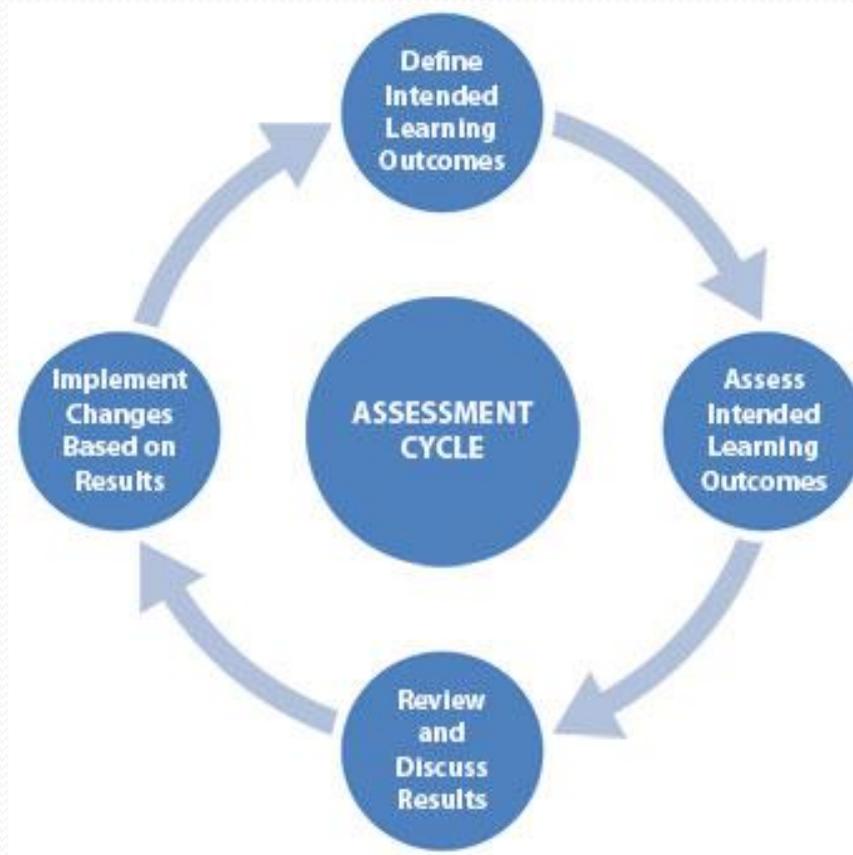
*Starred items are shown in two learning outcome categories because they apply to both.



Assessment's Focus

- GenEd based Student Learning Outcomes - the skill sets embedded in our courses.
- Student performance with regard to these skill sets.
- Evaluating proficiency of the skill sets.
- Devising approaches to improve proficiency – if needed.

The Assessment Loop

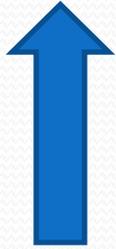




STUDENT LEARNING OUTCOME is a general term we can use at any level: course, program, or institution.

Institutional Level Outcomes (GenEd Proficiencies)

Have the students satisfied the seven GenEd proficiencies when they graduate from BCC?



Program Level Outcomes

- What should the students *know or be able to do* when they have completed your program?
- In which courses are these outcomes being assessed?
- Are the program outcomes clearly designed to move students towards higher understanding of the discipline and do the outcomes build on previous



Course Level Outcomes

- What should the students *know or be able to do* when they have finished your course?
- Those attributes are stated on the syllabus.
- Assessed by course instructors

The Measurability Factor

- For each SLO outcome, what student **behavior** tells you the outcome is actually achieved?
- What **evidence** do you need to determine that students are achieving this outcome?
- Stages of learning and **levels** of competency. (Bloom's)
- Outcome Illustrating **Verbs**:
identify, explain, write, present, produce, prove, interpret, perform, describe, restate, etc.

Bloom's Taxonomy of Learning Domains

Three types of learning processes:

1. Cognitive: Mental Skills (Knowledge) *
2. Affective: Feelings and Emotions (Attitude)
3. Psychomotor: Manual or Physical (Skills)



Student Learning Outcomes (SLOs) at the course Level

For a student who completes your course:

- What do you want the student to know and how can he/she demonstrate that knowledge?
- What do you want this student to be able to do and how can he/she demonstrate that ability?

Write down one answer to each question: you've just created a “course-level student learning outcome”

Course Assessment Made Simple

1. Establish Course Learning Outcomes (CLO's) for your course.
2. Develop assessment vehicles—essay, multiple-choice questions, dance, film, etc.—that evaluate how well students have learned the CLO's.
3. Based on experience, set a benchmark for students to achieve.
4. Analyze the results from student performance on the vehicles.
5. Use the evidence to improve student learning in the next iteration of the course by changing materials, tweaking a pedagogical method, altering the amount of time spent on a certain topic or unit, etc.

Examples of Measurable Learning Outcomes

- Student will summarize a *New York Times* feature article.
- Student will explain the function of DNA in human evolution.
- Student will demonstrate methods for calming an anxious patient.
- Student will detail the possible effects on global warming on shore-line populations.
- Student will analyze the precipitation data for two Midwestern States over a three-year period and correlate it to a successful soy bean harvest.
- Student will play the 1st movement of Beethoven's *Moonlight Sonata*.
- Student will add, subtract, multiply, and divide algebraic expressions.
- Student will obtain, analyze, and interpret data and present it in an effective written laboratory report. (CUNY Pathways Common Core Outcomes, *Life & Physical Sciences*).
- Student will analyze the historical development of a non-U.S. society. (CUNY Pathways Flexible Core, *World Cultures*).

Choosing an Assessment Vehicle

. . . concert review, news story, essay, multiple-choice exam, museum report, letter to editor, dance video, poster, biology or chemistry lab report, journal, art work, patient log, speech, musical performance, presentation, short film, group activity, a student-conducted survey, ePortfolio, illustration, capstone project . . .

. . . Any project or test is fine as long as it reflects the course learning outcomes . . .

Research Paper/Essay/ Report

- Determine if criteria to meet SLO's have been met.
- Relate criteria to Gen Ed proficiency
- Rubric may be used for scoring paper and assessing proficiency

Multiple-Choice Final Exam

- Designate which questions that will provide data that supports each learning outcome has been achieved.
- Relate question to Gen Ed proficiency
- Assessment via Scantron may be used

Collect Results via

- Scantron
- Common Project Rubric

Determine success in meeting the designated SLO criteria. (This is separate from a grade.)

Discuss results with faculty.

Develop an intervention if necessary.

Create a Forecast

8-Point Course Assessment Template

Department: American Studies Chair: Dr. Robert Johnson Preparer(s): Professors McKinley Morganfield & "Little" Walter Jacobs Semester: Fall Year: 2012

1. Course Assessed	2. Course Outcome Aligned to BCC's General Education Proficiencies	3. Assessment Vehicle: Essay, Speech, Performance, Multiple-choice Questions, etc.	4. Scoring Tool (Rubric, Scantron, or other)	5. Benchmark	6. Pool Size/ Sample Size	7. Results	8. Action Plan (Please fill in "One-page Assessment Report" and send to Assessment Office) RichardLaManna@bcc.cuny.edu
MUS 88	Identify eight influential blues songs by artist, title, year of release, and importance to genre. (Simple recall)	Part four of Final Exam.	Graded by hand	70%	48 of 48 Students	73%	Leave as is for now.
	Analyze the four types of blues music and summarize their outstanding characteristics. (Research & Analysis, Communication)	Short paragraphs; Part three of Final Exam.	Graded by hand	70%	48 of 48 Students	64%	Show via DVD or play more recorded performances in class and have students take more active role in critiquing.
	Compare and contrast 3 musical instruments considered essential to the development of blues music. (R & A, Communication, Personal Growth & Professional Development)	ePortfolio	Mixed Essay and ePortfolio Rubric	70%	44 of 48 Students	84%	Leave as is for now.
	Locate and discuss lyrics from three blues songs never discussed in class and show how themes support African-American experience in plantation and urban environments. (R&A, Information Literacy and Communication)	PowerPoint Presentation	Speech Rubric	70%	43 of 48 Students	60%	Bring in a Speech Fellow to perform a mock presentation using a mix of PowerPoint and speech.

Note: Boxes 1 – 5 should be completed at start of semester.

RL:10.17.2013

Report the Result

ONE-PAGE ASSESSMENT REPORT – SAMPLE Mock Course

MUS 88: AMERICAN BLUES MUSIC

Collection Semester: Fall 2012

Department and Chair: American Studies, Dr. Robert Johnson

Date of Report: January 13TH, 2013

Assessment Coordinator: Mr. McKinley Morganfield

Course Learning Outcomes. By semester's end, students will be able to

1. Identify influential blues songs by title and artist.
2. Analyze four types of Blues music: Delta, Chicago, British, early R&B
3. Compare and contrast musical instruments and their importance to the development of Blues.
4. Examine lyrics of Blues songs, identify three major themes, and discuss how they reveal the African-American experience in America.

Describe the student work used for assessment. (DEPARTMENT KEEPS ALL STUDENT WORK.)

Test Questions, Short Paragraphs, ePortfolio, PowerPoint Presentation

Sample Size: 63 Students (3 Sections)

Actual Pool Size: 48 Students

FINDINGS AND INTERPRETATION

Benchmark: Students will be able to score at least 70%, C, or better on all assessment vehicles :

Criterion 1: Reference eight Blues songs by title, artist, and their importance to the genre.

Criterion 2: Discuss the origins of the different styles of Blues music.

Criterion 3: Discuss the three musical instruments central to the Blues tradition.

Criterion 4: Discuss lyrics of several Blues songs rooted in plantation and slave experiences, and the urban environment.

Assessment Results: Average scores: 73% on Criterion 1; 64% on Criterion 2; 84% on Criterion 3; 60% on criterion 4.

Interpretation & Action Plan:

Students are having difficulties distinguishing the various types of Blues (Criterion 2) . Show more recorded performances and/or play more recordings in class.

Students are having difficulties interpreting how lyrics to early Blues songs reflect plantation and slave traditions, and later urban environments (Criterion 4). Spend more time helping students critique the literature of experience as revealed in popular song lyrics.

Going Forward with Continuous Outcomes Assessment

- Incorporate the results into the next iteration of the course.
- Cycle begins again.
- Establish revised CLO's.
- Assess.



The Beginning

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