

# CONCEPTS AND PROCEDURES FOR ACADEMIC ASSESSMENT AT NASSAU COMMUNITY COLLEGE

DECEMBER 2011





## Table of Contents

<b>Introduction</b> .....	3
<b>I. Assessment of Student Learning at Nassau Community College</b> .....	5
A. Purpose.....	5
B. Recent History of Academic Assessment Practices at Nassau College .....	6
<b>II. Campus Process: Roles and Responsibilities</b> .....	7
A. Instructors.....	7
B. Departmental Assessment Committees .....	7
C. Academic Senate Assessment Committee .....	8
D. Office for Academic Assessment and Program Review.....	8
E. Current and Future College-Wide Assessment Activities.....	9
<b>III. Instructor’s Guide to Course Level Student Learning Outcomes Assessment</b> .....	11
A. Overview.....	11
B. The Five Steps of Course Level Learning Outcomes Assessment.....	13
1. Learning Goals.....	13
2. Measurable Learning Outcomes .....	14
3. Measurement Methods and Instruments .....	16
4. Data Collection, Analysis and Evaluation .....	18
5. Results-Based Modifications .....	19
C. Responding to Assessment Results .....	22
1. Sharing the Results .....	22
2. Conducting Course Level Modification Reassessments.....	23
<b>IV. Glossary</b> .....	25
<b>V. Additional Information and Resources</b> .....	27
A. Office for Academic Assessment and Program Review Website.....	27
B. Academic Senate Assessment Committee Website .....	27
C. TaskStream® Assessment Management System .....	28

D. Highlights of the Academic Senate Assessment Committee’s Annual Assessment Symposia .....	29
E. Nassau Community College Strategic Plan.....	30
F. Middle States Standards and Other Information .....	30
<b>VI. Assessment Matrices .....</b>	<b>31</b>
1. On Line .....	31
2. In Hard Copy .....	33
a. Course Level Assessment Matrices .....	35
i. Course Level Assessment Matrix Templates.....	35
With Guidelines .....	35
Blank.....	37
ii. Model Course Level Assessment Matrices.....	39
Afr 112:	
Survey of the Art of Black Dancers and Choreographers .....	39
Bio 110:	
Principles of Biology II.....	43
Eco 100:	
Survey of Economics .....	45
b. Course Level Modifications Re-assessment Matrices .....	47
i. Course Level Modifications Re-assessment Matrix Templates ..	47
With Guidelines .....	47
Blank.....	49
ii. Model Course Level Modifications Re-assessment Matrix.....	51
Comm 112:	
Film History .....	51

## Introduction

The two main purposes of this document are to explain how student learning assessment is conducted at Nassau Community College overall, and to provide guidelines to classroom instructors to help them conduct course level assessments.

There have been many changes in the college's assessment activities in recent years, including the introduction of new automated tools for reporting and disseminating information. Most of this information, or ways to access it, is included here.

An effective assessment process is not static, but changes constantly in response to previous assessments, modernized teaching philosophies, methods and technologies; and to changes in curriculums. To reflect this dynamic, *Concepts and Procedures* should be considered a work in progress, to be revised periodically in parallel with the evolution of the college's assessment program.

Classroom instructors should appreciate that their course level assessments are the very foundation of academic assessment. Ideally, the results drive decision making not only at the course level, but throughout the college. It is important to emphasize that the goal of student learning assessment is to evaluate the level of student learning, and the best source of information for this is the instructor.

This document was prepared by members of the Publications Subcommittee of the Academic Senate Assessment Committee (ASAC) in response to our colleagues' requests for comprehensive and current information about assessment at the college. But each course is unique, and requires its own special approach to assessment. For specific assistance, instructors should consult with their course or program coordinator, and/or their department's representative to the ASAC. The Office for Academic Assessment and Program Review is also available to assist you.

We hope that you find the results of your assessment activities both informative and rewarding.

Betty Borowsky, Ph.D.  
Editor

Gregory Spengler, M.A.  
Chair  
Academic Senate Assessment Committee

Janice A. Grackin, Ph.D.  
Assistant Vice President  
Academic Assessment and Program Review

### **Academic Senate Assessment Committee Publications Subcommittee**

Betty Borowsky, Ph.D., Chair  
Anne Cubeta, M.S., R.D., C.D.N.  
Rona Casciola, M.A.

Ronald Okuaki Lieber, M.F.A.  
Paul Sheehan, Ph.D.  
Gregory Spengler, M.A.



# **I. ASSESSMENT OF STUDENT LEARNING AT NASSAU COMMUNITY COLLEGE**

## **A. Purpose**

Nassau Community College's commitment to academic excellence is exemplified by its emphasis on achieving the highest levels of quality teaching and student learning. The cornerstone of this effort is the college's rigorous student learning assessment program.

The objective of student learning assessment is to determine whether students are mastering the learning goals of the course to the extent we desire. In other words, are enough students learning what we want them to learn from the course? When employed properly, the results of these assessments have an immediate positive effect on classroom instruction, because they tell the instructor whether or not changes should be made. If changes are called for, they can be introduced, and their effectiveness determined at the next scheduled assessment. This process leads to continuous improvements, without which learning stagnates and academic excellence simply cannot be achieved.

In reality, instructors conduct informal assessments all the time, adjusting style, resources, strategies and so forth, to optimize student learning. The assessment process described here is designed to translate this natural, but informal process into something more systematic and more quantifiable.

A documented, systematic assessment process is more effective in improving student learning because it facilitates information exchange and helps track changes. It also allows data from many courses to be aggregated, which can help reveal program or departmental needs, which, in turn, feed into strategic planning and cost-effective budgetary allocations at the college. Thus, effective assessments ultimately enhance institutional effectiveness. In addition

to helping fulfill the college's mission, our student learning assessment activities contribute toward satisfying some Middle States and SUNY higher education requirements for accreditation.

### **B. Recent History of Academic Assessment Practices at Nassau Community College**

Nassau Community College has a long history of self-initiated course level assessments: assessment activities were begun in 1989. Then, between 2001 and 2010, NCC implemented general education assessment within the context of the mandated SUNY-General Education Assessment Review (GEAR) initiative, which focused on systematic assessment of general education curricula across the statewide system. With the 2010 decision by the SUNY Trustees to effectively withdraw this mandate, NCC is re-establishing and enhancing its pre-GEAR general education assessment processes. While continuing to adhere to the common general education goals established for SUNY system campuses, NCC has taken full ownership and responsibility to establish systematic and sustained assessment of general education learning outcomes at all levels, in fulfillment of the college mission and as part of maintaining the highest level of institutional effectiveness.

## **II. CAMPUS PROCESS: ROLES AND RESPONSIBILITIES**

### **A. Instructors**

In a nutshell, the purpose of course level assessment is to determine how well students are learning *what they are supposed to learn in the course*, and, if not, to modify classroom activities to improve learning outcomes. The process does not evaluate the instructor; it assesses student learning.

Although the learning goals for the course are set at the time the course is approved, the rest of the assessment process, from devising measurement tools through modifying instructional methods based on the results of assessments, is primarily determined by the course coordinator of multi-section courses, or individual instructors of single section courses.

At present, each course is assessed every three years. The schedule for conducting the courses in a department is determined by each department's Assessment Committee, which develops the Departmental Assessment Plan (see below).

### **B. Departmental Assessment Committee**

Each academic department has a Departmental Assessment Committee (DAC) comprised of a subgroup of its faculty. The DAC coordinates the assessment activities of that department by developing a Departmental Assessment Plan, by mentoring and assisting faculty to conduct classroom assessments, and by helping make sure assessment reports are produced in a timely fashion. Representatives of the DAC serve on the Academic Senate Assessment Committee (ASAC) to maintain a regular dialogue and facilitate the exchange of information between departmental faculty, the ASAC, and the administration. The DAC also assists the departmental chair to prepare the Annual Department Assessment Report, generally due in June.

### **C. Academic Senate Assessment Committee**

The Academic Senate Assessment Committee (ASAC) is comprised of at least one member of each department, if possible, as well as several academic affairs administrators, including the Assistant Vice President of Academic Assessment and Program Review. In conjunction with the academic affairs administration, the ASAC provides appropriate mentoring to departments throughout the college, and helps departments comply with the goals and requirements of the college's assessment plan. The ASAC maintains a regular dialogue with the Assistant Vice President of Academic Assessment and Program Review on matters pertaining to academic assessment at Nassau Community College

Faculty members of the Academic Senate Assessment Committee act as assessment leaders in their own departments, ensuring that information and communications regarding campus-wide assessment processes effectively inform the assessment planning and the assessment activities of each academic department.

### **D. Office for Academic Assessment and Program Review**

The NCC Office for Academic Assessment and Program Review (OAPR) was founded in 2007. Its charge is to facilitate academic assessment processes ongoing on the campus and to ensure continued development of improved assessment practices. The Assistant Vice President and staff of the OAPR function as resources for faculty and chairs in all academic assessment-related activities.

The mission of the office is to support foundational faculty-driven activities which are aligned with the institutional mission and which result in meaningful classroom assessment of student learning outcomes. Further, the OAPR mission encompasses support and guidance for

integrating the processes and outcomes of campus-wide academic assessment activities into the planning process, especially at departmental and programmatic levels. Additionally, OAPR is dedicated to leading the way toward building a campus-wide “culture of assessment” by supporting the development of meaningful assessment processes aligned with the institutional mission and the institutional planning process.

In service of the principles of meaningful assessment, the broad goals of OAPR are:

- To develop shared academic assessment process timelines and calendars and a system of timely reminders at each step in the process.
- To develop streamlined templates to simplify assessment-related processes and reduce faculty and academic administrator burden.
- To provide personalized consulting for faculty and academic administrators to assist in the development of assessment plans and the interpretation of results.
- To implement an electronic system capable of (1) managing a large amount of campuswide assessment data and (2) providing wide accessibility to those data for faculty and academic administrators.
- To build the OAPR website as a repository for information, calendars, templates, forms, etc., and as an online resource for shared assessment practice and results.

### **E. Current and Future College-Wide Assessment Activities**

In addition to the routine assessment activities currently underway, new campus-wide committees are being created by the Assistant Vice President of Academic Assessment and Program Review to explore effective approaches to various aspects of general education assessment. One of these committees is focused on developing an integrated approach to teaching, learning and assessment of a group of related infused competencies, including: critical thinking; information management and literacy; and basic written

and oral communication. The broad goal of the campus-wide committee is to develop a model that can be demonstrated to be an effective method of assessing these related student competencies at the institutional level.

Academic year 2010-2011 marked the final year of the most recent complete course level assessment cycle at NCC. During that six year cycle, all departments were required to assess the learning goals of every course offered at least once. Annual reports from each department detailing the progress of these efforts were submitted to the Office for Academic Assessment and Program Review (OAPR). In turn, OAPR reviewed the reports and provided feedback to the departments each fall, including additional instructions and recommendations regarding the department-based assessment process and practices. OAPR also organized this information and supplied aggregate assessment data and results to the administration as needed.

With the aid of their department assessment committee members and representatives on the ASAC, the departments constructed the current Departmental Assessment Plan which encompasses all of the department's courses and identifies the time line for assessing these courses for the next assessment cycle. The cycle was shortened to three years, and was begun in academic year 2011-2012.

Important changes in how assessment data will be reported are underway. The college has implemented an online assessment management system (TaskStream®; see p. 28), which will greatly facilitate this process, and will assist departments and administrators to access, collate, and aggregate assessment results. The initial implementation of the system targets program and department level assessment of student learning, a new process for many departments and programs. While classroom assessments will for the time being continue to be conducted as described in this document, program assessment planning and reporting processes will be facilitated by TaskStream®, and eventually course level processes will be greatly improved by inclusion in the system. Use of the TaskStream® system is being rolled out in planned stages as we progress through the current three year assessment cycle.

### III. INSTRUCTOR'S GUIDE TO COURSE LEVEL STUDENT LEARNING OUTCOMES ASSESSMENT

#### A. Overview

In student learning assessment, faculty attempt to determine whether and to what extent students are achieving the learning goals set by the course description. If results of the assessment are below expectations, the instructor describes what should be done to set matters back on course. Thus, the course goals are the cornerstone of the assessment process; the rest of the process flows from them.

In practice, the assessment consists of five steps the first time it is conducted:

1. Learning Goals: State the learning goals that are in the course description.
2. Measurable Learning Outcomes: Determine what observable behaviors, skills, competencies and measurable actions should be used to determine that the learning goal has been met.
3. Measurement Methods and Instruments: Develop tools to measure those behaviors or actions.
4. Data Collection, Analysis and Evaluation: conduct the assessment (employ the assessment tool to collect data) and analyze and interpret the data to determine whether the expected level of skills and competencies have been met.
5. Results Based Modifications: Propose instructional and/or assessment modifications as appropriate.

This information is then reported to the course coordinator, program coordinator or departmental chair, as appropriate. The reporting mechanism should be the most current one endorsed by the Academic Senate Assessment Committee (ASAC). Current templates for reporting assessment information are available in this document or can be downloaded from the

website of the NCC Office for Academic Assessment and Program Review (see Resources Section, p. 27). Traditionally, the template is a five column matrix that corresponds to the five steps of the course level assessment process. The underlined terms above correspond to the column headings of the matrix.

It is recommended that the course coordinator of multi-section courses distribute all the materials to the instructors who will be conducting the assessment. This should include a standard matrix with the course goals, learning outcomes measurement methods and instruments, and any other relevant information. This will facilitate everyone's work by providing a clear explanation of what each instructor is expected to do. It will reduce the amount of time instructors spend on reporting, while expediting the course coordinator's collating and reporting activities.

In general, once a complete assessment (involving all five steps) has been conducted for a course, unless there are substantial changes, only *reassessments* of the same course are necessary. Typically, reassessments consist of conducting only steps 4 and 5. However, steps 2 and 3 should be modified as well if the course coordinator and/or the instructor deem it appropriate. Reassessments are reported on the "Course level Assessment Matrix" template as well.

However, if, after conducting an assessment or reassessment, significant modifications in curriculum, teaching methods or assessment activities are introduced into the course, the "Course level Modifications Re-assessment Matrix" is employed to report the results. This facilitates the description of the changes, and emphasizes how the changes have affected student learning outcomes.

Note that the timing of all assessment activities within the department is specified in the department's Department Assessment Plan (DAP). The instructor must consult with the course

coordinator of multi-section courses and/or the department's Assessment Committee to learn how the instructor's assessment activities must mesh with the DAP.

## **B. The Five Steps of Course Level Learning Outcomes Assessment**

### Step 1. Learning Goals

The first step in performing a learning outcomes assessment is to state the learning goals for a particular course. The purpose of the goals is to answer the following question: "What main concepts, skills, and/or principles do the students need to learn from this particular lesson, unit, or course?" The set of learning goals consist of one general learning goal and also one to three course-specific learning goals. The level of emphasis that the course places on each learning goal should be indicated.

In most cases, the assessor does not formulate the goals; learning goals are spelled out in the course description that was approved by the College Wide Curriculum Committee. For multi-section courses, the instructor should obtain these from the course coordinator, ideally in the form of a common course level assessment matrix template that is distributed to all the instructors of the course. In single section courses, the instructor should consult the original course description, which is generally filed in the departmental office.

Courses approved recently have sample assessment matrices included as part of the course descriptions. These can greatly assist the instructor to conduct the assessment.

In the unlikely event that the instructor is teaching a course with only one section, and has neither the original course goals nor a model matrix to guide them, the instructor will formulate the goals themselves.

Some examples of learning goal statements for different disciplines are:

- ▶ To develop students' knowledge and understanding of the organizational structure of the hospital. (Allied Health Sciences)
- ▶ To improve students' listening skills. (Communications)
- ▶ To develop students' understanding of the meaning and measurement of inflation. (Economics-Finance)
- ▶ To help students learn the statistical methods used to represent and describe large data sets. (Mathematics, Computer Science, and Information Technology)
- ▶ To help students learn the 18 different weather elements located around a surface station model through a lab exercise in which these data are plotted for numerous U.S. cities and the state of the surface atmosphere is deduced. (Physical Sciences)
- ▶ To develop students' understanding of the patterns, courses and functions of group structure, group dynamics and formal organization in society. (Sociology)

## Step 2. Measurable Learning Outcomes

Specific learning outcomes relating to each learning goal are established by the course coordinator and/or the instructor. Specifically, the outcomes address the things students are expected to DO that will demonstrate that the Learning Goal has been achieved (i.e., that the expected learning occurred). Learning outcomes MUST be observable, measurable student behaviors that can be assessed using quantitative and/or qualitative methods. There should be one to five learning outcomes for each learning goal.

Standardized Language that can be used to construct the statement of an outcome behavior includes such phrases as:

- Students will show....
- Students will define....
- Students will demonstrate....
- Students will use....
- Students will solve....
- Students will identify....
- Students will plot or draw....
- Students will calculate or formulate....
- Students will apply....
- Students will discuss or describe or write....
- Students will distinguish....
- Students will explain....

Some examples of outcome behavior statements for different disciplines are:

- ▶ Students will demonstrate a knowledge of the organizational structure of hospitals of different types in terms of support and ownership. (Allied Health Sciences)
- ▶ Students will be able to evaluate their level of indulgence (from almost always to almost never) in the use of effective and ineffective listening skills.  
(Communications)
- ▶ Students will distinguish different levels of inflation (normal inflation, hyperinflation, disinflation, and deflation) by calculating a consumer price index

- using hypothetical data. (Economics-Finance)
- ▶ Students will be able to reduce a set of statistical data to a frequency distribution, calculate the mean, mode, and standard deviation of the distribution, and interpret these measures for samples and for populations. (Mathematics, Computer Science, and Information Technology)
  - ▶ Students will be able to decode various station models to determine the present weather at each of the given locations. (Physical Sciences)
  - ▶ Students will define and describe the major sociological concepts governing the empirical findings on group structure and group dynamics. (Sociology)

### Step 3. Measurement Methods and Instruments

The next step in conducting an assessment is to identify or develop the measurement tool that will be used to collect outcomes data. Once again, this is done either by the course coordinator or the instructor of single section courses, as appropriate. Perhaps the best way to begin this step is to answer the following question: “What strategies (activities/tools/instruments/devices/techniques) can be used to demonstrate *the extent to which each specific learning outcome has been achieved* (to gauge the extent to which the intended learning took place)?” Clearly, a tool that is employed to assess the learning outcomes in one discipline may be inappropriate for another; it is up to the instructor to devise tools that, when applied, actually measure the specific learning outcomes that indicate that the goals of that course have been met. Note that while the tool itself may be anything the instructor deems appropriate, the tool must yield data that can be grouped into four categories--“Exceeding”, “Meeting”, “Approaching”, or “Not Meeting--the expectations, so that data is presented in a uniform format, and can be aggregated, as needed.

Some examples of measurement tools are: pre-tests / post-tests; essays; performances or artwork; critiques or term papers; lab reports or homework assignments; or any other customized exercises or projects.

Language that may be used to construct descriptions of measurements include:

- when presented with...students will be expected to ....
- when shown a...students will be able to ....
- when asked to perform...students will achieve.....
- when asked to summarize...students are expected to use....
- students will be able to...when given a....
- students will be able to...when asked to....
- students will be asked to explain orally three concepts  
incorporating the vocabulary of...

*Reminder: The expected performance criteria should be determined before the next step (evaluation) in the assessment process takes place.*

Some examples of measurements for different disciplines are the following:

- ▶ Selected items on a written examination consisting of multiple choice, fill-in definitions, and matching columns will assess students' knowledge of the terminology associated with the organizational structures of hospitals of different support and ownership types. A passing performance level of 70% correct responses is expected of individual students. (Allied Health Sciences)
- ▶ Students will be given a pretest and posttest of listening skills to determine their use of effective listening skills. The performance proficiency on the posttest is set at 71%, resulting from an expected group gain of 42%. (Communications)
- ▶ When presented with hypothetical data on consumer spending (prices paid and

amounts purchased), students will compute a series of simple price index numbers and from them calculate inflation rates. 75% is the expected success rate for these tasks. (Economics-Finance)

- ▶ Students will construct both manually and with a graphing calculator a scatter plot and histogram of sample data they are assigned to collect. Students will also calculate descriptive statistics for sample data presented to them on a written test using both automated statistical functions of the calculator as well as through documented computational steps (performance criterion: 75%). (Mathematics, Computer Science, and Information Technology)
- ▶ When presented with a quiz containing data from a recent local weather observation, students will plot the data around a station model circle. 85% of the students are expected to complete this quiz task with a grade of 70 or better. (Physical Sciences)
- ▶ Students will summarize concrete examples of major empirical concepts of group structure and group dynamics identified on a written test and will respond, in essay form, to analytical questions involving the application of these principles. Expected performance level is 75%. (Sociology)

#### Step 4. Data Collection, Analysis and Evaluation

In this step, the instructor employs the assessment tool to gather data. If it is a multi-section course, the data is forwarded to the course coordinator for analysis and evaluation: if it is a single section course the instructor conducts the analysis and evaluation.

In both multi-section and single-section courses, the classroom instructor administers the measurement tools and gathers the data. The raw score results should be recorded anonymously

and aggregate student performance should be indicated relative to prescribed expectations. As stated above, the data must be assigned to one of four categories: “Exceeding”, “Meeting”, “Approaching”, or “Not Meeting” the prescribed expectations. For multi-section courses, the course coordinator gathers the data from all instructors for that course and summarizes the aggregate data. The course coordinator or instructor in the case of single-section courses, reports the data using the currently recommended template (see pp. 31-37) and includes the following information about the sample:

- Number and percentage of students
- Number and percentage of sections
- Number and percentage of full-time and adjunct faculty
- Number and percentage of students who are respectively *exceeding*, *meeting*, *approaching*, or *not meeting* expectations for academic performance based on the specified learning goals and learning outcomes.

#### Step 5. Results Based Modifications

The final phase of the initial assessment is to identify modifications. Modifications are identified through analysis of assessment data and evaluation of the results. If the data shows that a high proportion of students are achieving the learning goal with current methods, then no modifications need be indicated; instead, the success of current methods should be emphasized. But if the data show that too few students are achieving the goal, there are many possible explanations, but two are most likely. First, the assessment methods may not be measuring student outcomes accurately, and second, the students may really not be achieving the learning goals at the desired level. In any case, this is where the true art of assessment begins for the

instructor, as s/he analyzes the results of outcomes assessment to understand what is happening and why, with the goal of improving and better documenting student learning.

The modifications column should contain proposed changes either to the assessment process and/or to instructional methods that, based on the evidence and the evaluative process, the instructor believes may improve the assessment process and/or learning outcomes.

It is expected that modified instructional methods will be implemented as soon as it is feasible, and that modified assessment methods will be implemented the next time the course is scheduled to be assessed as per the Departmental Assessment Plan.

In this way, the assessment process is constantly fine-tuned, and the level of student learning outcomes is constantly improved. In turn, these activities contribute to the enhancement of the institutional effectiveness of the entire college.

Language that might be used to construct statements about evidence-based modifications includes such phrases as:

- It is recommended that instructional practices in this area of learning be modified by....
- In the future, to assess students' performance in this area of learning it is recommended that the measurement strategy/instrument be modified by....
- Consistent with student feedback, the support derived from... should be modified to....
- In light of these evaluations, the following general/specific recommendations concerning course content are made: ...

Some examples of statements of proposed modifications used in different disciplines are the following:

- ▶ Develop group learning techniques, such as role playing a hospital institution's organizational structure. (Allied Health Sciences)
- ▶ Faculty decided that the listening pretest-posttest should be administered in the first and last sessions of the course to provide a more realistic time for students to "habitualize" the skills taught in the listening unit. It was also agreed that faculty will define common criteria, terms, and behaviors of effective listening to emphasize in the course content. (Communications)
- ▶ In light of the results, it is recommended that the course content be modified to include instruction and student experiences that deliberately focus on the sharpening of students' quantitative skills. (Economics-Finance)
- ▶ It is recommended that formal instruction on the use of the statistical functions of the calculator be a uniform practice in all sections of the course. Faculty should also consider a brief unit on sources of statistical data, incorporating the Internet as a major data-finding tool that is applied to correlate course material to real life applications (Mathematics, Computer Science, and Information Technology)
- ▶ While the intended learning about surface station models appears to be well achieved by the strategy of the laboratory exercise on the subject, the exercise is in need of modification to use more current data now available on the Internet. The exercise should also be expanded to deliberately include the element of pressure change, which is not addressed in the current version. About 45% of the student responses were incorrect in the plotting of this element. (Physical Sciences)

- ▶ In light of the assessment results, class time should be allocated to the discussion of specific examples that illustrate each of the major empirical concepts of group structure and group dynamics. (Sociology)

## **C. Responding to Assessment Results**

### **1. Sharing the Results**

At present, assessment results should be communicated by completing the current “Course Level Assessment Matrix” (see pp. 33-45 for templates and models), and submitting them either to the course coordinator, program coordinator or the departmental chair, as appropriate. Proposed modifications to courses or programs or department should be clearly stated, as these will be the bases of changes in future instruction or assessment methods, and must be discussed with all who are concerned with the course.

In multi-section courses all faculty teaching the course should receive a copy of the collated data for the course, and all should discuss how the results may help improve student learning.

Results (both positive and negative) should be communicated to students as well, along with a discussion of any planned adjustments in teaching methods or the learning environment. Feedback from students should be included in these plans where appropriate and feasible.

Note that the implementation of TaskStream® will alter the reporting process for course level assessment going forward. Be sure to check with your Departmental Assessment Committee before conducting your assessment, to determine if any procedures have been changed since the last assessment cycle.

## 2. Conducting Course Level Modification Reassessments.

After the first assessment of a course is complete, any modifications proposed from the results of the assessment should be implemented. At the next scheduled assessment, the “Course Level Modifications Re-assessment Matrix” should be used for reporting (see pp. 47-51 for templates and models). This will facilitate comparing the level of student learning before and after instructional modifications were introduced.

The first column of the reassessment matrix is used to describe the actual implementation of the proposed modifications. The second column describes the measurement tools used for reassessing the goals. These measurements may or may not have been altered from the ones used for the original assessment. The third column is used to record the results of the measurements, including sample sizes and aggregate student performance using the categories “Exceeding,” “Meeting,” “Approaching,” or “Not Meeting” expectations. The fourth column of the reassessment matrix, “Improvements,” identifies how the modifications may have improved the learning outcomes and also any permanent improvements to the curriculum, course content or pedagogy. The final column, “Ongoing Assessment,” describes plans for continuous assessment, modification, and improvement of instructional practices to improve student learning outcomes.



## IV. GLOSSARY

**Annual Departmental Assessment Report (ADAR).** A report prepared by each department which details course level assessment activities and results, as well as any changes, progress, and/or modifications relevant to the department's course level assessment activities for that year. This is submitted to the Office for Academic Assessment and Program Review annually.

**Assessment Matrix.** This is the reporting form on which the main elements of the course-and program level assessment process are recorded. The "Course Level Assessment Matrix" template should be employed to facilitate reporting both to the administration and within the department from year to year. Note that while the matrix skeleton is uniform, the learning outcomes, measurement instruments and all the other contents are developed by the course coordinator or other faculty, as appropriate.

**Course Level Assessment.** The cornerstone of the assessment process. It is the formal procedure used to measure the extent to which students have achieved the learning goals designated for a specific course is determined.

**Departmental Assessment Plan (DAP).** This guides course and program level assessment activities within the department. Currently DAPs are posted on TaskStream®. Each department develops a DAP unique to its discipline.

**Evaluation.** Analysis of the data obtained from the measurement instrument using the performance criteria for a specific learning goal.

**GEAR.** (General Education Assessment Review). A former SUNY mandate requiring all campuses in the system to assess student outcomes associated with the teaching/learning goals formulated for each of ten areas of education. The GEAR mandate was withdrawn in 2010.

**Learning Goals.** The main concepts, skills and/or principles, generally listed in the course description, that the faculty expects students to learn from the course.

**Learning Outcomes.** The behaviors or actions that students are expected to show to demonstrate that the learning goal was achieved (that the expected learning occurred). This must be observable and measurable.

**Measurement Instrument.** The specific strategies (activities/tools/instruments/devices/techniques) that are used to quantify learning outcome behaviors to determine whether (and to what extent) the learning goal was achieved.

**Modifications.** This term can refer either to changes in any aspect of the course that may enhance the students' achievement of specific learning goals OR to changes in the assessment tool to improve the measurement of a specific learning outcome.

**Performance Criteria.** Levels of proficiency that show the student has exceeded, met, approached, or not met the learning goal. These measure the extent to which the learning goal has been achieved.

**SUNY Program Review.** SUNY requires each campus to conduct this process for every approved degree and certificate program. The college's policy is to conduct a review of each specific program every 5-7 years.

## V. ADDITIONAL INFORMATION AND RESOURCES

### A. Office for Academic Assessment and Program Review Website

The Office for Academic Assessment and Program Review (OAPR) website contains a wealth of up to date information about assessment as well as the most current reporting templates (see Assessment Matrices below). The OAPR home page can be accessed directly at:

[www.ncc.edu/assessment](http://www.ncc.edu/assessment)

### B. Academic Senate Assessment Committee Website

Information about the Academic Senate Assessment Committee (ASAC) is available through Lionnet. This site is accessible only to Nassau Community College faculty and administrators, and contains essential information about the academic senate and administrative matters.

To access Lionnet:

- Go to NCC.edu
- Click on “Lionnet”

Or access it directly at: <http://lionnet.ncc.edu/>

To access the ASAC site specifically:

- Log in
- Click on “Faculty Resources”
- Click on Academic Senate
- Log in again
- Click on “Committee Homepages”
- Click on “Assessment”

### **C. Task Stream® Assessment Management System**

In Fall 2010, the college contracted with [TaskStream®](#) to transition to an online management system for assessment and accreditation. The customized interface was built and populated during the 2010-2011 academic year, in preparation for a full implementation of program level assessment of student learning in Fall 2011. Student Services areas are included in this initial implementation, and have custom workspaces for assessing their support of student learning and development outcomes. Academic departments are working with the Office for Academic Assessment and Program Review to transition to online management of the course level assessment process over the next 2-3 years.

At present, TaskStream is fully operational for program/department level assessment activities. All program workspaces contain an initial assessment plan, and all Chairs and department-designated TaskStream® coordinators have edit access to their department workspace(s). All full time classroom faculty who have been approved can now view but not edit the workspaces for their department-affiliated programs. This will facilitate collaboration on assessment among the faculty of each department, another goal of the system implementation. It is expected that all assessment reporting will eventually be done through TaskStream®, significantly reducing repetitive and redundant paperwork, and facilitating aggregating data and producing reports for the college.

A quick start manual may be accessed by going to the OAPR home page  
(as in A. above)

- Click on “Academic Assessment at NCC”
- Click on “Resources”

Or by using the direct link:

<http://www.ncc.edu/aboutncc/ourpeople/administration/assessment/academicassessment/resources.shtml>

- Click on “TaskStream AMS QuickStart Guide for NCC”

The TaskStream® software may be accessed by going to [www.taskstream.com](http://www.taskstream.com), and logging in.

Individuals with user account or other technical problems should contact [help@taskstream.com](mailto:help@taskstream.com), or OAPR for resolution.

## **D. Highlights of the Academic Senate Assessment Committee’s Annual Assessment**

### **Symposia**

As the ultimate purpose of assessment is to advance faculty's understanding of how students learn and how best to help them to learn, the process of assessment should provide a forum for communicating - as research - the results of the college's assessment activities to all faculty. Such a forum should seek to draw conclusions and generalizations about teaching students in particular classrooms and to develop theories and strategies about teaching and learning that are of general value. To further this goal, the faculty of each department is expected to disseminate the results of its assessment experiments for the benefit of peers and the advancement of the teaching profession. For this purpose, the ASAC has sponsored and coordinated an annual Assessment Symposium every year since 1999 to disseminate the work of the college's faculty and develop an institutional commitment to pedagogical research. The Symposium is generally held on the first Friday in May of each year.

- Go to the OAPR home page (as in A. above)
- Click on “Spotlight on NCC Assessment Practices”

Or follow the link:

<http://www.ncc.edu/aboutncc/ourpeople/administration/assessment/spotlight.shtml>

- Click on each year's "NCC Assessment Symposium Proceedings"

### **E. Nassau Community College Strategic Plan**

This is available on line as follows:

- Go to the Academic Senate home page in Lionnet, (as in C. above)
- Click on "Documents"
- Click on "+" sign near "Historical Files"
- Click on "+" sign next to "Resolutions"
- Click on "2009-2010 Resolutions"
- Click on "Strategic Plan Passed 2-25-2010.doc"

### **F. Middle States Standards and Other Information**

Information about Middle States assessment requirements and much more information may be found on line:

- Go to the Office for Academic Assessment and Program Review (as in A. above)
- Click on "Middle States Resources"

## VI. ASSESSMENT MATRICES

1. Assessment matrices may be accessed on line as follows:

- Go to the Office for Academic Assessment and Program Review (as in A. above)
- Click on “Academic Assessment at NCC”
- Click on “Resources”

For blank pre-formatted matrix templates (both course level and modifications reassessment forms) without guidelines:

- Click on “Blank Course Level Assessment Matrices”

For a pre-formatted Course Level Assessment Matrix template with guidelines:

- Click on “Outcomes Assessment Matrix”

For a pre-formatted Course Level Modifications Re-assessment Matrix template with guidelines:

- Click on “Modifications Re-Assessment Matrix”

2. Hard copies of matrix templates and model assessments are on the following pages.



## **ASSESSMENT MATRICES IN HARD COPY**



# COURSE LEVEL ASSESSMENT MATRIX

<u>Department</u>	<u>Course No. and Title</u>		<u>Date</u>																															
<p><b><u>LEARNING GOALS</u></b> In general terms, what faculty expects students to learn in a particular course. (NOTE: Learning Goals MAY be measurable, but they aren't required to be.)</p>	<p><b><u>LEARNING OUTCOMES</u></b> Specifically, what students will be able to DO that will demonstrate that the related Learning Goal has been achieved. (NOTE: Learning Outcomes MUST be observable AND measurable student behaviors.)</p>	<p><b><u>MEASUREMENT</u></b> Measurement design (including measures, performance criteria, rubrics, ratings, etc.) that will be used to demonstrate and differentiate student performance for each learning outcome.</p>	<p><b><u>EVALUATION</u></b> Analysis of assessment data and interpretation of results regarding how well students are performing relative to specified Learning Outcomes.</p>	<p><b><u>MODIFICATIONS</u></b> Changes in curriculum, course content, or pedagogy that are clearly related to the results of outcomes assessment and that have potential to improve learning outcomes.</p>																														
<p><b>*FOR EACH COURSE:</b></p> <p>(1) <u>Specify 1-3 Learning Goals for the course.</u></p> <p><i>Example: After successfully completing this course, students will (be prepared to... have an understanding of..., have learned how to..., be competent in..., know..., etc.)</i></p> <p>(2) <u>Indicate the level of emphasis (as evidenced by course content) the course places on each Learning Goal.</u></p> <p style="margin-left: 20px;"> <input type="checkbox"/> Minor emphasis  <input type="checkbox"/> Moderate emphasis  <input type="checkbox"/> Major emphasis         </p> <p><i>Guidelines: Minor emphasis would indicate a small amount of course content and class time is related to the goal; major emphasis would indicate the goal is related to a majority of course content and is the direct or indirect focus of a majority of class time.</i></p>	<p><b>*FOR EACH LEARNING GOAL:</b></p> <p>(1) <u>Specify 1-5 Learning Outcomes for the Learning Goal.</u></p> <p><i>Example: After successfully completing this course, students will be able to... (describe, list, explain, demonstrate, make, discuss, recognize, apply, etc.)</i></p> <p>(2) <u>Specify course content which students will master to enable them to meet or exceed performance expectations for each Learning Outcome.</u></p> <p>(3) <u>Specify how the content more broadly supports course Learning Goals.</u></p>	<p><b>*FOR EACH LEARNING OUTCOME:</b></p> <p>(1) <u>Identify/Describe Measure(s).</u></p> <p style="margin-left: 20px;"> <input type="checkbox"/> Paper / Report  <input type="checkbox"/> Exam: Short Answer  <input type="checkbox"/> Exam: Essay  <input type="checkbox"/> Exam: Multiple Choice  <input type="checkbox"/> Presentation  <input type="checkbox"/> Assignment  <input type="checkbox"/> Field / Lab Project  <input type="checkbox"/> Other (specify)         </p> <p>(2) <u>Specify Measurement Design and Process.</u></p> <p style="margin-left: 20px;"> <i>A. How will the chosen measures assess student performance for the specified Learning Outcome, i.e., what specific task(s) must be completed, questions answered, etc.? (Relate to course content.)</i>   <i>B. Describe in detail the performance criteria, ratings structure, rubrics, etc. that will be used to differentiate student performance (i.e., Exceeding, Meeting, Approaching, Not Meeting...expectations).</i> </p>	<p><b>*FOR EACH LEARNING OUTCOME:</b></p> <p>(1) <u>Specify Measurement Samples:</u></p> <table style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">N</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Sections</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Faculty</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table> <p>(2) <u>Report Results (Distribution of Raw Scores).</u></p> <p>(3) <u>Report Aggregate Student Performance Relative to Prescribed Expectations:</u></p> <table style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">N</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Not Meeting</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Approaching</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Meeting</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Exceeding</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table> <p>(4) <u>Interpret Results Relative to Specified Criteria.</u></p> <p style="margin-left: 20px;"><i>What meaning do the results of the assessment have for course Learning Goals, Learning Outcomes, course content, and pedagogy?</i></p>		N	%	Students	_____	_____	Sections	_____	_____	Faculty	_____	_____		N	%	Not Meeting	_____	_____	Approaching	_____	_____	Meeting	_____	_____	Exceeding	_____	_____	Total	_____	_____	<p><b>*FOR EACH ASSESSMENT FINDING:</b></p> <p>(1) <u>Consider these questions:</u></p> <p style="margin-left: 20px;">             ♦ <i>Where do students appear to be strong? Where do they appear to be challenged?</i>               ♦ <i>Is the performance distribution for each Learning Outcome about what would be expected for the course level (i.e., introductory, intermediate, advanced)?</i> </p> <p>(2) <u>Propose Modifications.</u></p> <p style="margin-left: 20px;"> <i>A. Determine what type(s) of modifications (i.e., curricular, content, pedagogy, et.) might improve outcomes.</i>   <i>B. Describe changes to be implemented in instructional practices and the <u>mechanism</u> by which each change is expected to improve student learning outcomes.</i>   <i>C. Specify goals for improvement in student learning outcomes due to proposed modifications.</i>   <i>D. Specify plans and timelines for implementation of modifications</i> </p>
	N	%																																
Students	_____	_____																																
Sections	_____	_____																																
Faculty	_____	_____																																
	N	%																																
Not Meeting	_____	_____																																
Approaching	_____	_____																																
Meeting	_____	_____																																
Exceeding	_____	_____																																
Total	_____	_____																																



# COURSE LEVEL ASSESSMENT MATRIX

Department \_\_\_\_\_ Course No. and Title \_\_\_\_\_ Date \_\_\_\_\_

<b><i>LEARNING GOALS</i></b> In general terms, what faculty expects students to learn in a particular course. (NOTE: Learning Goals MAY be measurable, but they aren't required to be.)	<b><i>LEARNING OUTCOMES</i></b> Specifically, what students will be able to DO that will demonstrate that the related Learning Goal has been achieved. (NOTE: Learning Outcomes MUST be observable AND measurable student behaviors.)	<b><i>MEASUREMENT</i></b> Measurement design (including measures, performance criteria, rubrics, ratings, etc.) that will be used to demonstrate and differentiate student performance for each learning outcome.	<b><i>EVALUATION</i></b> Analysis of assessment data and interpretation of results regarding how well students are performing relative to specified Learning Outcomes.	<b><i>MODIFICATIONS</i></b> Changes in curriculum, course content, or pedagogy that are clearly related to the results of outcomes assessment and that have potential to improve learning outcomes.



# COURSE LEVEL ASSESSMENT MATRIX

**Department Africana Studies Course No. and Title Afr 112: Survey of the Art of Black Dancers and Choreographers Date Spring 2011**

<i><b>LEARNING GOALS</b></i>	<i><b>LEARNING OUTCOMES</b></i>	<i><b>MEASUREMENT</b></i>	<i><b>EVALUATION</b></i>	<i><b>MODIFICATIONS</b></i>																																																
In general terms, what faculty expects students to learn in a particular course. (NOTE: Learning Goals MAY be measurable, but they aren't required to be.)	Specifically, what students will be able to DO that will demonstrate that the related Learning Goal has been achieved. (NOTE: Learning Outcomes MUST be observable AND measurable student behaviors.)	Measurement design (including measures, performance criteria, rubrics, ratings, etc.) that will be used to demonstrate and differentiate student performance for each learning outcome.	Analysis of assessment data and interpretation of results regarding how well students are performing relative to specified Learning Outcomes.	Changes in curriculum, course content, or pedagogy that are clearly related to the results of outcomes assessment and that have potential to improve learning outcomes.																																																
<p><b>*FOR EACH COURSE:</b></p> <p>(1) <u>  x  </u> Moderate emphasis Students, upon completion of this course, will be capable of answering the question of what constitutes "black dance," as well as identify those characteristics which distinguish it from mainstream (Euro-)American dance as well as contribute to it.</p> <p>(2) <u>  x  </u> Major emphasis After successfully completing the course, students will be able to trace the history of black social dance in America, identifying key moments of collective imagination through stylized bodily movement.</p> <p>(3) <u>  x  </u> Minor emphasis Having been led through workshops in black dance forms, students may be able to physically demonstrate or at least discuss technical characteristics of at least one African and one African American dance style.</p>	<p><b>*FOR EACH LEARNING GOAL:</b></p> <p>(1) After completing in the course AFR 112, students will be able to identify at least three fundamental characteristics of traditional black dance, identifying its African roots as equally social and technical phenomena through the bodies and minds of diverse peoples who alternately adapted old forms and created new ones in the Americas.</p> <p>(2) There are specific dance moves and movements that history remembers. Those of African/African American sponsorship are no exception. Upon the conclusion of the course, it is crucial that students recognize the social significance of dancing. They are guided in understanding, for example, how Historically Black Colleges and Universities utilize fraternity and sorority step dancing, marching band half-time shows, and royalty homecoming pageants to mobilize, unify, and energize a campus community of individuals of African ancestry. Further, AFR 112 students should be able to name at least three vernacular dance forms as well as the contexts within which they were created and practiced. This concrete history is maintained only insofar as it is actively remembered by its descendants,</p>	<p><b>*FOR EACH LEARNING OUTCOME:</b></p> <p>(1) <u>Identify/Describe Measure(s).</u></p> <p style="margin-left: 40px;"> <u>  2  </u> Exams  <u>  1  </u> Presentation  <u>  6  </u> Quizzes  <u>  2  </u> Dance Workshops  <u>  1  </u> Reading Assignment Summary         </p> <p>Throughout the term, students were asked to demonstrate a basic apprehension of the information forwarded in the primary textbook through informal summaries of the reading assignment for all students, and short Multiple Choice-True/False quizzes. In order to gauge their deeper understanding of the information and ideas, students were given a traditional Midterm Exam and a Final Exam, which included interpretative questions to be answered in expository essay form. The class included a West African dance workshop and a Hip Hop dance workshop, both assessed on the bases of effort and sincerity (rather than anything approaching background training or skill level), and a solo presentation interpreting a written text through the body. Most significantly to my assessment of</p>	<p><b>*FOR EACH LEARNING OUTCOME:</b></p> <p>(1) <u>Specify Measurement Samples:</u></p> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">N</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td style="text-align: center;"><u>  26  </u></td> <td style="text-align: center;"><u> 100% </u></td> </tr> <tr> <td>Sections</td> <td style="text-align: center;"><u>  1  </u></td> <td style="text-align: center;"><u> 100% </u></td> </tr> <tr> <td>Faculty</td> <td style="text-align: center;"><u>  1  </u></td> <td style="text-align: center;"><u> 100% </u></td> </tr> </tbody> </table> <p><i>Corresponding to Learning Outcomes in column two of the matrix, assessment data was gathered, calculated, and interpreted as follows:</i></p> <p>OUTCOME 1 (Exams)</p> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">N</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Not Meeting</td> <td style="text-align: center;"><u>  2  </u></td> <td style="text-align: center;"><u>  8% </u></td> </tr> <tr> <td>Approaching</td> <td style="text-align: center;"><u>  6  </u></td> <td style="text-align: center;"><u> 23% </u></td> </tr> <tr> <td>Meeting</td> <td style="text-align: center;"><u> 10  </u></td> <td style="text-align: center;"><u> 38% </u></td> </tr> <tr> <td>Exceeding</td> <td style="text-align: center;"><u>  8  </u></td> <td style="text-align: center;"><u> 31% </u></td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: center;"><u>  26  </u></td> <td style="text-align: center;"><u> 100% </u></td> </tr> </tbody> </table> <p>OUTCOME 2 (Presentation)</p> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">N</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Not Meeting</td> <td style="text-align: center;"><u>  3  </u></td> <td style="text-align: center;"><u> 12% </u></td> </tr> <tr> <td>Approaching</td> <td style="text-align: center;"><u>  1  </u></td> <td style="text-align: center;"><u>  4% </u></td> </tr> <tr> <td>Meeting</td> <td style="text-align: center;"><u>  5  </u></td> <td style="text-align: center;"><u> 19% </u></td> </tr> <tr> <td>Exceeding</td> <td style="text-align: center;"><u> 17  </u></td> <td style="text-align: center;"><u> 65% </u></td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: center;"><u>  26  </u></td> <td style="text-align: center;"><u> 100% </u></td> </tr> </tbody> </table>		N	%	Students	<u>  26  </u>	<u> 100% </u>	Sections	<u>  1  </u>	<u> 100% </u>	Faculty	<u>  1  </u>	<u> 100% </u>		N	%	Not Meeting	<u>  2  </u>	<u>  8% </u>	Approaching	<u>  6  </u>	<u> 23% </u>	Meeting	<u> 10  </u>	<u> 38% </u>	Exceeding	<u>  8  </u>	<u> 31% </u>	Total	<u>  26  </u>	<u> 100% </u>		N	%	Not Meeting	<u>  3  </u>	<u> 12% </u>	Approaching	<u>  1  </u>	<u>  4% </u>	Meeting	<u>  5  </u>	<u> 19% </u>	Exceeding	<u> 17  </u>	<u> 65% </u>	Total	<u>  26  </u>	<u> 100% </u>	<p><b>*FOR EACH ASSESSMENT FINDING:</b></p> <p>(1) Curricular: Students performed at their highest level in the area of dance presentations and workshops. Because, however, this was not published as a component of the course in the catalog description, there were enough students who objected to these assignments to lead me to abandon, or at least suspended these components, in future renderings of the course.</p> <p>(2) Content: The textbook I adopted since the last self-study is far superior to the one previously used. It is written in simple terms and provides a broader range of dance artists, traditions, and techniques. It is also oriented around social, rather than theatrical, dance. This has proven over the last two semesters to be more comfortable ground for beginning dance studies students.</p> <p>(3) Curricular: I am looking forward to taking advantage of internet access within the classroom to show representations/interpretations of that which the textbook author and I describe to them. This technological advance should enhance student apprehension, interest, and overall learning. The internet will be infinitely</p>
	N	%																																																		
Students	<u>  26  </u>	<u> 100% </u>																																																		
Sections	<u>  1  </u>	<u> 100% </u>																																																		
Faculty	<u>  1  </u>	<u> 100% </u>																																																		
	N	%																																																		
Not Meeting	<u>  2  </u>	<u>  8% </u>																																																		
Approaching	<u>  6  </u>	<u> 23% </u>																																																		
Meeting	<u> 10  </u>	<u> 38% </u>																																																		
Exceeding	<u>  8  </u>	<u> 31% </u>																																																		
Total	<u>  26  </u>	<u> 100% </u>																																																		
	N	%																																																		
Not Meeting	<u>  3  </u>	<u> 12% </u>																																																		
Approaching	<u>  1  </u>	<u>  4% </u>																																																		
Meeting	<u>  5  </u>	<u> 19% </u>																																																		
Exceeding	<u> 17  </u>	<u> 65% </u>																																																		
Total	<u>  26  </u>	<u> 100% </u>																																																		

audiences, practitioners, and of course dance history students.

(3) Students will be comfortable embodying signature traditions and techniques of African and African American dance forms. This is an outcome that since the concluding term I have elected to abandon. (See Modifications column for further discussion of this Learning Outcome.)

their learning was indeed their reading assignment summaries and ongoing classroom discussion contributions.

(2) Specify Measurement Design and Process.

A. The foregoing measurement tools were designed to assess students as multidimensional learners. It is for this reason that there was such a broad range of them. The quizzes, although consistently announced beforehand, was the area in which students suffered most. These 10-question tests were intended to “check in” with students on their homework habits, but resulted in simply being punitive for most. However, those few who regularly read excelled on the quizzes because they comprised simple, simply posed questions straight from the text—and lecture! The two exams, alternately, allowed them to explore in deeper detail that which they read. The technique workshops were intended to complement the classroom work, but whether by my own inability or something integral to their incorporation into the curricula, simply did not work. The presentation, reading assignment summary, and ongoing discussions were the most fruitful measuring tools as to what extent the students were addressing the learning goals I set out for them.

B. Exceeding expectations would be those students who earn the superlative mark of A or B+ on a given exam or assignment. They will have commanded this grade by having demonstrated mastery of both the curricular material as well as

OUTCOME 3 (Quizzes)

	N	%
Not Meeting	10	38%
Approaching	8	31%
Meeting	4	15%
Exceeding	4	15%
Total	26	100%

OUTCOME 4 (Workshops)

	N	%
Not Meeting	0	0%
Approaching	2	8%
Meeting	4	15%
Exceeding	20	77%
Total	26	100%

OUTCOME 5 (Reading Summary)

	N	%
Not Meeting	2	8%
Approaching	2	8%
Meeting	11	42%
Exceeding	11	42%
Total	26	100%

more efficient accessing the older, more obscure items as well as the latest dance trends.

(4) Curricular: Will continue with quizzes, but limit them to four for added emphasis and hopefully thereby success on the part of students.

(5) Curricular/Pedagogical: The reading assignment summaries will continue but not in their present form. Instead of assigning them ahead of time, I will simply go down the student roster in the grade book and ask that the next individual share a few words on the most important points/aspects of the reading for that day. This adjustment will no doubt be interesting.

		<p>their manner of responding to it. Meeting expectations would translate into the B range, a highly respectable grade as they may not indicate mastery but indeed strong competency. Approaching would be signified as C+ and C, less laudable but evaluative indicators that the task at hand was at moderately understood and addressed. Not meeting expectations would be indicated through the grades of D+ and below.</p>		
--	--	---	--	--



# COURSE LEVEL ASSESSMENT MATRIX

Department **BIOLOGY**

Course No. and Title

**BIO 110 (Principles of Biology II)**

Date **May 2, 2011**

<i>LEARNING GOALS</i>	<i>LEARNING OUTCOMES</i>	<i>MEASUREMENT</i>	<i>EVALUATION</i>	<i>MODIFICATIONS</i>																																										
In general terms, what faculty expects students to learn in a particular course. (NOTE: Learning Goals MAY be measurable, but they aren't required to be.)	Specifically, what students will be able to DO that will demonstrate that the related Learning Goal has been achieved. (NOTE: Learning Outcomes MUST be observable AND measurable student behaviors.)	Measurement design (including measures, performance criteria, rubrics, ratings, etc.) that will be used to demonstrate and differentiate student performance for each learning outcome.	Analysis of assessment data and interpretation of results regarding how well students are performing relative to specified Learning Outcomes.	Changes in curriculum, course content, or pedagogy that are clearly related to the results of outcomes assessment and that have potential to improve learning outcomes.																																										
<p><b>*FOR EACH COURSE:</b></p> <p>(1) <u>Specify 1-4 Learning Goals for the course.</u></p> <p>1. To integrate the concepts learned in BIO 109 into higher level biological organization (tissues, organs, organ systems, organismal interactions with their environment and subsequent evolution)</p> <p>2. To develop student comprehension of the organization of plant and animal anatomy and physiology.</p> <p>3. To develop student comprehension of ecology.</p> <p>4. To develop student comprehension of evolution.</p> <p>(2) <u>Indicate the level of emphasis (as evidenced by course content) the course places on each Learning Goal.</u></p> <p style="padding-left: 20px;">___ Minor emphasis</p>	<p><b>*FOR EACH LEARNING GOAL:</b></p> <p>(1) <u>Specify 1-5 Learning Outcomes for the Learning Goal.</u></p> <p><i>For each of the four learning goals the students will be able to define related terminology and describe the major concepts in writing.</i></p> <p>(2) <u>Specify course content which students will master to enable them to meet or exceed performance expectations for each Learning Outcome.</u></p> <p><i>Students are required to describe plant and animal tissues, organs (structure and function) and how these structures evolved in relation to their environment.</i></p> <p>(3) <u>Specify how the content more broadly supports course Learning Goals.</u></p> <p><i>Students must learn plant and animal anatomic design together with ecological concepts and evolutionary theory in order to relate these concepts and explain organismal diversity.</i></p>	<p><b>*FOR EACH LEARNING OUTCOME:</b></p> <p>(1) <u>Identify/Describe Measure(s).</u></p> <p>___ Paper / Report            ___ Exam: Short Answer            ___ Exam: Essay  <input checked="" type="checkbox"/> Exam: Multiple Choice            ___ Presentation            ___ Assignment            ___ Field / Lab Project            ___ Other (specify)</p> <p>(2) <u>Specify Measurement Design and Process.</u></p> <p><i>A. Students will use the common BIO 110 Blackboard/CE6 site to complete the exam. The exam will be comprised of 20 questions with an equal distribution of questions (5) taken from each major course goal in order to determine comprehension.</i></p> <p><i>B. Describe in detail the performance criteria, ratings structure, rubrics, etc. that will be used to differentiate student performance (i.e., Exceeding, Meeting, Approaching, Not Meeting...expectations).</i></p> <p>Students complete a time-limited</p>	<p><b>*FOR EACH LEARNING OUTCOME:</b></p> <p>(1) <u>Specify Measurement Samples:</u></p> <table style="margin-left: 20px;"> <tr> <td></td> <td style="text-align: center;">N</td> <td style="text-align: center;">%</td> </tr> <tr> <td>Students</td> <td style="text-align: center;">89</td> <td style="text-align: center;">100</td> </tr> <tr> <td>Sections</td> <td style="text-align: center;">8</td> <td style="text-align: center;">___</td> </tr> <tr> <td>Faculty</td> <td style="text-align: center;">5</td> <td style="text-align: center;">___</td> </tr> </table> <p>(2) <u>Report Results (Distribution of Raw Scores).</u></p> <table style="margin-left: 20px;"> <tr> <td>Count:</td> <td style="text-align: center;">89</td> </tr> <tr> <td>Average:</td> <td style="text-align: center;">76.4</td> </tr> <tr> <td>Median:</td> <td style="text-align: center;">80.0</td> </tr> <tr> <td>Maximum:</td> <td style="text-align: center;">100.0</td> </tr> <tr> <td>Minimum:</td> <td style="text-align: center;">40.0</td> </tr> <tr> <td>Standard Deviation:</td> <td style="text-align: center;">14.62</td> </tr> </table> <p>(3) <u>Report Aggregate Student Performance Relative to Prescribed Expectations:</u></p> <table style="margin-left: 20px;"> <tr> <td></td> <td style="text-align: center;">N</td> <td style="text-align: center;">%</td> </tr> <tr> <td>Not Meeting</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> </tr> <tr> <td>Approaching</td> <td style="text-align: center;">12</td> <td style="text-align: center;">14</td> </tr> <tr> <td>Meeting</td> <td style="text-align: center;">42</td> <td style="text-align: center;">47</td> </tr> <tr> <td>Exceeding</td> <td style="text-align: center;">25</td> <td style="text-align: center;">28</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">89</td> <td style="text-align: center;">100</td> </tr> </table> <p>(4) <u>Interpret Results Relative to Specified Criteria.</u></p> <p><i>What meaning do the results of the assessment have for course</i></p>		N	%	Students	89	100	Sections	8	___	Faculty	5	___	Count:	89	Average:	76.4	Median:	80.0	Maximum:	100.0	Minimum:	40.0	Standard Deviation:	14.62		N	%	Not Meeting	10	11	Approaching	12	14	Meeting	42	47	Exceeding	25	28	Total	89	100	<p><b>*FOR EACH ASSESSMENT FINDING:</b></p> <p>(1) <u>Consider these questions:</u></p> <p>◆ <i>Where do students appear to be strong? Where do they appear to be challenged?</i></p> <p>These second semester majors-level students appear to have good comprehension of subject matter relative to the stated course goals (based on the results of the assessment exam).</p> <p>◆ <i>Is the performance distribution for each Learning Outcome about what would be expected for the course level (i.e., introductory, intermediate, advanced)?</i></p> <p>Performance results are typical for this second semester (of the BIO 109-110 sequence) majors-level biology course. The sequence provides a strong background for students seeking research and professional (medical, dental, etc.) careers.</p> <p>(2) <u>Propose Modifications.</u></p> <p><i>Based on student performance, which is typical for past semesters, no course modifications are proposed at this time.</i></p>
	N	%																																												
Students	89	100																																												
Sections	8	___																																												
Faculty	5	___																																												
Count:	89																																													
Average:	76.4																																													
Median:	80.0																																													
Maximum:	100.0																																													
Minimum:	40.0																																													
Standard Deviation:	14.62																																													
	N	%																																												
Not Meeting	10	11																																												
Approaching	12	14																																												
Meeting	42	47																																												
Exceeding	25	28																																												
Total	89	100																																												

<p>____ Moderate emphasis</p> <p><u>X</u> Major emphasis</p>		<p>multiple-choice comprehensive exam that requires them to organize and present central ideas, facts and concepts learned within a semester of BIO 110. The summative exam integrates information derived from both lecture and laboratory experience allowing evaluation of several desired outcomes simultaneously and are an example of ways to assess critical thinking and problem solving. To distinguish student performance, grades are assigned ratings, i.e., Exceeding 90-100, Meeting 89-75, Approaching 60-74 and Not Meeting 59 or below.</p>	<p><i>Learning Goals, Learning Outcomes, course content, and pedagogy?</i></p> <p>Based on the assessment results, 75% of the students in all spring 2009 sections of BIO 110 meet or exceed expectations relative to the four stated course learning goals. Only 11% are not meeting faculty expectations for the course.</p>	
--	--	--	--	--

# COURSE-LEVEL ASSESSMENT MATRIX

Department Economics & Finance Course No. and Title ECO 100 Survey of Economics Date AY 2010-2011

<b>LEARNING GOALS</b> In general terms, what faculty expects students to learn in a particular course. (NOTE: Learning Goals MAY be measurable, but they aren't required to be.)	<b>LEARNING OUTCOMES</b> Specifically, what students will be able to DO that will demonstrate that the related Learning Goal has been achieved. (NOTE: Learning Outcomes MUST be observable AND measurable student behaviors.)	<b>MEASUREMENT</b> Measurement design (including measures, performance criteria, rubrics, ratings, etc.) that will be used to demonstrate and differentiate student performance for each learning outcome.	<b>EVALUATION</b> Analysis of assessment data and interpretation of results regarding how well students are performing relative to specified Learning Outcomes.	<b>MODIFICATIONS</b> Changes in curriculum, course content, or pedagogy that are clearly related to the results of outcomes assessment and that have potential to improve learning outcomes.																																																
<p>After successfully completing this course, students will understand:</p> <ol style="list-style-type: none"> <li>The economic way of thinking.</li> <li>The basics of the price or market system.</li> <li>The gains from international trade.</li> <li>The basic causes of macroeconomic fluctuations.</li> </ol> <p>The above goals are given major emphasis; the substance/content and time allocated to each major (and minor) topic generally follow guidelines articulated by the Education Testing Service (ETS) in Princeton and the National Council on Economic Education (NCEE) which set standards for teaching economics and finance at the college level.</p>	<p>After successfully completing this course, students will be able to:</p> <ol style="list-style-type: none"> <li>Apply basic economic principles to explain individual behavior in "everyday situations."</li> <li>Use supply and demand analysis to predict changes in market price and quantity.</li> <li>Calculate comparative advantage and use the concept to explain how trade increases productivity.</li> <li>Identify the causes of a recession and inflations, and assess the relative merits of different macroeconomic policy solutions.</li> </ol>	<p><u>*FOR EACH LEARNING OUTCOME</u></p> <ol style="list-style-type: none"> <li>Apply basic economic principles to explain individual behavior in "everyday situations."                             <ul style="list-style-type: none"> <li>In-class/online exams</li> <li>Take home exams</li> <li>Problem solving assignments</li> <li>Class debate/discussion</li> </ul> </li> <li>Use supply and demand analysis to predict changes in market price and quantity.                             <ul style="list-style-type: none"> <li>In-class/online exams</li> <li>Take home exams</li> <li>Written assignments</li> <li>Problem solving assignments</li> <li>Online research</li> <li>Class debate/discussion</li> </ul> </li> <li>Calculate comparative advantage and use the concept to explain how trade increases productivity.                             <ul style="list-style-type: none"> <li>In-class/online exams</li> <li>Take home exams</li> <li>Written assignments</li> <li>Problem solving assignments</li> <li>Online research</li> <li>Class debate/discussion</li> </ul> </li> <li>Identify the causes of a recession and inflations, and assess the relative merits of different macroeconomic policy solutions.                             <ul style="list-style-type: none"> <li>In-class/online exams</li> <li>Take home exams</li> </ul> </li> </ol>	<p style="text-align: center;"><u>Measurement Samples</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">N</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td style="text-align: center;">251</td> <td style="text-align: center;">57%</td> </tr> <tr> <td>Sections</td> <td style="text-align: center;">11</td> <td style="text-align: center;">79%</td> </tr> <tr> <td>Faculty</td> <td style="text-align: center;">5</td> <td style="text-align: center;">56%</td> </tr> </tbody> </table> <p><u>*FOR EACH LEARNING OUTCOME</u></p> <ol style="list-style-type: none"> <li>Apply basic economic principles to explain individual behavior in "everyday situations."                             <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">N</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Exceeding</td> <td style="text-align: center;">52</td> <td style="text-align: center;">21%</td> </tr> <tr> <td>Meeting</td> <td style="text-align: center;">137</td> <td style="text-align: center;">55%</td> </tr> <tr> <td>Approaching</td> <td style="text-align: center;">42</td> <td style="text-align: center;">17%</td> </tr> <tr> <td>Not meeting</td> <td style="text-align: center;">20</td> <td style="text-align: center;">8%</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">251</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> </li> <li>Use supply and demand analysis to predict changes in market price and quantity.                             <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">N</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Exceeding</td> <td style="text-align: center;">51</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Meeting</td> <td style="text-align: center;">140</td> <td style="text-align: center;">56%</td> </tr> <tr> <td>Approaching</td> <td style="text-align: center;">42</td> <td style="text-align: center;">17%</td> </tr> <tr> <td>Not meeting</td> <td style="text-align: center;">18</td> <td style="text-align: center;">7%</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">251</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> </li> </ol>		N	%	Students	251	57%	Sections	11	79%	Faculty	5	56%		N	%	Exceeding	52	21%	Meeting	137	55%	Approaching	42	17%	Not meeting	20	8%	TOTAL	251	100%		N	%	Exceeding	51	20%	Meeting	140	56%	Approaching	42	17%	Not meeting	18	7%	TOTAL	251	100%	<p>The department is pleased with the decline in the percentage of students "not meeting" the outcome (vs. last year).</p> <p>In order to reduce the percentage approaching, students will be required to include current events in their required reading. This will help connect the dots between theory and reality. In addition, worksheets/homework assignments supporting any quantitative/graphical analysis will be utilized to help students increase their understanding of the material.</p>
	N	%																																																		
Students	251	57%																																																		
Sections	11	79%																																																		
Faculty	5	56%																																																		
	N	%																																																		
Exceeding	52	21%																																																		
Meeting	137	55%																																																		
Approaching	42	17%																																																		
Not meeting	20	8%																																																		
TOTAL	251	100%																																																		
	N	%																																																		
Exceeding	51	20%																																																		
Meeting	140	56%																																																		
Approaching	42	17%																																																		
Not meeting	18	7%																																																		
TOTAL	251	100%																																																		

- Written assignments
- Problem solving assignments
- Online research
- Class debate/discussion

To achieve these learning outcomes, the following measurement instruments are used: a combination of homework assignments and multiple choice tests; in-class quantitative projects demonstrating selected course goals such as trade and comparative advantage, the workings of a simple market exchange, and the breakdown in such an exchange; class assignments based on popular film clips which illustrated economic themes were also used.

3. Calculate comparative advantage and use the concept to explain how trade increases productivity.

	<u>N</u>	<u>%</u>
Exceeding	44	18%
Meeting	123	49%
Approaching	62	25%
Not meeting	22	9%
TOTAL	251	100%

4. Identify the causes of a recession and inflations, and assess the relative merits of different macroeconomic policy solutions.

	<u>N</u>	<u>%</u>
Exceeding	44	18%
Meeting	123	49%
Approaching	62	25%
Not meeting	22	9%
TOTAL	251	100%

# COURSE LEVEL MODIFICATIONS RE-ASSESSMENT MATRIX

Department	Course No. and Title		Date																															
<p><b><u>MODIFICATIONS</u></b> Proposed changes in curriculum, course content, or pedagogy that were clearly related to the results of previous outcomes assessment and had potential to improve specific Learning Outcomes.</p>	<p><b><u>MEASUREMENT</u></b> Measurement design (including measures, performance criteria, rubrics, ratings, etc.) that will be used to demonstrate and differentiate student performance for each Learning Outcome.</p>	<p><b><u>EVALUATION</u></b> Analysis of assessment data and interpretation of results regarding whether or not modifications as implemented resulted in improvement of specific Learning Outcomes.</p>	<p><b><u>IMPROVEMENTS</u></b> Modifications re-assessed and found to improve specific Learning Outcomes, and which will become permanent improvements to the curriculum, course content or pedagogy.</p>																															
<p><b>* FOR EACH PROPOSED MODIFICATION:</b></p> <p>(1) <u>Describe the implementation process as it actually occurred.</u></p> <p style="padding-left: 20px;">A. <i>Re-state proposed modifications, plans and timelines.</i></p> <p style="padding-left: 20px;">B. <i>Describe actual implementation of modifications, noting any adjustments to proposed plans or timelines and why these were considered necessary.</i></p> <p>(2) <u>Re-state goals for improvement in student Learning Outcomes due to proposed modifications.</u></p>	<p><b>*FOR EACH LEARNING OUTCOME ADDRESSED BY MODIFICATIONS:</b></p> <p>(1) <u>Identify/Describe Measure(s).</u></p> <p style="padding-left: 20px;">_____ Paper / Report _____ Exam: Short Answer _____ Exam: Essay _____ Exam: Multiple Choice _____ Presentation _____ Assignment _____ Field / Lab Project _____ Other (specify)</p> <p>(2) <u>Re-Specify Measurement Design and Process.</u></p> <p style="padding-left: 20px;">A. <i>Describe how, if at all, modifications changed the methods / measures for assessing relevant Learning Outcomes.</i></p> <p style="padding-left: 20px;">B. <i>Describe in detail how, if at all, modifications changed the performance criteria, ratings structure, rubrics, etc. that were used to differentiate student performance (i.e., Exceeding, Meeting, Approaching, Not Meeting...expectations).</i></p>	<p><b>*FOR EACH LEARNING OUTCOME ADDRESSED BY MODIFICATIONS:</b></p> <p>(1) <u>Specify Measurement Samples:</u></p> <table style="margin-left: 20px; border: none;"> <tr> <td></td> <td style="text-align: center;">N</td> <td style="text-align: center;">%</td> </tr> <tr> <td>Students</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Sections</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Faculty</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </table> <p>(2) <u>Report Results (Distribution of Raw Scores).</u></p> <p>(3) <u>Report Aggregate Student Performance Relative to Prescribed Expectations:</u></p> <table style="margin-left: 20px; border: none;"> <tr> <td></td> <td style="text-align: center;">N</td> <td style="text-align: center;">%</td> </tr> <tr> <td>Not Meeting</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Approaching</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Meeting</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Exceeding</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </table> <p>(4) <u>Interpret Results Relative to Goals for Improvement.</u></p> <p>◆ <i>Compare results to previous raw scores and aggregate criteria data. Were goals met for improved performance on student learning outcomes?</i></p>		N	%	Students	_____	_____	Sections	_____	_____	Faculty	_____	_____		N	%	Not Meeting	_____	_____	Approaching	_____	_____	Meeting	_____	_____	Exceeding	_____	_____	Total	_____	_____	<p><b>* FOR EACH IMPROVEMENT:</b></p> <p>(1) <u>Specify whether and how, relative to the course Learning Goals, this is a major, modest or minor improvement.</u></p> <p>(2) <u>Specify if and how the department plans to integrate the improvement into all sections of the relevant course(s).</u></p> <p>(3) <u>If the department plans any professional development around the improvement, please describe.</u></p>	<p><b>*CONSIDER THESE QUESTIONS:</b></p> <p>◆ <i>Do course or curricular modification and / or improvements necessitate revisions of the Departmental Assessment Plan?</i></p> <p>◆ <i>If modifications were not found to improve specified student Learning Outcomes, will they be re-implemented and re-assessed? Will they be revised prior to re-implementation? Will other modifications be implemented instead to address the Learning Outcomes?</i></p> <p>◆ <i>Has your department identified programmatic goals? Is there a good alignment between these and the Learning Goals the courses in the department?</i></p> <p>◆ <i>Are there institution-wide issues affecting student Learning Outcomes that the department has identified through course level assessment?</i></p>
	N	%																																
Students	_____	_____																																
Sections	_____	_____																																
Faculty	_____	_____																																
	N	%																																
Not Meeting	_____	_____																																
Approaching	_____	_____																																
Meeting	_____	_____																																
Exceeding	_____	_____																																
Total	_____	_____																																



## COURSE LEVEL MODIFICATIONS RE-ASSESSMENT MATRIX

Department \_\_\_\_\_ Course No. and Title \_\_\_\_\_ Date \_\_\_\_\_

<i><b>MODIFICATIONS</b></i> Proposed changes in curriculum, course content, or pedagogy that were clearly related to the results of previous outcomes assessment and had potential to improve specific Learning Outcomes.	<i><b>MEASUREMENT</b></i> Measurement design (including measures, performance criteria, rubrics, ratings, etc.) that will be used to demonstrate and differentiate student performance for each Learning Outcome.	<i><b>EVALUATION</b></i> Analysis of assessment data and interpretation of results regarding whether or not modifications as implemented resulted in improvement of specific Learning Outcomes.	<i><b>IMPROVEMENTS</b></i> Modifications re-assessed and found to improve specific Learning Outcomes, and which will become permanent improvements to the curriculum, course content or pedagogy.	<i><b>ONGOING ASSESSMENT</b></i> Plans for continuous assessment, modification, and improvement of instructional practices to improve student Learning Outcomes.
--	--	--	--	---

--	--	--	--	--



# COURSE LEVEL RE-ASSESSMENT MATRIX

Department	Com	Course No. and Title	Com 112 / Film History	Date	May 2011																														
MODIFICATIONS	MEASUREMENT	EVALUATION	IMPROVEMENTS	ONGOING ASSESSMENT																															
<p>Proposed changes in curriculum, course content, or pedagogy that were clearly related to the results of previous outcomes assessment and had potential to improve specific Learning Outcomes.</p>	<p>Measurement design (including measures, performance criteria, rubrics, ratings, etc.) that will be used to demonstrate and differentiate student performance for each Learning Outcome.</p>	<p>Analysis of assessment data and interpretation of results regarding whether or not modifications as implemented resulted in improvement of specific Learning Outcomes.</p>	<p>Modifications re-assessed and found to improve specific Learning Outcomes, and which will become permanent improvements to the curriculum, course content or pedagogy.</p>	<p>Plans for continuous assessment, modification, and improvement of instructional practices to improve student Learning Outcomes.</p>																															
<p><b>Modification 1</b></p> <p>(1A) To increase class time regarding the definition of "appropriate" academic sources, as well as how to find and use them correctly for written assignments.</p> <p>(1B) There were relative in-class discussions at the beginning of the semester and four weeks prior to each written assignment's due date. A hand-out with specific assignment directives and grading criteria, including "use of academic sources", was distributed four weeks prior to each written assignment.</p> <p>(2) The goals for improving written assignments remain</p>	<p><b>Measurements</b></p> <p>(1)</p> <p><input checked="" type="checkbox"/> Paper / Report  <input type="checkbox"/> Exam: Short Answer  <input type="checkbox"/> Exam: Essay  <input type="checkbox"/> Exam: Multiple Choice  <input type="checkbox"/> Presentation  <input type="checkbox"/> Assignment  <input type="checkbox"/> Field / Lab Project  <input type="checkbox"/> Other (specify)</p> <p>(2A) The grading criteria for the written assignment correlated exactly to the directives and requirements of the hand-out distributed in class. Students were required to use three appropriate academic sources other than the class textbook for research purposes.</p> <p>(2B) Performance criteria was adjusted to allow for more weight to be given to the "outside sources" criteria. Previously, this accounted for fifteen percent of the overall grade. For the</p>	<p><u>Measurement Samples:</u></p> <table style="margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">N</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td style="text-align: center;">_25_</td> <td style="text-align: center;">100%_</td> </tr> <tr> <td>Sections</td> <td style="text-align: center;">_1_</td> <td style="text-align: center;">100%_</td> </tr> <tr> <td>Faculty</td> <td style="text-align: center;">_1_</td> <td style="text-align: center;">_100%_</td> </tr> </tbody> </table> <p>(2) <u>Results (Raw Scores).</u>                      - 7 A's, 8 B's, 7 C's, 1 D's, and 2 F's</p> <p>(3) <u>Aggregate Student Performance Relative to Prescribed Expectations:</u></p> <table style="margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">N</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Not Meeting</td> <td style="text-align: center;">_2_</td> <td style="text-align: center;">8%</td> </tr> <tr> <td>Approaching</td> <td style="text-align: center;">_1_</td> <td style="text-align: center;">_4%_</td> </tr> <tr> <td>Meeting</td> <td style="text-align: center;">_7_</td> <td style="text-align: center;">_28%_</td> </tr> <tr> <td>Exceeding</td> <td style="text-align: center;">_15_</td> <td style="text-align: center;">60%_</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: center;">_25_</td> <td style="text-align: center;">100%_</td> </tr> </tbody> </table> <p>(4) In 2010 - 2011:                      - The percentage of students not meeting or approaching expectations (D, F) is 12%</p>		N	%	Students	_25_	100%_	Sections	_1_	100%_	Faculty	_1_	_100%_		N	%	Not Meeting	_2_	8%	Approaching	_1_	_4%_	Meeting	_7_	_28%_	Exceeding	_15_	60%_	Total	_25_	100%_	<p><b>Improvements</b></p> <p>(1) Relative to overall course learning goals, this improvement is modest, but significant. There is a 15% gain in students who meet or exceed expectations. The improvement is significant since the ability to find and use appropriate academic sources is foundational to all written assignments and student-driven learning outside of the classroom environment.</p> <p>(2) This improvement has been integrated also into Com 104, Film Appreciation.</p> <p>(3) There are no plans for professional development</p>	<ul style="list-style-type: none"> <li>◆ None of the course modifications <i>necessitate revisions of the Departmental Assessment Plan.</i></li> <li>◆ <i>All modifications resulted in gains in student performance.</i></li> <li>◆ <i>The Learning Goals of Com 112 are aligned with the Communication Department's Media program goals.</i></li> <li>◆ <i>As a result of course level assessment, student weaknesses in various components of written assignments and testing were identified and thus, learning goals, classroom methods, and student</i></li> </ul>	
	N	%																																	
Students	_25_	100%_																																	
Sections	_1_	100%_																																	
Faculty	_1_	_100%_																																	
	N	%																																	
Not Meeting	_2_	8%																																	
Approaching	_1_	_4%_																																	
Meeting	_7_	_28%_																																	
Exceeding	_15_	60%_																																	
Total	_25_	100%_																																	

the same: *to improve student performance for written assignments regarding the use of "appropriate" academic sources.* No additional modifications are suggested at this time.

## Modification 2

(1A) To provide more in-class examples and discussion related to learning outcome 3 (*Identify milestone films that reflect historically significant political, ideological, and social movements*); and to provide more streamlined and specific guidelines for the related written assignment.

(1B) ) Clips of documentary and narrative films from various eras were presented throughout the semester. Discussions of the underlying political and social ideology followed. A hand-out was distributed with more streamlined and specific guidelines for the related written assignment. Specific

modified assignment, it accounted for twenty-five percent.

## Measurements

- (1)
- Paper / Report
  - Exam: Short Answer
  - Exam: Essay
  - Exam: Multiple Choice
  - Presentation
  - Assignment
  - Field / Lab Project
  - Other (specify)

(2A) The grading criteria for the written assignment correlated exactly to the directives and requirements of the hand-out distributed in class. Students were required to choose from one of three specified world-wide political eras, then address a specified documentary and narrative of the period. Criteria for the exams did not change.

(compared to 30% in '09 - '10.)

- The percentage of students meeting expectations (C) is 28% (compared to 25% in '09 - '10).

-The percentage of students exceeding expectations (A, B) is 60% (compared to 45% in '09 - '10)

## Measurement Samples:

	N	%
Students	25	100%
Sections	1	100%
Faculty	1	100%

## (2) Results (Raw Scores).

- 5 A's, 9 B's, 8 C's, 2 D's, and 1 F

## (3) Aggregate Student Performance Relative to Prescribed Expectations:

	N	%
Not Meeting	1	4%
Approaching	2	8%
Meeting	6	24%
Exceeding	16	64%
Total	25	100%

(4) In 2010 - 2011:

- The percentage of students not

regarding this improvement.

## Improvements

1) Relative to overall course learning goals, this improvement is modest, showing a 7% gain in students who met or exceeded the expectations of the assignment; however, it is a significant gain since the assignment relates to a major core learning goal of the course.

(2) This improvement is unique to the course and has not been adopted by other courses in the department.

(3) There are no plans for professional development regarding this improvement.

*performance criteria were appropriately modified.*

time periods and key films were listed as requirements to be addressed by the students.

2. To improve students' comprehension and written expression regarding learning outcome 3, a further modification to the goals for improvement would be to use Blackboard and other available online film resources for students to view and analyze clips outside of class.

### Modification 3

(1A) The course textbook was changed at the beginning of the Fall 2010 semester. The writing style of the new text is more concise and on-point with the course learning objectives.

(1B) The book was used by students throughout the

(2B) Performance criteria for the written assignment reflected the distributed assignment requirements. Criteria for the exams did not change.

### Measurements

(1)

- Paper / Report
- Exam: Short Answer
- Exam: Essay
- Exam: Multiple Choice
- Presentation
- Assignment
- Field / Lab Project
- Other (specify)

(2A) The grading criteria for the

meeting or approaching expectations (D, F) is 12% (compared to 25% in '09 - '10.)

- The percentage of students meeting expectations (C) is 24% (compared to 30% in '09 - '10).

-The percentage of students exceeding expectations (A, B) is 64% (compared to 51% in '09 - '10)

### Measurement Samples:

	N	%
Students	25	100%
Sections	1	100%
Faculty	1	100%

### (2) Results (Raw Scores).

- 7 A's, 8 B's, 7 C's, 1 D's, and 2 F's

### (3) Aggregate Student

### Improvements

1) Relative to overall course learning goals, this improvement is major, showing a 13% gain in students who met or exceeded expectations. The improvement is significant since the the textbook relates to all major core learning goals of the course.

entire Fall 2010 semester. The course was not offered in Spring 2011. Throughout the course, a number of film clips were shown in class that specifically related to the assigned textbook readings.

(2) The textbook was changed in order to increase student comprehension for all course learning objectives. A further modification to the goals for improvement would be to include outside reading assignments in addition to the assigned course textbook.

exams did not change.

(2B) Performance criteria for the exams did not change.

Performance Relative to Prescribed Expectations:

	N	%
Not Meeting	_1_	4%
Approaching	_3_	_12%_
Meeting	_7_	_28%_
Exceeding	_15_	60%_
Total	_25_	100%_

(4) In 2011:

- The 2010 - percentage of students not meeting or approaching expectations (D, F) is 16% (compared to 25% in '09 - '10.)

- The percentage of students meeting expectations (C) is 28% (compared to 25% in '09 - '10).

- The percentage of students exceeding expectations (A, B) is 60% (compared to 50% in '09 - '10)

(2) This improvement is unique to the course and has not been adopted by other courses in the department.

(3) There are no plans for professional development regarding this improvement.

