



Assessing Distribution and Flag Student Learning Outcomes

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Workshop Outcomes

Workshop participants will be able to:

- Develop an assessment plan for a distribution or flag course
- Describe the reporting and review process established by CPC for distribution and flag courses

How many of you can already do this?



Assessment is...

The systematic and ongoing process used by faculty and students to gather, analyze, and use information to improve student learning.



Assessment Planning

- Identify student learning outcomes to be assessed
- Identify methods that can be used to measure achievement of outcomes
- Determine criteria that will be used to differentiate between levels of performance



Identify Student Learning Outcomes

What are you trying to measure?



Distribution and Flag SLOs

Quantitative Reasoning

- a) apply appropriate problem solving strategies;
- b) use sophisticated quantitative reasoning to interpret graphs and charts; and
- c) Solve complex, real world problems through the application of multi-step problem solving strategies and the use of sophisticated quantitative reasoning.

Ethics and Values

- a) Understand and apply basic ethical distinctions and terminology.
- b) Identify and reflect upon their personal beliefs and values.
- c) Critically evaluate and apply at least two major ethical theories to particular situations.



Distribution and Flag SLOs

Global Awareness

a) Analyze from various perspectives, the implications of events past or present on diverse population groups external to the US.

b) Explain the significance of culturally specific artifacts, traditions, beliefs, history or values.

American Experience

a) Describe the American experience from the viewpoint of at least one minority segment of the American population.

b) Analyze the relationship of diverse population groups to the broader American society.



Distribution and Flag SLOs

Empirical Reasoning

a) describe the scientific method;

b) demonstrate basic skills and knowledge appropriate to the scientific method; and

c) analyze and display data concisely to draw conclusions about hypotheses.

Creative Expression

a) Demonstrate an understanding of the creative process.

b) Demonstrate the ability to think creatively.

c) Use knowledge, materials, and media in enlightening or imaginative ways.



Distribution and Flag SLOs

Service Learning

- a) identify connections between course objectives/content and their student service experience

- b) identify how their ethical and active participation contributes to the community

- c) identify knowledge they gain about themselves, their strengths and limitations, through their service in the community.

Religious Traditions

- a) describe and analyze more than religious tradition; and

- b) describe interconnections between religion and other human experiences.



Identify Assessment Methods

How will you measure it?



Developing an Assessment Methods Matrix

1. List student learning outcomes to be assessed.
2. List existing tasks, assignments and evaluation requirements associated with the course.

Student Learning Outcomes	Test 1	Test 2	Paper 1	Paper 2
Describe and analyze more than religious tradition				
Describe interconnections between religion and other human experiences				



Developing an Assessment Methods Matrix

3. Determine which tasks, assignments and evaluation requirements provide or could provide data about student achievement of the learning outcomes and identify on matrix.
4. Review for gaps.

Student Learning Outcomes	Test 1	Test 2	Paper 1	Paper 2
Describe and analyze more than religious tradition			X	X
Describe interconnections between religion and other human experiences	○	○	○	○



Fill in Gaps

- Adapt existing measures
- Create new measures
 - Tests, exams, quizzes
 - Written products, essays
 - Oral exams, presentations
 - Products, performances
- Make sure that the methods reinforce the learning outcomes and activities



Advantages and Disadvantages

	Advantage	Disadvantage
Multiple choice, matching, true/false, listing, short answer (tests, exams, quizzes)	<ul style="list-style-type: none">•Efficient for assessing factual information, basic concepts, and simple skills•Quick scoring	<ul style="list-style-type: none">•Poor for assessing higher order skills (adapt, create, analyze, evaluate, synthesize, etc)•Poor for assessing student's ability to apply knowledge and skills
Written products, essays, oral exams, presentations, products, performances	<ul style="list-style-type: none">•Good for assessing higher order skills (adapt, create, analyze, evaluate, synthesize, etc); application•Authenticity	<ul style="list-style-type: none">•Takes longer to assign scores•Need clear, specific, and measurable criteria to insure consistent scoring (scoring rubric)



Identify Performance Criteria

How will you judge student performance?



Scoring Criteria

- The criteria used to evaluate student performance in relation to each outcome
- Possible levels of achievement
 - Exceeds expectations, meets expectations, does not meet expectations
 - Advanced, proficient, partially proficient, not proficient



Empirical Reasoning Example

- Students are required to submit laboratory reports
- Instructors uses a rubric for categorizing students' achievement of empirical reasoning learning outcomes



	Advanced	Proficient	Partially Proficient	Not Proficient
Describe the scientific method	Able to describe scientific method in correct order with appropriate definitions	Able to describe the scientific method correctly, but may include unnecessary information and/or be too wordy	Demonstrates steps of scientific method but descriptions are inaccurate or incomplete	Demonstrates a lack of understanding of the steps of scientific method
Demonstrate basic skills and knowledge appropriate to scientific method	Accurately and proficiently uses appropriate tools and technologies to demonstrate basic skills and knowledge appropriate to scientific method	Effectively uses appropriate tools and technologies to demonstrate basic skills and knowledge with only minor errors	Attempted to demonstrate basic skills and knowledge appropriate to scientific method but used inappropriate tools and technologies and/or made some errors	Did not demonstrate basic skills or knowledge appropriate to the scientific method
Analyze and display data concisely to draw conclusions about hypotheses	<ul style="list-style-type: none"> • Analyzes data accurately and proficiently • Displays data concisely • Used data to draw conclusions about hypotheses accurately and proficiently 	<ul style="list-style-type: none"> • Analyzed data with only minor errors • Displayed data but could have been more concise • Used data to draw to draw conclusions about hypotheses with only minor errors 	<ul style="list-style-type: none"> • Attempted to analyze data but made a few significant errors • Displayed data • Attempted to use data to draw conclusions about hypotheses with some errors 	<ul style="list-style-type: none"> • Did demonstrate ability to analyze data appropriately • Either did not display data or display was too confusing • Either did not draw conclusions based on data or drew inappropriate conclusions



CPC's Reporting and Review Process

Distribution and Flag Outcomes Assessment



Morningside's Plan: Distribution and Flag

- Distribution and flag courses are approved with an assessment plan identified.
- Each time the course is delivered, the instructor is expected to assess the extent to which students in the course achieve the appropriate distribution/flag student learning outcomes.
- Instructors should provide written notification if they intend to make a significant change to the approved assessment plan.
- The assessment plans and reports do not need to address every student learning outcome associated with the course; only the appropriate distribution/flag course outcomes.



Morningside's Plan: Distribution and Flag

- Instructors submit results using a standardized form approved by CPC.
- Reports are submitted to OAIR which will serve as a clearinghouse of assessment materials and communicate results and compliance to CPC.
- Reports are due 30 business days after the last day of the semester.
- CPC reviews instructors' reports on a cyclical, rotating basis for the purpose of assessing the extent to which students are achieving distribution/flag student learning outcomes overall and by area.



Morningside's Plan: Distribution and Flag

- OAIR will provide assistance as appropriate when requested to do so by the course instructor and/or CPC.
- Assessment methods, criteria and rubrics used for courses within a given distribution/flag area do not need to be uniform.
- Faculty members are not required to retain student work beyond the 30 day period established for reporting.



Website

<http://www.morningside.edu/academics/research/assessment/index.htm>



A show of hands...

How many of you feel you can:

- Develop an assessment plan for a distribution or flag course
- Describe the reporting and review process established by CPC for distribution and flag courses

