Student learning is why we are here!
• http://www.youtube.com/watch?v=kO8x8eoU3L4
• “Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning.” (Walvoord, 2010)
Why do it?

• Our accreditors (OSRHE, HLC, NLNAC) require it
• To improve student learning!
Three steps of Assessment

1. Goals: What do we want students to know or be able to do when they complete their courses of study (sometimes called outcomes or objectives)?

   Written in the format: “Students will be able to....”
Information: How well are students achieving these goals, and what factors influence their learning? (information can be called measures or evidence of student learning)
• Action: How can we use the information to improve student learning? (sometimes called “Closing the loop.”)
Example

• Grammar pre-test was given in 4 sections of ENGL 1213 at the beginning of Spring 2011
• Two sections served as control group. Two sections served as experimental group → 30 minutes grammar instruction each week
• Post-test given at end of semester
<table>
<thead>
<tr>
<th></th>
<th>Experimental group (n=40)</th>
<th>Control group (n=25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ave. pre-test</td>
<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td>Ave. post-test</td>
<td>73%</td>
<td>59%</td>
</tr>
<tr>
<td>Comments</td>
<td>• 60% failed pre-test,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17.5% failed post-test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Every student’s grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>improved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 42.5% improved grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>by 20 points or more</td>
<td></td>
</tr>
</tbody>
</table>
GOAL: Students will be able to use proper grammar

ACTION: weekly grammar instruction added to ENGL 1113

INFORMATION: Students in sections with weekly grammar instruction increased test scores by 18%
Common Actions resulting from Assessment

1. Changes to curriculum, requirements, programmatic structures
2. Changes to the policies, funding, and planning that support learning
3. Faculty development
Pitfalls of Assessment

1. Mere compliance with external demands
2. Gathering data no one will use
3. Making the process too complicated
Name that tune!
Our current efforts

• “While the college is active in many admirable assessment activities, there seems to be a pattern of departmentalization that decentralizes and isolates assessment efforts. A more centralized system would better serve the college environment if assessment activities were coordinated and expectations regarding assessment communicated college-wide.” (HLC Visiting Team 2006)
“Along with the tendency to have localized, departmental assessment initiatives, the Team also noticed a tendency for EOSC to start new assessment initiatives without achieving any usable application of existing assessment programs, and assessment initiatives seem to stall at the information-gathering stages. This gives the impression that assessment plans are more reactive than strategic.” (HLC Visiting Team 2006)
HLC Assessment Academy

• First Year:
  – Propose Academy portfolio and student learning project
  – Attend Information and planning workshop (Penny and Karen)
  – Attend Academy Roundtable (team)
HLC Assessment Academy

• Second and third years:
  – Mentor consultation and critique two times annually
  – Collaboration network for sharing ideas
  – Learning Exchange at Annual Conference
HLC Assessment Academy

• Fourth year:
  – Results Forum
  – Impact Report and Sustainability Plan
  – Collaboration network for sharing ideas
  – Learning Exchange at Annual Conference
HLC Assessment Academy

• 191 colleges and universities
• 10 OK schools: OK Panhandle, OSU-IT, OSU-OKC, TCC, Connors, Murray State, Bacone, NSU, OBU, EOSC
Name that tune!
Revision of general education assessment

<table>
<thead>
<tr>
<th>Test</th>
<th>EOSC score</th>
<th>Nat’l score</th>
<th>Little or no effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>61.8</td>
<td>61.6</td>
<td>13%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>54.1</td>
<td>56.2</td>
<td>47%</td>
</tr>
<tr>
<td>Reading</td>
<td>59.7</td>
<td>60.2</td>
<td>23%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>59.5</td>
<td>60.6</td>
<td>25%</td>
</tr>
<tr>
<td>Science Reasoning</td>
<td>57.3</td>
<td>59.2</td>
<td>50%</td>
</tr>
</tbody>
</table>
Group Discussion

• What are some of the issues/concerns/problems with CAAP results?

• What are some solutions?

• Report back in 5 minutes.
Our Academy project: Goals

1. a revision of general education assessment,
2. the development of a sustainable assessment system and
3. the creation of a culture of assessment that will lead to improved student learning.
Name that tune!

WHEN YOU HEAR THE BUZZER, PLEASE BRING YOUR TESTS TO THE FRONT AND EAT YOUR NUMBER 2 PENCILS.
food
General Education Goals (adopted 2004-05)

1. Graduates will communicate competently, at a college level.
2. Graduates will retrieve and utilize information competently.
3. Graduates will identify the multiple perspectives of issues and cultures.
4. Graduates will identify methods for solving problems effectively.
5. Graduates will develop life-skills and skills to enhance life-long learning.
General Education Goals: proposed

1. **Communication**: Students will employ effective written and oral communication skills in order to convey clear and organized information to target audiences.

2. **Critical Thinking**: Students will practice analytical and evaluative thinking with a view toward continuous improvement.
3. Information & Technology Literacy: Students will legally and ethically retrieve and utilize information competently using critical evaluation and discipline-appropriate technology to meet a variety of professional and personal needs.
4. **Quantitative & Scientific Reasoning:** Students will apply appropriate mathematical and scientific concepts and processes in order to interpret data and solve problems based on verifiable evidence.
5. **Culture, Global Awareness, and Social Responsibility:** Students will recognize the beliefs, behaviors, and values of diverse cultures from a global perspective. Students will recognize the value of meaningful civic and scholarly activities.
Proposed Gen Ed Learning Goals

1. Communication: Written and oral
2. Critical Thinking
3. Information and Technology Literacy
4. Quantitative & Scientific Reasoning
5. Culture, Global Awareness, and Social Responsibility
Group Discussion

- Discuss with the faculty at your table: what do we want our graduates to be able to do in terms of the general education learning goal of communication—written?
- Develop learning outcomes/objectives: be specific.
- Discuss how you would measure these.
- Report back in 10 minutes.
Name that tune!
1. Demonstrate knowledge of standard English including but not limited to grammar syntax, spelling, punctuation, and vocabulary.

2. Demonstrate the ability to write an acceptable essay form including an introduction with a thesis and plan of development, supporting paragraphs including transitions, topic sentences, support for thesis, and a conclusion.

3. Demonstrate organizational skills of unity and coherence by maintaining focus on the thesis. Demonstrate critical thinking skills by using examples, case studies, analogies, etc., to support the thesis statement.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Meets</th>
<th>Does not meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct usage of standard English</td>
<td>Adequate</td>
<td>Inadequate</td>
</tr>
<tr>
<td>Use of acceptable essay form including organizational skills</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Use of critical thinking skills to support thesis</td>
<td>Uses</td>
<td>Lacks application</td>
</tr>
</tbody>
</table>
Results 2011
• Repeated assessment Spring 2012
• Added a grammar/writing error tally sheet
Potential Grammatical Errors

- Fragments
- Run-ons
- Comma Splices
- Correct Punctuation
- Subject/Verb Agreement
- Pronoun/Antecedent Agreement
- Incorrect Verb Forms
- Verb Tense Shifts
- Dangling Modifiers
- Parallel Construction
- Usage Problems: there/their, your/you’re, its/it’s, to/too, lie/lay, sit/set, who/whom, he/him, she/her, affect/effect, etc.
- No abbreviations
- No clichés
- Misspelled Words
Potential Content Errors

_______ Does the essay have a clear thesis statement?
_______ Is there a 2-level outline in proper form that follows the thesis statement?
_______ Is there an introductory paragraph?
_______ Do the body paragraphs support the thesis?
_______ Is there enough support?
_______ Is there proper documentation for anything that is used?
_______ Are there transitions between paragraphs?
_______ Is there a concluding paragraph that goes back to the thesis?
Results 2012
Group Discussion

• At your table, discuss results
• What do the results tell us? Do they match what you see in your classes?
• Does the rubric assess the learning outcomes we identified today?
• Should the rubric be changed? If so, how?
Tips to improve your writing

• Remember to never split an infinitive.
• Who needs rhetorical questions?
• And don’t start a sentence with a conjunction.
• A preposition is a terrible word to end a sentence with.
• The passive voice is to be avoided.
• Everyone should be careful to use a singular pronoun with singular nouns in their writing.
Name that tune!
Group Discussion

• Find your division table. If you don’t know your division, ask!
• In your programs, identify writing intensive courses to conduct writing assessments Fall 2012
• Division Deans: in which (Capstone or 2000 level) courses (1 per program) will you conduct the assessment?
• Do the assessments
What’s next?

- Spring Forum January 21, 2013
  - Review results of writing assessments in the programs
  - Develop rubric for oral communication
- Pilot oral communication assessment
- 2013-14: Forums will focus on next gen ed learning goal
- Forums twice annually until ??
- Monthly brown bags: “Writing measurable learning outcomes” September 18, 19.
- Assessment “course” in Blackboard to share information and ideas being developed
Name that tune!
• http://www.youtube.com/watch?v=kO8x8eoU3L4