# FACULTY FORUM ON ASSESSEMENT

## M*A*S*H

MOUNTAINEER ASSESSMENT STARTS HERE

# MORNING REVEILLE

Welcome and Overview

https://www.youtube.com/watch?v=SGnZxcS7VKA

# GETTING DOWN TO BUSINESS

## TECHNOLOG Y LITERACY

https://www.youtube.com/watch?v=ZPLkNd4kXKo&index=15&list=PLD6C8890CE26BFAB8

## Assessment Results

### Assessment Scores

The *Northstar Digital Literacy Assessment Results* sheet provided the student score on the completed assessment written as a percentage. The following table represents the average percentage of overall student participant performance for the three assessment tools.

| Course | Score Percentages Averaged | | |
|---|---|---|---|
| | Using Email | Windows | Word |
| ACCT-2203-9082 | 77.16 | 78.90 | 80.95 |
| ACCT-2203-9084 | 88.06 | 84.93 | 99.30 |
| AGEC-1113-9044 | 88.40 | 89.49 | 88.50 |
| CRJS-1133-9214 | 84.57 | 79.36 | 85.07 |
| MATH-1613-9792 | 89.24 | 81.59 | 87.87 |
| MCOMM-2113-9490 | 85.50 | 83.60 | 73.90 |
| NURS-2218-9188 | 94.78 | 86.90 | 91.93 |
| | $avg = 86.81$ | $avg = 83.53$ | $avg = 86.78$ |

### Pass / No Pass Scores

In addition to the score percentages reported on the *Northstar Digital Literacy Assessment Results* sheet, "not a Passing Score" and "Passing Score" information was given. The following table represents the percentage of student participants who received a "pass" or "no pass"

| Course | Pass / No Pass Results | | | | | |
|---|---|---|---|---|---|---|
| | Using Email | | Windows | | Word | |
| | Pass | No Pass | Pass | No Pass | Pass | No Pass |
| ACCT-2203-9082 | 5 | 7 | 6 | 6 | 5 | 5 |
| ACCT-2203-9084 | 2 | 1 | 2 | 1 | 3 | 0 |
| AGEC-1113-9044 | 7 | 3 | 7 | 3 | 7 | 3 |
| CRJS-1133-9214 | 5 | 4 | 1 | 8 | 3 | 6 |
| MATH-1613-9792 | 9 | 4 | 5 | 8 | 8 | 5 |
| MCOMM-2113-9490 | 2 | 2 | 2 | 2 | 2 | 2 |
| NURS-2218-9188 | 6 | 0 | 5 | 2 | 5 | 1 |
| Total | 36 | 21 | 28 | 30 | 33 | 22 |
| Percentage Overall | 63.15% | 36.84% | 48.27% | 51.72% | 60% | 40% |

### Standards Showing Skills Needing Improvement

The *Northstar Digital Literacy Assessment Results* sheet, listed for the student participant the skills measured by the assessment that needed improvement based on how the student participant completed the task presented in the assessment. The table below lists the assessment, the skill needing improvement and the percentage of students whose score sheet indicated that improvement was needed. (Complete tabulations by course are located Appendix B)

## Windows 7

Percent of total student participants whose assessment results as reported on the score sheet indicated they needed to improve the identified skill(s).

| Skills Assessed (Windows 7) | | |
|---|---|---|
| 1.1. | Identify the operating system used by a computer | 36% |
| 1.2 | Demonstrate knowledge of the Windows Start menu | 17% |
| 1.3 | Identify drives on a computer | 36% |
| 1.4 | Identify the help menu | 8% |
| 1.5 | Use Search to locate a file | 12% |
| 1.6 | Identify and demonstrate knowledge of basic office software program; identifying their corresponding file extensions | 10% |
| 1.7 | Identify the desktop | 40% |
| 1.8 | Identify the task bar | 47% |
| 1.9 | Minimize and maximize windows | 40% |
| 1.10 | Start programs | 10% |
| 1.11 | Open, close and switch between windows | 10% |
| 1.12 | Open files using appropriate programs | 53% |
| 1.13 | Delete documents | 22% |
| 1.14 | Shutdown, restart, and log off a computer | 6% |

## Microsoft Word

Percent of total student participants whose assessment results as reported on the score sheet indicated they needed to improve the identified skill(s).

| Skills Assessed (Microsoft Word) | | |
|---|---|---|
| 2.1 | Open a document | 4% |
| 2.2 | Identify the Ribbon | 65% |
| 2.3 | Use Save As to save to a particular folder and name the document | 31% |
| 2.4 | Identify file extensions | 2% |
| 2.5 | Use Spelling and Grammar check | 13% |
| 2.6 | Format the size, color and type of font | 27% |
| 2.7 | Set single or double spacing | 38% |
| 2.8 | Align text | 13% |
| 2.9 | Use bullets and automatic numbering | 7% |
| 2.10 | Use the Undo button | 5% |
| 2.11 | Cut, copy and paste | 33% |
| 2.12 | Set margins | 4% |
| 2.13 | Select portrait or landscape | 11% |
| 2.14 | Demonstrate knowledge of the differences between "Save" and "Save As" functions | 7% |
| 2.15 | Print | 11% |
| 2.16 | Save and close a document | 7% |

**Using Email**

Percent of total student participants whose assessment results as reported on the score sheet indicated they needed to improve the identified skill(s).

| Skill Assessed (Using Email) | | |
|---|---|---|
| 3.1 | Define email | 18% |
| 3.2 | Tell the difference between a URL and an email address | 42% |
| 3.3 | Register for a new email account | 42% |
| 3.4 | Log into email | 12% |
| 3.5 | Address an email and create an email message; then, Send an email | 47% |
| 3.6 | Open an email and reply to all | 32% |
| 3.7 | Forward an email | 30% |
| 3.8 | Add an attachment to an email | 14% |
| 3.9 | Open an attachment in an email | 11% |
| 3.10 | Delete an email and retrieve an email from the trash | 46% |
| 3.11 | Understand basics of email etiquette | 56% |
| 3.12 | Use caution when opening an email from an unfamiliar source | 16% |
| 3.13 | Sign out of email | 2% |
| 3.14 | Define computer virus | 11% |
| 3.15 | Avoid giving out personal information to unfamiliar people | 26% |
| 3.16 | Identify and delete junk mail, including spam | 44% |
| 3.17 | Be selective and cautious about forwarding email to large groups of people | 14% |

## Summary

Three separate assessment tools covering technology literacy for *Windows 7*, *Microsoft Word*, and *Using Email* were given to student participates representing all six (6) of the academic divisions. Fifty-seven (57) students completed the *Using Email* assessment; fifty-eight (58) students completed the *Windows 7* assessment; and fifty-five (55) students completed the *Microsoft Word* assessment. The tabulated score sheets for the total group of student participants revealed that 63% of the students achieved a passing score on the skills assessed by the *Using Email* tool; 48% received a passing score on the *Windows 7* assessment tool; and 60% received passing scores on the Microsoft WORD assessment tool. Further analysis of the score sheets resulted in a list of specific skill sets for which students need improvement.

## Recommendations

The results reported should be shared with Eastern's assessment committee, faculty teaching in the computer science department and the VPAA for further review. Further analysis of the results should be conducted to identify the student participants who have completed the CIS 1113, Computer Applications course and look for relevant correlations that may guide program and/or course improvement and for instructional needs impacting budget requests.

Regarding the assessment process itself, Eastern should consider either becoming a sponsor of the *Northstar Digital Literacy Assessment* group to take full advantage of the available resources, or Eastern should work with the computer information faculty to develop an Eastern Technology Assessment tool which would yield valid and reliable results going forward.

# GETTING DOWN TO BUSINESS

# INFORMATION LITERACY

http://www.bing.com/videos/search?q=Mash+TV+Episodes&FORM=RESTAB#view=detail&mid=694FD72418F8C8E5D05B694FD72418F8C8E5D05B

Information Literacy Assessment
Administered February 12 – 27, 2015

PSY 2103, Developmental Psychology
Instructor: Katharyn A. Tacket
Points Possible: 100

| Students Tested | 29 |
|---|---|
| Minimum Value | 52.00 |
| Maximum Value | 92.00 |
| Range | 40.00 |
| Average | 71.86 |
| Median | 72.00 |
| Standard Deviation | 9.60 |
| Variance | 92.12 |

| Grade Distribution | |
|---|---|
| Greater than 100 | 0 |
| 90 - 100 | 1 |
| 80 - 89 | 6 |
| 70 - 79 | 9 |
| 60 - 69 | 11 |
| 50 - 59 | 2 |
| 40 - 49 | 0 |
| 30 - 39 | 0 |
| 20 - 29 | 0 |
| 10 - 19 | 0 |
| 0 - 9 | 0 |
| Less than 0 | 0 |

BIOL 2103, Environmental Science
Instructor: Pat Ratliff
Points Possible: 100

| Students Tested | 9 |
|---|---|
| Minimum Value | 56.00 |
| Maximum Value | 88.00 |
| Range | 32.00 |
| Average | 67.56 |
| Median | 64.00 |
| Standard Deviation | 9.88 |
| Variance | 97.58 |

| Grade Distribution | |
|---|---|
| Greater than 100 | 0 |
| 90 - 100 | 0 |
| 80 - 89 | 1 |
| 70 - 79 | 2 |
| 60 - 69 | 5 |
| 50 - 59 | 1 |
| 40 - 49 | 0 |
| 30 - 39 | 0 |
| 20 - 29 | 0 |
| 10 - 19 | 0 |
| 0 - 9 | 0 |
| Less than 0 | 0 |

MCOMM-1113, Intro to Mass Com
Instructor: Kristen Turner
Points Possible: 100

| Students Tested | 13 |
|---|---|
| Minimum Value | 60.00 |
| Maximum Value | 92.00 |
| Range | 32.00 |
| Average | 73.85 |
| Median | 72.00 |
| Standard Deviation | 8.96 |
| Variance | 80.28 |

| Grade Distribution | |
|---|---|
| Greater than 100 | 0 |
| 90 - 100 | 1 |
| 80 - 89 | 3 |
| 70 - 79 | 5 |
| 60 - 69 | 4 |
| 50 - 59 | 0 |
| 40 - 49 | 0 |
| 30 - 39 | 0 |
| 20 - 29 | 0 |
| 10 - 19 | 0 |
| 0 - 9 | 0 |
| Less than 0 | 0 |

CIS 1533, Intro to Spreadsheet
Instructor: Debbie Layton
Points Possible: 100

| Students Tested | 7 |
|---|---|
| Minimum Value | 64.00 |
| Maximum Value | 76.00 |
| Range | 12.00 |
| Average | 70.86 |
| Median | 72.00 |
| Standard Deviation | 5.11 |
| Variance | 26.12 |

| Grade Distribution | |
|---|---|
| Greater than 100 | 0 |
| 90 - 100 | 0 |
| 80 - 89 | 0 |
| 70 - 79 | 4 |
| 60 - 69 | 3 |
| 50 - 59 | 0 |
| 40 - 49 | 0 |
| 30 - 39 | 0 |
| 20 - 29 | 0 |
| 10 - 19 | 0 |
| 0 - 9 | 0 |
| Less than 0 | 0 |

NUTRIT 1203, Nutrition
Instructor: Julie Collins
Points Possible: 100

| Students Tested | 11 |
|---|---|
| Minimum Value | 68.00 |
| Maximum Value | 88.00 |
| Range | 20.00 |
| Average | 76.73 |
| Median | 76.00 |
| Standard Deviation | 6.34 |
| Variance | 40.20 |

| Grade Distribution | |
|---|---|
| Greater than 100 | 0 |
| 90 - 100 | 0 |
| 80 - 89 | 4 |
| 70 - 79 | 6 |
| 60 - 69 | 1 |
| 50 - 59 | 0 |
| 40 - 49 | 0 |
| 30 - 39 | 0 |
| 20 - 29 | 0 |
| 10 - 19 | 0 |
| 0 - 9 | 0 |
| Less than 0 | 0 |

**Total Student Tested:** 69
**Average Score:** 72

# WORK BEGINS

## CRITICAL THINKING

https://www.youtube.com/watch?v=MGZAA_q6CQE&list=PLD6C8890CE26BFAB8&index=18

| Rating Criteria | Emerging | | Developing | | Mastering | | NA | Score |
|---|---|---|---|---|---|---|---|---|
| **Identification and explanation of issues** | Issue/problem to be considered critically is stated without clarification or description. | | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | |
| **Collection of information** | Information taken from source(s) is insufficient to develop any analysis and synthesis. | | Information taken from source(s) is insufficient to develop coherent analysis and synthesis | | Information taken from source(s) is sufficient to develop a comprehensive analysis and synthesis. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | |
| **Recognition of context and assumptions** | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts before presenting a point of view. | | Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa). Identifies several relevant contexts before presenting a point of view. | | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts before presenting a point of view. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | |
| **Evaluation and synthesis of information** | The evaluation of information is simplistic, obvious, or has limited relevance. | | The evaluation of information is incomplete, not taking into account the complexities of an issue. | | The evaluation of information is thorough, taking into account the complexities of an issue, while acknowledging limits and synthesizing other points of view. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | |
| **Communicates own perspective, hypothesis or position** | Position is clearly adopted with little consideration. Addresses a single view of the argument, failing to clarify the position relative to one's own. Fails to justify own opinion or hypothesis is unclear and simplistic. | | Presents own position, which includes some original thinking, though inconsistently. Justifies own position without addressing other views or does so superficially. Position is generally clear, although gaps may exist. | | Position demonstrates ownership. Appropriately identifies own position, drawing support from experience and information not from assigned sources. Justifies own view while integrating contrary interpretations. Hypothesis demonstrates sophisticated thought. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | |
| **Explores alternative perspectives and their implications.** | Gives no or limited exploration of alternative explanations. | | Provides alternative explanations but is not complete or lacking in depth. | | Alternative explanations are thoroughly explained and explored. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | |
| **Conclusions and related outcomes** | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences are implications) are oversimplified. | | The evaluation of information is incomplete, not taking into account the complexities of an issue. | | The evaluation of information is thorough, taking into account the complexities of an issue, while acknowledging limits and synthesizing other points of view. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | |
| **Total Score** | | | | | | | | |

| | Results of Critial Thinking Assessment Pilot (Summer 2015) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Course | | | | | | | | | |
| Rating | NUTR1203 | | ECON2123 | | HUMAN2223 | | NURS2118 | | PSY2113 | |
| **Criteria** | **Mean** | **SD** | **Mean** | **SD** | **Mean** | **SD** | **Mean** | **SD** | **Mean** | **SD** |
| Identification | 2.80 | 1.53 | 3.75 | 1.66 | 4.39 | 1.10 | 5.25 | 0.70 | 4.21 | 0.70 |
| Collection | 3.66 | 1.83 | 3.75 | 1.66 | 4.57 | 1.10 | 5.25 | 0.46 | 3.89 | 0.71 |
| Recognition | 2.79 | 1.41 | 3.37 | 1.06 | 4.25 | 1.14 | 4.37 | 1.18 | 3.68 | 1.41 |
| Evaluation | 2.70 | 1.68 | 4.12 | 1.24 | 4.42 | 1.06 | 4.75 | 0.88 | 3.89 | 0.71 |
| Communication | 2.25 | 1.48 | 3.25 | 1.58 | 4.46 | 1.10 | 4.12 | 1.35 | 4.00 | 0.71 |
| Exploration | 1.83 | 1.20 | 2.25 | 1.75 | 4.25 | 1.04 | 2.88 | 2.35 | 3.46 | 1.41 |
| Conclusion | 2.62 | 1.86 | 3.87 | 1.64 | 4.42 | 1.06 | 4.87 | 0.83 | 3.79 | 0.71 |
| **Total** | **18.67** | **9.19** | **24.38** | **9.19** | **30.46** | **4.95** | **31.50** | **4.95** | **27.00** | **4.95** |
| | | | | | | | | | | |
| Number of assessments | 13 | | 4 | | 14 | | 4 | | 14 | |

# MESS HALL TIME

https://www.youtube.com/watch?v=4sqBYziYBAs

# REMAINING MISSIONS

## QUANTITATIVE & SCIENTIFIC REASONING

# REMAINING MISSIONS

## CULTURE, GLOBAL AWARENESS, and SOCIAL RESPONSIBILITY

# SETTING THE SCHEDULE

## ASSESSMENT TIMELINE

http://www.bing.com/videos/search?q=Mash+4077+Episodes&Form=VQFRVP#view=detail&mid=D5758B59F55559168B03D5758B59F5559168B03

| LEARNING GOALS: | ASSESSMENT | TIME OF ASSESSMENT | COURSE ASSESSED |
|---|---|---|---|
| **Communication:** | Essay Presentation Rubrics | Spring of even years | ENGL 1213 |
| 1.1 Communicate effectively using listening, speaking, reading, and writing skills | | Fall of odd years | ENGL 1213 |
| 1.2 Develop percision, clarity, and fluency in writing | | Spring of odd years | Major Courses |
| 1.3 Develop accuracy, conciseness in verbal and nonverbal communication | | | |
| 1.4 Demonstrate competency in verbal and nonverbal communication | Oral Communication Rubric | Spring odd years | SPCH 1113 |
| 1.5 Demonstrate logical organization, coherent thinking, and precision in writing | | Spring even years | Major Courses |
| 1.6 Use standard English in academic and professional settings | | | |
| **Critical Thinking:** | Artifact Collection<br>Rubric graded | | Major Courses |
| 2.1 Independently identify problems and pose questions | | | List?? |
| 2.2 Gather, read, evaluate and integrate relevant information | | fall or spring??? | |
| 2.3 Explore alternative perspectives and their implications | | | |
| 2.4 Draw well reasoned conclusions | | | |
| **Information & Technology Literacy:** | Northstar Digital Literacy Project | Every Fall | OLS 1111 |
| 3.1 Identify information needs | | | CIS 1113 |
| 3.2 locate, evaluate, and appropriately use information | | | Major Courses |
| 3.3 communicate information using appropriate technologies | Information Literacy Survey | When?? | |
| 3.4 utilize technologies to organize concepts and ideas | | | |
| 3.5 utilize technologies to learn and problem-solve | | | |
| 3.6 Demonstrate an awareness of ethical, legal, and social/cultural responsibilities in the use of information and technology | | | |
| **Quantitative & Scientific Reasoning:** | | | |
| 4.1 Describe and delineate the components fo the scientific method | | | |
| 4.2 Apply scietific and mathematical methods to solving problems | | | |
| 4.3 Collect, graph and summarize data and make relevant observations and statements of results and formulate questions | | | |
| 4.4 Evaluate evidence and determine if conclusions based upon data are valid and reliable | | | |
| 4.5 Distinguish sound scientific works from non-scientific works | | | |
| **Cultural, Global Awareness, and Social Responsibility:** | | | |
| 5.1 Display basic knowledge of social, political, economic and historical concepts as they relate to the US | | | |
| 5.2 Identify the responisbilities and choices of involved citizenship | | | |
| 5.3 Examine the global interdependency of humanity | | | |
| 5.4 Explain social and cultural customs within their historical context | | | |
| 5.5 Recognize and assess the significance of cultural and societies and describe the commonalities/differences among cultures from a global perspective | | | |

# GOODBYE, FAREWELL, AMEN

https://www.youtube.com/watch?v=XbrZY4mordU