Assessment Handbook
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Section II

Assessment Academy 2014-2018

John A. Logan College recognized that assessment of student learning is central to its mission, and included it as one of 16 projects in the JALC Strategic Plan FY2013-14. In June 2014, John A. Logan College applied to the Higher Learning Commission's Academy for Assessment of Students Learning to serve as the Quality Initiative for the Open Pathway process. One of the first initiatives of this As-4(f)-1unTc -0.1nen5or 21.72cada5( )]Te(s)-4.9(-4C)(he)4(-3(ol)-2(l

Section III

Student Learning Outcomes

The faculty and staff of John A. Logan College are committed to providing students with opportunities to develop learning abilities that will last a lifetime. Graduates will be prepared to succeed in their personal and professional lives because of achieve competence in the following student learning outcomes:

<u>COMMUNICATION:</u> Students express thoughts, ideas, and feelings in both written and oral modes

Students will a) articulate and select appropriate purposes for reaching, writing, speaking, and listening, as individuals and in groups; b) engage in the stages of the written and oral communication process; c) select, organize, and present details to support a main idea

CULTURAL AND GLOBAL AWARENESS : Students demonstrate an understanding of the influence of culture and society

Students will a) identify the influence of history, geography, the arts, humanities, and the environment on individuals and their cultural development; and b) differentiate subjective opinions and ideologies based on social and individual bias f

Section IV

Assessment Documents

Ten-Year Assessment Cycle (Appendix I)

The ten-year assessment cycle identifies the schedule for the planning, collecting and analyzing phases of assessment. The assessment of each student learning outcome begins with a planning phase, which includes the creation and/or review of the rubric to be used. The second phase begins each fall semester and includes the collection of assessment data. This data collection of data continues over a four-semester period to compare fall to fall and spring to spring and results are shared with faculty each semester. After the fourth semester of collection, members of the Assessment Academy Team review and analyze the data collectively to look for common findings, improvements, and student strengths and weaknesses in an effort to assist with decision making and ultimately the improvement to student learning.

Student Learning Outcome Rubrics (Appendix II)

Peer reviewed rubrics published by the Association of American Colleges and Universities (AACU) provided a starting point for evaluation of artifacts collected from faculty members. A pilot of the first rubric constructed for Information Literacy revealed that it was not practical to use rubrics published by AACU but to utilize the criteria identified within each student learning outcome to develop a more practical rubric instead. During the planning phase in the spring semester, Assessment Academy Team members work with faculty to develop the rubric for the next student learning outcome to be assessed. Learning objectives are identified and listed on the left side of the rubric, and the scale for measuring student artifacts is provided with identifiers to assist faculty in scoring artifacts on a scale of 1-4.

Faculty involvement in the development of the rubrics for each Student Learning Outcome is crucial. As of Fall 2016, three out of five rubrics have been developed for the Student Learning Outcomes.

Learning Outcomes Report (Appendix III)

Foundational information gained from the first two years of the Assessment Academy included the importance of structured tools to provide institutional student learning data, increase faculty buy-in and improve student learning. Universal rubrics have been an effective tool to assess student learning, but they must be accompanied by a uniformed analysis, which is obtained through the Learning Outcomes Report.

The Learning Outcomes Report is a two-part form. The first part includes standard information such as instructor name, course, and semester; student learning outcome being assessed; definition of the assessment prompt; and faculty definition of criterion for success. Part two of the report provides an opportunity for faculty to document overall results of the assessment, student strengths and weaknesses identified in the process, and improvements implemented or results from improvements implemented as a result of the assessment. This documentation provides vital information for the Assessment Academy Team members to evaluate data after each four-semester cycle has been completed.

Excel Data Collection Document (Appendix IV)

Excel spreadsheets are utilized to collect and compute student assessment scores. This document also includes standard information including instructor, course, semester, and learning outcome.

Section V

John A. Logan College Assessment Website

Assessment documentation and results are available on the assessment page of the John A. Logan College website for faculty, staff and public viewing. In addition to the website, assessment results are available on the SharePoint server and presented to full and part-time faculty each semester during the Faculty/Staff Service Day and Term Faculty Orientation. An example of each piece of the assessment documentation collected every fall and spring semester is included in Appendix V.

Section VI

Future Direction

The Assessment Academy Team continues to remain consistent with the project model and

APPENDIX

John A Logan College Student Learning Outcomes
FY15 – FY25 Assessment Cycle

Quantitative Reasoning

Definition:

APPENDIX II

JOHN A. LOGAN COLLEGE
STUDENT LEARNING OUTCOME AND SEMESTER

SUMMARY OF DATA					
Total Number of Students Assessed	0				
Students scoring 3 or 4 in ALL categorie	0				
4-Excellent	0	0	0	0	
3-Proficient	0	0	0	0	
2-Developing	0	0	0	0	
1-Beginning	0	0	0	0	
0-Evident	0	0	0	0	

JOHN A. LOGAN COLLEGE

LEARNING OUTCOMES REPORT

ASSESSMENT FIVE-STEP PROCESS	
Step 1	COMPLETE Part 1 of this document – Educational Assessment Plan.
Step 2	RECORD Student scores on Excel spreadsheet(s).
Step 3	COMPLETE Part 2 of this document – Results, Reflections and Conclusions
Step 4	SUBMIT the following documentation to Susan May (susanmay@jalc.edu): 1. Excel spreadsheet(s) 2. Completed Learning Outcomes Report per section (please retain a copy for future reference) 3. Two (2) student artifacts per course
Step 5	REVIEW/ANALYZE Assessment results presented the following semester by Assessment Academy Team.

PART 1 – EDUCATIONAL ASSESSMENT PLAN		
INSTRUCTOR NAME	COURSE (include Prefix, Number, & Section)	SEMESTER
Jennifer Jeter	MAT 120 02	FL 16

Select Intended Outcome

- ☐ INFORMATION LITERACY
- ☐ COMMUNICATION
- ☒ QUANTITATIVE REASONING
- ☐ CRITICAL THINKING
- ☐ CUL

PART 2 – RESULTS, REFLECTIONS AND CONCLUSIONS	
1. State the overall results of your assessment.	Out of 19 students, 9 scored a 3 or higher in all categories and 6 did not score at l 3 in any category.
2. Document student strengths identified in this process.	Most students are doing well with the calculations, as well as choosing the proper to organize and present the information.
3. Document student weaknesses identified in this process.	It appears as though students are struggling the most with interpretation and analysis/synthesis; however, many students left this part completely out of their

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Project 4 Part 1: Inferential Statistics

Project 4 Part 1 should be typed in a word processing program.

Part 1 is worth 13 points.

Population Proportion

Source: The Chronicle of Higher Education, http://chronicle.com/article/Students-Get-Savvier-About/136827/

According to this article, “when students are asked about digital textbooks, they generally express positive sentiments, says Ms. Allen [an advocate for affordable textbooks with the U.S. Public Interest Research Groups]. But their own preferences conflict with those views. If forced to choose between print and digital, Ms. Allen says, 75 percent of students prefer print. (Mr. Paxhia, pointing to new data from the Book Industry Study Group, notes that the percentage of students who prefer print textbooks declined from 75 percent last fall to 59 percent this fall, a major drop.)”

The claim is the population proportion of all college students who prefer print textbooks to digital textbooks is 0.75. However, based on quick-in

Mean Analysis

- Construct a frequency and relative frequency distribution for your data. (2.2)
  Recall: If the data are discrete, but with many different values of the variable or if the data are
