ASSESSMENT COMMITTEE ANNUAL REPORT

Fall 2014-Spring 2015

Prepared by: Carrie Nepstad
Assessment Committee Chair

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2 COMMITTEE MEMBERSHIP

2014-2015 Academic Year

Executive Committee

Assessment Committee Chair: Carrie Nepstad, Applied Science

Vice Chair: John Kieraldo, Library

Research Analyst: Phillip Vargas, Physical Science

Secretary: Jeffrey Swiggart, Mathematics and CIS

Unit-Level Assessment Liaison Coordinator: Erica McCormack, Humanities and Music

Unit-Level Assessment Liaisons Fall 2014

Jennifer Asimow, Applied Science

Paul Wandless, Art and Architecture

Erica McCormack, Humanities and Music

Unit-Level Assessment Liaisons Spring 2015

Jennifer Asimow, Applied Science

Paul Wandless, Art and Architecture

Theresa Campbell, Business

Mick Laymon, Humanities and Music

Allan Wilson, Physical Science

Membership

Cindy Cerrentano, Academic Affairs

Margarita Chavez, ELL/World Languages

Willard Moody, English, Speech, Theatre

Loretta Visomirskis, English, Speech, Theatre

Fernando Miranda-Mendoza, Mathematics

Janette Gayle, Social Science

Ray Tse, Physical Science

Aigerim Bizhanova, Biology

Yev Lapik, Biology

Matthew Williams, ELL/World Languages

Amu Rosenquist, English, Speech, Theatre

3 ABSTRACT

This academic year included many projects typical to the Assessment Committee (AC) such as administering an assessment on Information Literacy and developing a new tool to assess Student Learning Outcomes in Natural Science. In addition, the AC has developed various initiatives for closing the loop, approved a full revision of the Assessment Committee Charge, and completed a restructuring of the committee executives and subcommittee groups. This year, committee members presented at two national conferences and one state conference, and published three documents including two newsletters and one report on Oral Communication results. All documents have been uploaded to the Assessment Committee web-page, which was updated and revised to include a teaching materials section. The committee participated in Faculty Development Week activities, District-Wide Assessment Committee activities, and a variety of meetings including department chairs and CAST. The Unit-Level Assessment Liaison branch of the AC continues to grow in number but also to deepen its assessment practices within the departments. Finally, AC members participated in the Special Initiatives project focused on writing Program Level Student Learning Outcomes and developing an assessment plan at the program level focused on a capstone.

4 PARTICIPATION DATA

Activity	Fall 2014	Spring 2015
Committee Meetings	13	14
Lowest Weekly Attendance	8	14
Highest Weekly Attendance	14	19
Average Weekly Attendance	11	17
Number of Departments and Offices Represented	11	12
Regular contributing departments	Applied Science, Art & Architecture, ELL/World Languages, English/Speech/Theatre, Humanities and Music, Library, Math and CIS, Physical Science	Applied Science, Art & Architecture, Biology, Business, ELL/World Languages, English/Speech/Theatre, Humanities and Music, Library, Math and CIS, Physical Science, Social Science

Attendance throughout the academic year remained consistent. There was an increase in overall attendance in the spring semester due to additional membership from Biology and Physical Science to work on designing the Natural Science assessment tool. There was also consistent representation and participation from Academic Affairs, particularly during the spring semester.

5 KEY ACTIVITIES AND ISSUES FALL 2014

Over the summer term Ray Tse from the Physical Science department researched and facilitated the purchase of a multiple-choice exam scanning machine that is now set-up in room 1046 for the Assessment Committee's use. The machine is also available for faculty to use for assessment and grading purposes.

Assessment of General Education

During the fall 2014 semester the main activity was revising the Information Literacy tool and administering it to the full HWC community. The tool was designed to measure the following student learning outcomes.

Effective Communication (Information and Computer Literacy): To communicate effectively, orally and in writing, and use information resources and technology competently. Definition: The set of skills that enables individuals to recognize when information is needed and to locate, evaluate, and effectively use the needed information.

Student Learning Outcomes:

- Determine the nature of the information needed in a given context.
- Identify available resources of different types (e.g., books, journal articles) and formats (e.g., print, electronic).
- Access and navigate information resources and services effectively.
- Evaluate sources of information based on standard criteria (e.g., accuracy, authority, reliability, and relevance).
- Organize new information efficiently and integrate it with other information or material.

Distinguish between ethical and unethical uses of information (e.g., source attribution, intellectual property).

Administration of Information Literacy Assessment

This is the first time an assessment has been administered 100% online. Announcements went out for faculty volunteers from week twelve of the semester through week sixteen. Instructors then posted the information literacy tool link either in student e-mail or in Blackboard course sites. There were 36 faculty who volunteered their sections spanning 8 academic departments. The result is 926 student respondents reflecting a representative sample of the fall 2014 enrollment. Data were collected toward the end of the semester for analysis during the spring 2015 semester. In addition, members of the AC took the survey themselves as a method to better understand how students may have experienced the tool. The AC voted to revise the tool and do a smaller data collection process during the spring 2015 semester.

Closing the Loop

During Faculty Development Week at HWC Carrie Nepstad, Applied Science, and Erica McCormack, Humanities and Music, offered sessions that included information about unit-level assessment in which committee members shared their own experiences with learning assessment terminology. They also explored how assessment is similar to yet distinct from classroom formative assessment and grading. The sessions were well received with various full-time and part-time instructors participating.

During the fall semester AC Committee Chair Carrie Nepstad began regularly attending the Department Chairs meeting, which now includes the Assessment Committee as a standing agenda item. During the meetings Carrie provides regular updates about assessment activities and gathers information to bring back to committee.

Carrie prepared two videos that explained various aspects of general education assessment as well as unit-level assessment within the departments and programs. Erica McCormack prepared a video in which she described her personal journey in learning about assessment as a committee member and then as a Unit-Level Assessment Liaison to the Humanities and Music Department. The videos were sent out to all HWC faculty via e-mail. The quality of the videos varied and the committee is considering different methods for creating and then housing assessment videos in the future.

Several members of the AC participated in HWC's Special Initiatives Project of the Higher Learning Commission. The Project focused specifically on Program-Level Student Learning Outcomes or P-SLOs. Participants developed P-SLOs for their programs and completed a curriculum map indicating when P-SLOs were Introduced, Reinforced, and Mastered. In addition, the goal of the Project was to focus on a capstone that would include assessment of the P-SLOs.

Several discussions took place over the fall semester about assessment of student learning in online learning. The AC considered how assessment, as it has been done at HWC, relates to online learning and whether or not it will be a main component of general education assessment or if it will be emphasized more in unit-level assessment.

Institutional Review Board (IRB)

AC Committee Chair Carrie Nepstad, Applied Science, explored a variety of resources about the IRB process and considered how the work of the Assessment Committee intersects with IRB processes at City Colleges.

District-Wide Assessment Committee

The District-Wide Assessment Committee did not formally meet during the fall 2014 semester. However the AC Committee Chair met with Jonathan Keiser from District Office to discuss assessment practices at HWC that may be of use across the District.

Publications

The fall 2014 edition of the *Assessment Times* was prepared by Chair John Kieraldo, Library. The Oral Communications Report was approved by the committee and posted online.

Public Speaking

- Jennifer Asimow, Applied Science, and Phillip Vargas, Physical Science, presented at this year's IUPUI Assessment Institute in Indianapolis. The presentation "Diversity – Quantifying Growth in Both Tolerance and Acceptance" was both well received and engendered productive discussions with faculty members from across the country.

- Carrie Nepstad, Applied Science presented at the Annual Conference for the National Association for the Education of Young Children (NAEYC) in Dallas, "Turning a Culture of Assessment to a Culture of Learning". This presentation focused on the process of

assessment considering backward design. Once outcomes are determined, course design builds many opportunities for students to meet learning outcomes.

6 KEY ACTIVITIES AND ISSUES SPRING 2015

In the spring the committee focused on a closing-the-loop strategy that involved working with small groups of volunteer faculty who would focus on specific general education student learning outcomes in their own teaching. Information literacy and oral communication were the two general education objectives chosen for this in-depth study.

Closing the Loop

Oral Communication: A small group of faculty volunteered to participate. They were asked to consider the student learning outcomes for oral communications in relation to their own teaching, to think of those outcomes during the planning process at the beginning of the semester and then to administer the oral communication tool to their students at the end of the semester.

Information Literacy: Three different volunteer faculty groups participated in this study. 1) Group A included the instructor teaching the Library Studies course; 2) Group B included instructors who agreed to focus on information literacy during the semester and administer the tool at the end of the semester; and 3) Group C included instructors who performed zero intervention and administered the tool at the end of the semester.

The goal of this experiment was to consider General Education assessment goals as part of the teaching process. It was a small pilot and the committee was aware that this would not necessarily generate statistically significant data. Rather, the goal was to focus on the process and to consider factors that influence teaching. In addition, this gave the committee more in-depth information about the tools themselves. Outcomes for this process will be reviewed during the fall 2015 semester and reported in the 2015-2016 annual report.

Vice Chair John Kieraldo, Library, updated the AC web-page to include a section of teaching materials related to HWC's assessment work. The first inclusion into this section is the packet of information literacy lessons created by Todd Heldt, Library. The purpose of this page is to bring assessment recommendations and resources to faculty in support of the teaching and learning process. Each semester, the AC will continue to elicit additional resources from faculty.

Assessment of General Education

Early in the semester, the committee voted to change assessment methods for upcoming data gathering to include the collection of student ID numbers which will allow the use of Open Books as a tool for data analysis. The decision was approved granted that the ID numbers would be anonymized so that no personal assessment data can be traced back to individual students or instructors.

Analysis of Information Literacy data was presented to the committee by Research Analyst Phillip Vargas, Physical Science. Analysis included consideration of 1) the efficacy of the tool, 2) student performance breakdown, and 3) self-reported confidences and research preferences. The tool had a Cronbach Alpha of 0.4647 which is a measure of overall reliability suggesting poor reliability if the survey were to be repeated. In terms of student performance the highest

correlation across any dimension suggests student performance as a function of English ability. There was no statistically significant difference in scores between any of the groups measured. The committee revised the "problem" questions and made the recommendation to examine the tool as it relates to general education SLOs as well as SLOs for library informational sessions and the information literacy course.

Core Documents Review

Core documents include the Master Assessment Calendar and the Assessment Committee Charge.

- The Master Calendar was reviewed and no changes were made.
- After reviewing the Charge as well as the archived Assessment Handbook the committee made two major decisions: 1) to do a full revision of the Charge in an effort to streamline the document focusing on responsibilities and deliverables; and 2) to review the Assessment Handbook written several years ago, update the Handbook, and transfer all detailed descriptions about assessment processes from the Charge to the revised Handbook. The rationale for this decision was to make the Charge an easier document to read so that committee members as well as other stakeholders such as administrators, department chairs, and other faculty can easily read the document and understand the main purpose of the committee. The AC members did not want to lose the work that had been done on the Assessment Handbook draft nor did they want to lose the nuanced language from the previous Charge.
- By transferring descriptions from the Charge to the Handbook and making plans to update the Handbook next year, the committee members preserved the style of previous work while updating and streamlining revised editions of both documents.

Publications

Spring 2015 edition of the *Assessment Times* prepared by Vice Chair John Kieraldo, Library

Public Speaking

Assessment Fair 2015 Cindy Cerrentano, Jennifer Asimow, Carrie Nepstad, and Erica McCormack presented, "What does Faculty-Driven Assessment Look Like?" In this talk, presenters described the general development of the HWC Assessment Committee over the past ten years including the progression of roles and responsibilities of committee members as well as administrative support for release time. The talk was well-received and generated a number of enthusiastic and complimentary comments from participants, several of whom stated that they have been following HWC's assessment story over time.

Restructuring of the Assessment Committee

The AC unanimously voted to adopt the new structure starting in the Fall 2015 semester. The Committee Chair oversees two branches of the committee: General Education Assessment, and Unit-Level Assessment. Each branch has a Vice Chair. In addition, due to the increase in data collection at the Unit-Level, the AC requested administrative support for a second Research Analyst. Research Analysts and the committee Secretary support both branches of the committee. In the revised Charge there are now 2 standing subcommittees: General Education facilitated by the Vice Chair of General Education, Unit-Level Assessment facilitated by the Vice Chair of Unit-Level Assessment, and Closing the Loop facilitated by the Secretary/Archivist. The

Research Analysts and Committee Chair will serve as "floaters" and work on all three subcommittees.

The Unit-level Liaisons presented their processes and findings during the Unit-Level Assessment Showcase which spanned two Assessment Committee meetings. The full Unit-Level report follows.

7 UNIT-LEVEL ASSESSMENT ANNUAL REPORT

Unit-Level Assessment Coordinator, Erica McCormack

In the Spring 2015 semester, the Harold Washington College Assessment Committee (HWCAC) reestablished the Unit-Level Coordinator role, which Carrie Nepstad and David Richardson had filled in previous academic years but which had then been cut from the Assessment budget. The committee was grateful to see this role reaffirmed and supported by administration in the budget for the Spring 2015 semester, particularly because the number of Unit-Level Liaisons doubled from three to six between the Fall 2014 and Spring 2015 semesters. Erica McCormack transferred from serving as Unit-Level Liaison to the Humanities Department in the Fall 2014 semester to the Unit-Level Coordinator at the beginning of the Spring 2015 semester and expects to continue in that role for the 2015-2016 Academic Year as long as the Coordinator role remains in the budget.

Unit-Level assessment has been defined by the HWCAC as the assessment of any student learning outcome that goes beyond the individual class level but that does not extend to the level of the college general education outcomes. The Unit-Level Liaisons facilitated assessments with the input of their colleagues in the following six departments during the Spring 2015 semester: Applied Science (Jennifer Asimow); Art & Architecture (Paul Wandless); Business (Theresa Campbell); Humanities & Music (Michael Laymon); Mathematics & CIS (Fernando Miranda-Mendoza); Physical Sciences (Allan Wilson).

The committee charge for Unit-Level work requires that all liaisons follow the six-stage process of assessment work: 1) Department Buy-In and Outcome Definition; 2) Assessment Research and Design; 3) Pilot Assessment Tools and Processes; 4) Administer Specific Assessment; 5) Data Analysis; and 6) Supporting Evidence-Based Change (Use of Findings).

Each assessment that is developed with the mentorship of a Unit-Level Liaison should run through this loop, but all six stages do not occur within a single semester. Especially for departments just beginning Unit-Level Assessment work (Business, Mathematics & CIS, and Physical Sciences for the Spring 2015 semester), the first couple of stages can comprise the work of the first semester, then the administration of the assessment and analysis of the data to support evidence-based change can continue in subsequent semesters.

The way this Unit-Level assessment work continues and expands over the course of multiple semesters is evident in the assessment reports for departments whose Unit-Level work has been established over multiple semesters. Applied Science, Art & Architecture, and Humanities & Music have all had Unit-Level Liaisons since the Fall 2012 semester, and all three of those reports demonstrate how the cyclical six-stage process is used to get one assessment running within the department, then sustain that assessment while developing another.

The administrative support for Unit-Level Liaisons and the Unit-Level Coordinator, primarily represented through the allotment of reassigned time for doing this assessment work, is vital to the success and growing complexity of the assessment process. One of the greatest successes for the college related to the Unit-Level work has been what it has offered to departments invested in Unit-Level assessment efforts. More discussions among faculty related to student learning and how to best support evidence-based change are happening in those departments, and a clearer understanding of the faculty-driven assessment process at HWC has taken root. This increased dialogue and understanding helps strengthen buy-in for assessment efforts at the General Education level as well as at the Unit-Level, and the committee therefore hopes that every department at HWC will soon have a Unit-Level liaison participating in this process.

The administration's financial support that makes Unit-Level assessment work possible represents the vital accompanying reallocation of faculty time through the establishment of the 3-credit equivalence for the Liaison and Coordinator roles. That time is used by the Liaisons to work through the six stages of assessment, which includes meetings with other stakeholders in the department and meeting weekly with other Unit-Level Liaisons and the Unit-Level Coordinator. At the beginning of the semester, as many of the Liaisons who could attend a meeting from 2-3pm every Wednesday (before the 3-4pm HWCAC meeting) met jointly in order to become familiar with the six stages and the process of doing Unit-Level work. The two veteran liaisons in Applied Science and Art and Architecture provided excellent mentorship for the new liaisons getting ready to start this work within their departments. Midway through the semester, meetings were broken up so that the Unit-Level Coordinator could either work one-on-one with each liaison or in groups of two liaisons at a time. This allowed for more individual feedback and support to be provided to each project once they had been better defined and got underway.

At the end of the semester, in weeks 13 and 14, two of the HWCAC meetings were dedicated to a showcase of Unit-Level Liaison work (three presentations each week). This showcase of Unit-Level work highlights how much progress each Liaison has made on behalf of their department and also how distinct each of the Unit-Level projects are. The Unit-Level model has enough structure so that new projects can be developed and implemented, but it is also flexible enough to be able to assess the authentic questions about student learning that faculty working in the various disciplines and programs within departments want to know, thus providing data to address those questions and allow faculty to support evidence-based changes in the future. The Unit-Level work being done at HWC represents a flourishing of assessment activity across the college that is an important parallel to the committee's General Education assessments, and the committee hopes to encourage it to not only continue in these six departments but soon expand to include all academic departments.

8 UNIT-LEVEL ASSESSMENT LIAISON REPORT, APPLIED SCIENCE

Unit-Level Assessment Liaison, Jennifer Asimow

I. Introduction

In fall 2014, the Applied Sciences department transferred the liaison role from Associate Professor Nepstad to Associate Professor Asimow, when Nepstad became the Chair of the Assessment Committee. For the previous 2 years, the Unit – Level Assessment work in the Applied Sciences had been focused on effective writing in the disciplines of Child Development, Addictions Studies, Criminal Justice, and Social/Youth Work. The entire department was very interested in uncovering and discovering issues and resolutions in regard to effective student writing.

In September, a survey was developed to gauge continued interest in assessing effective writing in the department. (See Appendix A) The results of the survey revealed a level of interest that did not indicate a continued effort on the part of the unit-level liaison. However, faculty were still interested in using the Effective Writing Resources that were developed. (See Appendix B)

For the purposes of this report, two Unit-Level Assessments will be discussed. For each of the following sections, (A) will refer to the Unit-Level Assessment process in the Child Development Program and (B) will refer to the Unit-Level Assessment process in the Youth Work program.

II. Department Buy-In and Outcome Definition

(A) The HWC Child Development program is accredited by the National Association for the Education of Young Children (NAEYC) and has had a robust program assessment process in place for several years. Each year, assessment data is gathered and a short report is written as an update to the accrediting body. After 7 years, the program goes through an extensive self-study and site visit. During fall 2013, the HWC CD program was reaccredited.

One of the valuable pieces of feedback that the program received from the accreditors was that we were "over" assessing. This was not meant as a criticism as much as it was an indication to perhaps do less, but to do it better. For that reason, a new CD assessment plan was put in place (see Appendix C) with a pared down scope. This was discussed with the full-time faculty and then communicated to the fall and part-time faculty in the early fall 2014. All program goals and student learning outcomes remain the same.

(B) Discussions with the full-time faculty in the Applied Sciences revealed interest in assessing the capstone course for the Basic Certificate in Youth Work. Dr. Heathfield indicated interest in taking a closer look at the Basic Certificate, as opposed to the Advanced Certificate because that is the program most students complete. The Basic Certificate in Youth work is comprised of 4 courses.

Using the syllabi from the 4 courses, the student learning outcomes were mapped, looking for commonalities in order to define the program goals and the SLOs for the program as a whole. Several drafts were written, refined, and edited. (See Appendix D)

III. Assessment Research and Design

(A) The Child Development Assessment Program focuses on 6 Key Assessments aligned with the NAEYC Standards. Each of the key assessments has a corresponding rubric (See Appendix E). In the past, the faculty was using each of the rubrics to assess several assignments. In order to tighten up our process, it was decided that each of the Key Assessments would be assessed at one point during the program (as a baseline) and then again during the capstone course, the Child Development Teaching Practicum. A google form was created to capture all of the assessment data in one place. (See Appendix F).

(B) Using the student assignments in the capstone course in the Youth Program, one rubric was designed to capture the SLOs for the program. (See Appendix G) The capstone course requires that students write four reports in 4-week intervals, each focusing on a different area of the practicum experience.

Using the same rubric for each of the four reports, data can be collected for the program. The rubric was turned into a Google form so all of the data can be collected in one place.

IV. Pilot Assessment Tools and Processes

(A) It was clear from the data collected in the fall semester that the faculty did not quite understand the purpose of the Assessments and were simply submitting the rubrics they used to grade the assignments as assessment data. After scrapping that, each of the 12 part-time faculty members in the CD program met with the liaison so the assessment process could be explained in detail and so they could ask questions and clarify their concerns. These meetings took place early in the spring 2015 semester. Several reminders have been sent via email for the faculty members to collect the assessment data. The assessment data will come in during the last 2 weeks of the semester and the full-time faculty will assess the capstone data during this same timeframe.

(B) After the first reports were assessed using the new program rubric, adjustments were made and some of the language was refined. One important realization came to light when it was discovered that the rubric did not necessarily work well for the Social Work students who were also in the same course. The rubric was then adjusted to address Social Work students. Now, there are two rubrics and data is collected from both the Youth Work students and the Social Work students. (See Appendix H) All of the data will be collected via one Google Form. (See Appendix I)

V. Administer Specific Assessment

(A) The CD faculty are in the process of collecting the data from the classroom assignments. Once the practicum students have submitted their year-end portfolios, their work will also be assessed. The plan is to look at the data, side-by-side, to see how CD students progress through the program.

(B) The data from the second reports has been submitted, and the third and fourth reports will be assessed in the next few weeks.

VI. Data Analysis

(A) Once the data has been submitted from all of the CD faculty, the analysis will begin. With the support of HWCAC Data Analyst, Phil Vargas, the CD program is keen to discover how the CD students are faring in meeting the program outcomes as they progress through the program and complete it. In fall 2015, more detailed results will be available. The results to date can be found in Appendix J.
(B) After the reports have all been assessed, the data will be sent to Phil Vargas for further analysis, the results of which will be available in the fall 2015 semester. The results to date can be found in Appendix K.

VII. Supporting Evidence-Based Change (Use of Findings)

(A) Using the data from past assessments in Child Development, the faculty has made significant changes in developing learning opportunities for students that better support their learning needs. With this more streamlined version of the prior process, the CD faculty is hopeful to reveal more pertinent data that can be brought back into the program.
(B) It is too early to tell if this Pilot will reveal any significant data. However, the process has been useful for Dr. Heathfield as he has had an opportunity to develop his program goals and SLOs. The development of the rubric has been shared with the students in both the Youth Work program and the Social Work program. This provides the students with a clear guide for their work and expectations of it.

1. Success Factors

(A) The success of the CD Assessment process lies in the hands of the faculty. The program is counting on several faculty members to participate fully in the program. Without their participation it is unclear at this time how to proceed.
(B) The Pilot's success will be revealed once more results are in. Dr. Heathfield is open to refining the process, adjusting it, or scrapping it, if need be. However, the early results are promising and there is a renewed level of commitment to the process through this new pilot.

2. Recommendations

Ideally, both of the Unit-Level Assessment projects in the Applied Sciences Department will move from the "Pilot" stage to a full-scale Assessment next year. Once the results are in and are analyzed, more time will be spent deciding on a course of action.
In addition, during the next year, it is recommended that the Criminal Justice program begin developing a Unit-Level assessment program with the support of the Unit-Level Liaison.

3. Appendices

Appendix A

https://docs.google.com/forms/d/1M-GITP0MqLr76agrGnfkJyXhhHc3JV0QJ7KVKhta6yE/viewform?usp=send_form

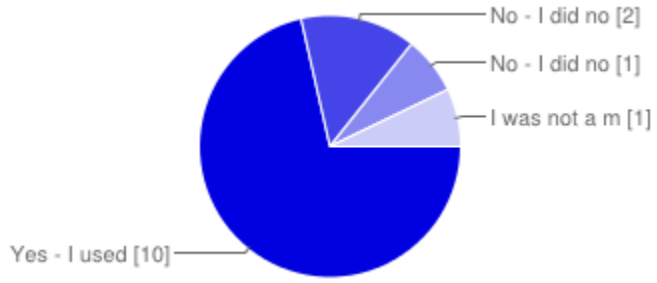
Appendix B

14 responses

View all responses Publish analytics

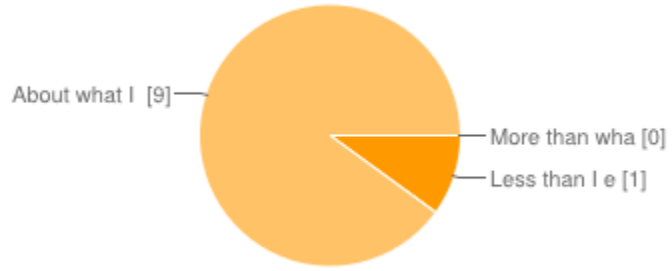
Summary

Did you participate in the Effective Writing Assessment in the Applied Sciences Department last spring?



Yes - I used the rubric and submitted data	**10**	71.4%
No - I did not use the rubric nor submit data	**2**	14.3%
No - I did not use the rubric or submit data but I did participate in other aspects of the assessment process (attendance at department meetings, department discussions about writing, development of the rubric, etc.)	**1**	7.1%
I was not a member of the Applied Sciences Department last year.	**1**	7.1%

Was the assessment what you expected (in terms of ease of use, time commitment, etc.)



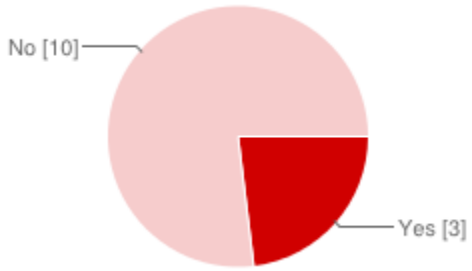
Less than I expected.	**1**	7.1%
About what I expected.	**9**	64.3%
More than what I expected.	**0**	0%

In what way(s) was the assessment more or less than you expected?

NA

Didn't understand the value of it.

Have you been using the Writing Resource website?

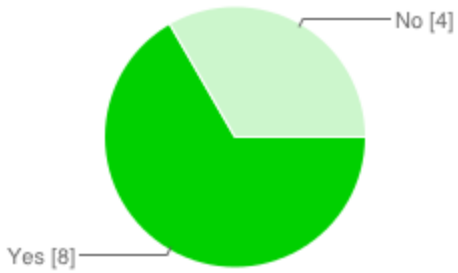


Yes	**3**	21.4%
No	**10**	71.4%

Which areas of the Writing Resource website have you used?

Writing Resources links	**3**	21.4%
Developmental Rubric	**0**	0%
Student Feedback	**0**	0%
Assignment Design	**0**	0%
Applied Sciences Writing Information	**1**	7.1%

Do you plan on using the Writing Resources website?



Yes **8** 57.1%

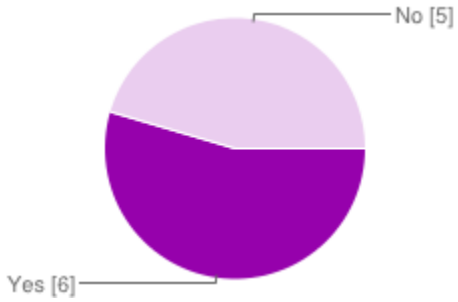
No **4** 28.6%

How can we improve the Writing Resource website?

Constantly remind me where and how to access it

include more resources that are tutorials for students on specific skills or concepts

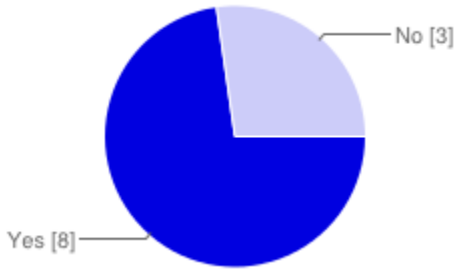
Do you want to continue assessing effective writing as a department in the same way it was done last year?



Yes **6** 42.9%

No **5** 35.7%

Do you want to continue assessing effective writing by narrowing the focus?



Yes **8** 57.1%

No **3** 21.4%

If we were to focus on one area of Effective Writing, which area are you most interested in further assessing?

Focus	**2**	14.3%
Organization	**2**	14.3%
Voice	**0**	0%
Development and Elaboration	**2**	14.3%
Style and Diction	**1**	7.1%
APA Style and Support	**2**	14.3%
Proofreading	**3**	21.4%

In what ways has the Assessment of Effective Writing changed/improved the teaching and learning in your courses?

It has not change or support my class in anyway. I have used my own resources, based on the individual needs of my students when ever possiable.

Thinkinhg more about writing support and how to get students to the expertise they need

The students are more aware the need to imporve their basic writing ability and convey their thoughts and feeleings.

more of rubric focus

Most students leave the course a much stronger writer.

It's made me think about how I provide feedback for students, It's also made me think about how to build metacognitive awareness for students about their own writing strengths and challenges

I am more cognizant of how I grade student submissions.

Please add anything else you believe will be helpful in furthering our department and unit level assessment efforts.

Provide training on the process for adjunct, let us know more about the outcomes of the assessment. Everything is so last minute for adjuncts.

Keep at it tiger!

writing is important but it is difficult to carve out the time to devote to teaching and assessing writing in the context of our work

An asssessment of their writing ability should be made available from the English classes that they take so we have a better understanding of the help they have already received and where their strenghts and area in need of improvement are.

Appendix C **New Assessment Plan – fall 2014**

If You Are Teaching…	**Then You Must Assign….**	**And Use this Assessment Rubric….**	**To Collect Data from…**
CD 101	4 Observation and Interpretations 4. Infants 5. Toddlers 6. Preschoolers 7. School - Age	Observation and Interpretation Rubric	The School-Age Observation
CD 107	A minimum of one Personal Reflection Paper	Personal Reflection Rubric	The last reflection paper submitted (if more than 1 assigned)
CD 109	An analysis of at least one lesson plan	Lesson Plan Analysis Rubric	The last lesson plan analyzed (if more than 1) Students must save

For the Gateways Credential (Level IV Professional Contribution)	An observation of the language and literacy opportunities in a child care room/program. A plan for improvement based on those observations. An *Action Plan* for making the program improvements.	No Rubric	this assignment electronically as evidence of this professional contribution.
CD 120	Philosophy Paper	Philosophy Statement Rubric	This assignment only
CD 143	Documentation of a Completed Lesson in Math or Science	Documentation Rubric	This assignment only
CD 149	An analysis of at least one lesson plan	Lesson Plan Analysis Rubric	The last lesson plan analyzed (if more than 1)
CD 201	An Observation and Interpretation of a Child (this can be embedded in the Child Study)	Observation and Interpretation Rubric	This part of the child study
CD 258	A minimum of one Personal Reflection Paper	Personal Reflection Rubric	The last reflection paper submitted (if more than 1 assigned)
CD 262 **For the Gateways Credential (Level IV Professional**	A minimum of one Personal Reflection Paper Advocacy Letter	Personal Reflection Rubric No Rubric	The last reflection paper submitted (if more than 1 assigned) Students must save this assignment electronically as evidence of this professional

Contribution)			contribution.

In CD 259, students will

Reflect throughout their portfolio	**Reflection Rubric**	**Assessed by All Full Time Instructors**
Observe the children in their classroom	Observation and Interpretation Rubric	Assessed by All Full Time Instructors (this can be found as an artifact under Standard 1)
Develop a Lesson Plan based on those observations		
Research available lesson plans and analyze one of them	Lesson Plan Analysis Rubric	Assessed by All Full Time Instructors (this can be found as an artifact under Standard 4)
Teach the lesson while being observed by the practicum instructor		
Document the learning	Documentation Rubric	Assessed by All Full Time Instructors (This can be found as an artifact under Standard 3)
Rewrite the Philosophy Paper into a Concise Philosophy Statement	Philosophy Rubric	Assessed by the Practicum Instructor
Present an eportfolio based on the NAEYC/ECADA Standards	Portfolio Rubric	Assessed by the Practicum Instructor
Students are required to submit		Membership in a Professional

all professional contributions in their eportfolios		Organization Program Improvement Plan Advocacy Letter

Appendix D

Final Program Learning Outcomes – Basic Certificate in Youth Work

Program Learning Outcome
- BC Social Work - Youth Work

Key

I Introduced

P Practiced

M Met

	Program Outcome	SOC SER 109	SOC SER 215	SOC SER 248	SOC SER 249
1	Initiate and develop strong relationships with youth in order to work effectively in a variety of youth settings.		I, P	P	M
2	Build youth voice, choice, and action.		I, P	P	M
3	Evaluate youth programs.		I, P	P	M

4	Describe young people, youth development, and youth work from a strengths-based perspective acknowledging the capacity of each individual young person.	I, P		P	M
5	Reflect and assess personal practice regarding adult relationships in the workplace, working with people in the community, management skills, and work ethics.	I	I, P	P	M
6	Advocate for programs to be more "youth-centered" in policy and practice.		I	P	M

Appendix E – Child Development Key Assessment Rubrics

I. Key Assessment: Observation and Interpretation Rubric

Standards	Meets the Standard	Emerging skills	Does not Meet the Standard
4b. Knowing & understanding effective strategies & tools for early education	Objective language is used throughout the observation description. Student remains focused on observed behavior and does not include any interpretive or reflective statements.	Objective language is used sometimes but the student also includes interpretive comments.	Subjective or judgmental language is used throughout the description and the student continuously makes interpretive comments.

3b. Knowing about & using observation, documentation, & other appropriate assessment tools & approaches	Actions and interactions are all described in vivid detail. Child's language is quoted verbatim. Actions are recorded sequentially.	Actions and interactions are described clearly but lacking in detail. Child's language is quoted some of the time. Actions are recorded sequentially some of the time	Actions and interactions are described with very little detail and are difficult to follow. Child's language is not included or is corrected for grammar. Actions are not recorded sequentially and are difficult to follow
Supportive Skill #3: Written & Verbal Skills	No spelling, grammar or punctuation errors or typos.	Some errors in spelling, grammar, and punctuation, or typos that somewhat distract from the writing.	Many errors in spelling, grammar, punctuation, and typos. Errors are prominent and distract too much from the writing.
3a. Understanding the goals, benefits, & uses of assessment	Student uses observed behaviors as evidence for interpretations or reflections.	Student sometimes uses observed behaviors as evidence but also uses some speculation	Student does not use observed behaviors as evidence but relies solely on speculation
1b. Knowing & understanding the multiple influences on development & learning Supportive Skill #5: Identifying & using professional resources	Student uses concepts of development as the main source of evidence for interpretations or reflections	Student begins to use concepts of development as evidence for interpretations but also relies on personal experience to describe development	Student relies solely on personal experience and does not use concepts of child development as evidence for interpretations or reflections
1c. Using developmental knowledge to create healthy, respectful,	Student uses observation to make informed, and developmentally/culturally appropriate decisions in the classroom (hypothetically or	Student begins to use observation to inform practice but also relies on teacher-centered	Student does not use observation to inform practice but solely relies on teacher-

supportive, & challenging learning environments	field experiences)	practices	centered practices

II. Key Assessment: Documentation Rubric

Standards	Meets the Standard	Emerging skills	Does not Meet the Standard
6b. Knowing about & upholding ethical standards & other professional guidelines	There is no identifying information about the child or school on the documentation in order to preserve confidentiality	There is some identifying information about the child or school	Confidentiality is violated
1a. Knowing & understanding young children's characteristics & needs	Documentation is used as an assessment tool to analyze the developmental process	Documentation includes information about development such as developmental milestones or domains	Documentation does not include development
3d. Knowing about assessment partnerships with families & with professional colleagues	The documentation includes child assessment information to make the learning process visible	The documentation includes child assessment information	Child assessment information is not included
2c. Involving families & communities in their children's development & learning	The documentation is targeting all audiences including the children, teachers/colleagues, families and the community.	The documentation targets one or two audiences but does not consider all of them.	The documentation does not seem to have an audience.
Supportive Skill 4: Making connections between prior knowledge/	The documentation reveals the student's metacognitive awareness of her/his own learning	The documentation describes some of the student's thoughts but does not go into detail	There is no description of the student's learning process or the

experience & new learning	process in rich, descriptive detail	about the student's own learning process	description is superficial.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child	Within the documentation there is ample evidence of the student observing, gathering artifacts, questioning and hypothesizing.	Within the documentation there is some evidence of the student observing and gathering artifacts but there may not be evidence of the student questioning or hypothesizing.	There is very little evidence of the student observing, gathering artifacts, questioning or hypothesizing.
Supportive Skill 3: Written and Verbal Skills	All writing in the documentation is written clearly and without any spelling, grammar, punctuation errors, or typos.	Writing within the documentation is somewhat vague. Some distracting errors in spelling, grammar, and punctuation, and/or typos.	Written errors are prominent and distract too much from the meaning.

III. Key Assessment: Lesson Plan Analysis Rubric

Standards	Meets the standard	Emerging	Does not meet the standard
5c. Using their own knowledge, appropriate early learning standards, & other resources to design, implement, & evaluate meaningful, challenging curricula for each child	Explains how the lesson plan does or does not follow DAP using detailed descriptors	Identifies whether or not the plan incorporates DAP but does not explain how	No reference to DAP
2a. Knowing about & understanding diverse family & community characteristics	Examines the lesson for sensitivity to cultural and linguistic diversity and provides suggestions to strengthen the lesson's sensitivity.	Describes how the lesson is sensitive to cultural and linguistic diversity, but does not provide suggestions to strengthen the lesson's sensitivity.	No discussion of how the lesson is or is not sensitive to cultural and linguistic diversity
5c. Using their own knowledge, appropriate early learning standards, & other resources to design, implement, & evaluate meaningful, challenging curricula for each child.	Includes a rich description of expansion activities and describes how they relate to and support the lesson plan	Includes some description of expansion activities but the explanation of how they relate to the lesson plan is not clear.	No description of expansion activities or some activities are mentioned with no explanation of how they relate to the lesson plan
5a. Understanding content knowledge & resources in academic disciplines Supportive Skill #2: Mastering & applying foundational concepts from general education	Identifies the learning goals of the lesson plan and describes reasonable child behaviors that would indicate that the learning goals have been met	Identifies the learning goals of the lesson plan but does not fully describe child behaviors that would indicate that the learning goals have been met.	No learning goals are identified or they are inaccurately described.

4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches	Lists appropriate adaptations that directly relate to the lesson plan and are accurate and appropriate for children with developmental challenges	Lists some adaptations but with little connection to the original lesson plan or are not necessarily appropriate for children with developmental challenges	No adaptations or inappropriate adaptations listed.
Supportive Skill 3: Written and verbal skills	Writes clearly and without any spelling, grammar, & punctuation errors, or typos.	Writes clearly with some errors in spelling, grammar, and punctuation, or typos that somewhat distract from the writing.	Errors are prominent and distract too much from the writing.
4d. Reflecting on their own practice to promote positive outcomes for each child	Reflections are thoughtful and complete. They reveal personal feelings about the topic. They reflect on personal experiences related to the topic. Questioning and other techniques are used that probe for deeper meaning.	Reflections are brief. They reveal a little about personal feelings or experiences related to the topic but they could be more thoughtful and go into more detail. There is the beginning of reflection or questioning.	Reflection is limited or superficial. They don't reveal any personal feelings or ideas. No questioning is used.

IV. Key Assessment: Reflection Rubric

Standards	Meets the Standard	Emerging skills	Does not Meet the Standard
4d. Reflecting on their own practice to promote positive outcomes for each child	Reflections are thoughtful and complete.	Reflections are brief.	Reflections are superficial.
Supportive Skill #1	They reveal personal	They reveal a little about	They don't reveal

	Self-assessment & self-advocacy	feelings or experiences about the topic.	personal feelings or experiences related to the topic, but they could be more thoughtful and go into more detail.	any personal feelings or ideas
	6d. Integrating knowledgeable, reflective, & critical perspectives on early education	Questioning and other techniques are used that probe for deeper meaning.	There is the beginning of reflection or questioning.	No questioning is used.
	Supportive Skill #4: Making connections between prior knowledge/experience & new learning	The writing describes how the student's understandings have changed using specific, meaningful examples. Comparisons are made between student's prior and current understandings. Important questions are raised for further exploration.	The writing describes how understandings have changed and gives some examples. Limited comparisons are used between student's prior and current understandings.	Nothing is revealed or examined in any detail.
	Supportive Skill #3: Written & verbal skills	No spelling, grammar or punctuation errors or typos.	Some errors in spelling, grammar, and punctuation and/or typos that distract from the meaning.	Many errors in spelling, grammar, punctuation. Errors & typos are prominent and distract too much from the writing.
	Supportive Skill: Written communication	The writing is clear and well organized.	The writing is fairly clear but the organization can be difficult to follow.	The writing is unclear and disorganized.

V. Key Assessment: Practicum Portfolio Rubric

Standards	**Exceeds** **Candidate demonstrates *outstanding* application of the standard**	**Meets** **Candidate demonstrates application of the standard**	**Does not meet** **Candidate *does not* demonstrate application of the standard**
Standard 1: Promoting Child Development and Learning	1a. Knowing and understanding young children's characteristics and needs	1a. Knowing and understanding young children's characteristics and needs	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 1: Promoting Child Development and Learning	1b. Knowing and understanding the multiple influences on development and learning	1b. Knowing and understanding the multiple influences on development and learning	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 1: Promoting Child Development and Learning	1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.	1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 2: Building Family and Community Relationships	2a. Knowing about and understanding diverse families and community characteristics	2a. Knowing about and understanding diverse families and community characteristics	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 2: Building Family and Community Relationships	2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 2: Building	2c. Involving families	2c. Involving families	The portfolio does not

Family and Community Relationships	and communities in their children's development and learning.	and communities in their children's development and learning.	provide adequate examples of the candidate's ability to meet this standard
Standard 3: Observing, Documenting and Assessing to Support Young Children and Families	3a. Understanding the goals, benefits, and uses of assessment	3a. Understanding the goals, benefits, and uses of assessment	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 3: Observing, Documenting and Assessing to Support Young Children and Families	3b. Knowing about & using observation, documentation, & other appropriate assessment tools & approaches	3b. Knowing about & using observation, documentation, & other appropriate assessment tools & approaches	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 3: Observing, Documenting and Assessing to Support Young Children and Families	3c. Understanding & practicing responsible assessment to promote positive outcomes for each child	3c. Understanding & practicing responsible assessment to promote positive outcomes for each child	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 3: Observing, Documenting and Assessing to Support Young Children and Families	3d. Knowing about assessment partnerships with families and with professional colleagues	3d. Knowing about assessment partnerships with families and with professional colleagues	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 4: Using Developmentally Effective Approaches to Connect with Children & families	4a. Understanding positive relationships and supportive interactions as the foundation of their work with children	4a. Understanding positive relationships and supportive interactions as the foundation of their work with children	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 4: Using Developmentally Effective Approaches to Connect with Children & families	4b. Knowing and understanding effective strategies and tools for early education	4b. Knowing and understanding effective strategies and tools for early education	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 4: Using	4c. Using broad	4c. Using broad	The portfolio does not

Developmentally Effective Approaches to Connect with Children & families	repertoire of developmentally appropriate teaching/learning approaches	repertoire of developmentally appropriate teaching/learning approaches	provide adequate examples of the candidate's ability to meet this standard
Standard 4: Using Developmentally Effective Approaches to Connect with Children & families	4d. Reflecting on their own practice to promote positive outcomes for each child	4d. Reflecting on their own practice to promote positive outcomes for each child	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	5a. Understanding content knowledge and resources in academic disciplines	5a. Understanding content knowledge and resources in academic disciplines	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	5b. Knowing and using the central concepts inquiry tools and structures of content areas or academic disciplines.	5b. Knowing and using the central concepts inquiry tools and structures of content areas or academic disciplines.	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	5c. Using their own knowledge, appropriate early learning standards, and other resources to design implement, and evaluate meaningful, challenging curricula for each child.	5c. Using their own knowledge, appropriate early learning standards, and other resources to design implement, and evaluate meaningful, challenging curricula for each child.	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 6: Becoming a Professional	6a. Identifying and involving oneself with the early childhood field	6a. Identifying and involving oneself with the early childhood field	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 6: Becoming a Professional	6b. Knowing about and upholding ethical standards and other professional guidelines	6b. Knowing about and upholding ethical standards and other professional guidelines	The portfolio does not provide adequate examples of the candidate's ability to meet this standard

Standard 6: Becoming a Professional	6c. Engaging in continuous, collaborative, learning to inform practice.	6c. Engaging in continuous, collaborative, learning to inform practice.	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 6: Becoming a Professional	6d. Integrating knowledgeable, reflective, and critical perspectives, on early education	6d. Integrating knowledgeable, reflective, and critical perspectives, on early education	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 6: Becoming a Professional	6e. Engaging in informed advocacy for children and the profession	6e. Engaging in informed advocacy for children and the profession	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Supportive Skill #3: Written & Verbal skills	Write clearly and without any spelling, grammar, punctuation errors, or typos.	Write clearly with some errors in spelling, grammar, and punctuation, and/or typos that somewhat distract from the writing.	Errors are prominent and distract too much from the writing.
Supportive Skill #1: Self-assessment & self-advocacy	Write thoughtful and complete reflective narratives that demonstrate metacognitive awareness of the student's own work as it relates to the standards	Write thoughtful and complete reflective narratives that demonstrate knowledge of the standards	Reflective narratives do not provide adequate examples of this Supportive Skill
Supportive Skill #2: Mastering & applying foundational skills			

VI Key Assessment – Philosophy Statement Rubric

Standards	Meets	Emerging	Does not Meet
1b. Knowing and understanding the multiple influences on early development and learning.	The statement clearly articulates a philosophy that is personal & considers the multiple influences on early development and learning.	The statement partially articulates a philosophy that is personal and includes at least one influence on early development and learning.	The statement does not articulate a personal philosophy.
Philosophy: 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	The statement incorporates several ideas about children's development, learning and dispositions.	The statement incorporates some ideas about children's development, learning and dispositions	The statement does not incorporate ideas about children's development, learning or dispositions.
Personal Experiences:	The writer describes in detail what s/he	The writer describes in partial detail what	The writer does not describe what s/he

4d. Reflecting on own practice to promote positive outcomes for each child. SS 1: Self-assessment and self-advocacy.	brings to the profession in order to promote positive outcomes for each child.	s/he brings to the profession in order to promote positive outcomes for each child.	brings to the profession.
Vision for the future: 6e. Engaging in informed advocacy for young children and the early childhood profession.	The statement includes a clear vision of a future application of the personal philosophy.	The statement includes a partial vision of a future application of the personal philosophy.	The vision for the future is vague or nonexistent.

Approach to Cultural, Linguistic, and Ability Diversity (CLAD): 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.	The statement includes a clear vision for how differences will be supported.	The statement includes a partial vision for how differences will be supported.	The statement does not include anything about differences.
Writing: SS 3: Written and verbal skills	The writing has been carefully edited. There are less than 5 writing errors.	There are between 6-10 writing errors. The paper would have benefited from another edit.	There are several writing errors. This distracts from the work

Appendix F

https://docs.google.com/forms/d/1zURkHd2sWPYJdZb8fx7aCxfH8KIK9r7iOJQx3wLhJjs/viewform

Appendix G **Basic Certificate in Youth Work - Capstone Assessment Rubric**

Dimensions of Program Outcomes	**Exemplary**	**Accomplished**	**Developing**	**Beginning**
Self - Reflection	Excellent reflection on own practice. Rethinks and refines personal learning goals.	Strong reflection on own practice. Rethinks and refines personal learning goals.	Beginning reflection on own practice. Does not rethink or refine personal learning goals.	Weak reflection on own practice. Does not rethink or refine personal learning goals.
Evaluation	Evaluates youth programs from a "youth-centered" perspective.	Evaluates youth programs partially from a "youth-centered" perspective.	Evaluates youth programs with little consideration paid to a "youth-centered" perspective.	There is no evaluation or the evaluation does not reflect a "youth-centered" perspective.
Advocacy	Uses voice with strong conviction to advocate for youth-centered policies and practices appropriate to the context or audience.	Uses voice with moderate conviction to advocate for youth-centered policies and practices appropriate to the context or audience.	Uses voice with minimum conviction to advocate for youth-centered policies and practices appropriate to the context or audience.	There is no evidence of advocacy.
Articulation	Thoughtfully and thoroughly articulates an understanding of youth development,	Articulates an accurate understanding of youth development, youth work, and	Articulates a partially accurate understanding of youth development,	Articulates a rudimentary understanding of youth development, youth work, and

	youth work, and young people from a strengths-based perspective.	young people from a strengths-based perspective.	youth work, and young people from a strengths-based perspective.	young people from a strengths-based perspective.
Writing	Writing is focused, organized, and free of any writing errors.	Writing is focused and organized, but has a few writing errors.	Writing is somewhat focused or somewhat unorganized, or has several writing errors that distract from the work.	Writing is unfocused, or unclear, or has so many writing errors that the work is incomprehensible.

Appendix H **Social Work Practicum - Capstone Assessment Rubric**

Dimensions of Program Outcomes	**Exemplary**	**Accomplished**	**Developing**	**Beginning**
Self - Reflection	Excellent reflection on own practice. Rethinks and refines personal learning goals.	Strong reflection on own practice. Rethinks and refines personal learning goals.	Beginning reflection on own practice. Does not rethink or refine personal learning goals.	Weak reflection on own practice. Does not rethink or refine personal learning goals.
Evaluation	Evaluates social work agencies from a "client-centered" perspective.	Evaluates social work agencies programs partially from a "client-centered" perspective.	Evaluates social work agencies programs with little consideration paid to a "client-centered" perspective.	There is no evaluation or the evaluation does not reflect a "client-centered" perspective.
Advocacy	Uses voice with strong conviction to advocate for social work policies and practices appropriate to the context or	Uses voice with moderate conviction to advocate for social work policies and practices appropriate to the context or	Uses voice with minimum conviction to advocate for social work policies and practices appropriate to the context or	There is no evidence of advocacy.

	audience.	audience.	audience.	
Articulation	Thoughtfully and thoroughly articulates an understanding of social work processes and clients from a strengths-based perspective.	Articulates an accurate understanding of social work processes and clients from a strengths-based perspective.	Articulates a partially accurate understanding of social work processes and clients from a strengths=based perspective.	Articulates a rudimentary understanding of social work processed and clients from a strengths-based perspective.
Writing	Writing is focused, organized, and free of any writing errors.	Writing is focused and organized, but has a few writing errors.	Writing is somewhat focused or somewhat unorganized, or has several writing errors that distract from the work.	Writing is unfocused, or unclear, or has so many writing errors that the work is incomprehensible.

Appendix I

https://docs.google.com/forms/d/11TUiADAKmIFb5GS1-3OoDGwCX7wgFGnxl8ANcEwOpBE/viewform

Appendix J

https://docs.google.com/forms/d/1zURkHd2sWPYJdZb8fx7aCxfH8KIK9r7iOJQx3wLhJjs/viewanalytics

Appendix K

https://docs.google.com/forms/d/11TUiADAKmIFb5GS1-3OoDGwCX7wgFGnxl8ANcEwOpBE/viewanalytics

Unit-Level Assessment Liaison, Paul Wandless

Art 144 Perspective Assessment
I. Historical information - Created FA12
a. Background and Purpose of Assessment (unit description)

Hands-on assessment tools are needed for the **technical** skills covered in Art 144, Two-Dimensional design. The purpose of the assessment is for students to demonstrate their level of command with a specific *technical skill* within the principles and elements of art. These individual *technical skills* are introduced in class through exercises to build command and understanding of that particular skill. Once the exercises are completed, the skills are then incorporated into projects that applies them along with additional aesthetic, conceptual and technical considerations. If a student hasn't developed a command of the *technical skill first*, they will be unable to successfully apply the skills in their artwork creatively.

While these *technical skills* could be assessed at a cognitive level through quizzes, tests and written work to measure general understanding, they must ultimately be assessed through hands-on tasks for effective measurement. This is because the student must also be able to physically demonstrate command with the materials and supplies used when executing the technical skill.

The technical skills are assessed to measure the stated objectives and SLO's within the A.F.A Studio Degree and Art 144 course syllabus. The direct connection between the Objectives and associated SLO's, is they are *technical* competencies.

Research was conducted to identify best practices, national standards and national guidelines. This research is on-going and has been instrumental in assuring the level of quality and relevancy of the objectives and SLO's.

b. Stated Objectives/SLOs in A.F.A in Studio Art Degree *(unofficial draft language)*

Degree Objective *(technical)*

Develop technical competence in a broad range of skills and tools for the manipulation of materials and mediums within the fine arts disciplines.

Degree Student Learning Outcome *(technical)*

Demonstrate competence in the application of a broad range technical skills for the fine arts disciplines with appropriate tools, materials and mediums.

Stated Objectives/SLOs in Course Syllabus

c. Stated Objectives/SLOs in the current Art 144 Syllabus

Course Objective *(technical)*

Introduce the principles and elements of 2D design through readings, demonstrations, blackboard, class discussions and field trips.

Course Student Learning Outcome *(technical)*

Demonstrate an understanding and knowledge of the elements and principles of two-dimensional design through assignments, papers, quizzes and test.

d. Research and Design Process

This assessment tool will focus on particular sets of *technical skills* our students learn during the course of the semester. The tool will measures a sub-set of tasks that cumulate into the overall technical skill set. For example, the 1-point and 2-point perspective sub-set tasks are drawing a rectilinear shape, drawing a receding opening and demonstrating craftsmanship with materials.

The rubric scores each one of these tasks individually to ascertain their level of command. This allows for measurement of the overall skill and the individual tasks performed within it as well.

e. Administration

The assessment tool is distributed in the form of an 8 1/2" x 11", stapled packet by their respective instructors. Clear instructions are on the cover page and on each individual skill assessment page. No additional instructions are given once the assessment starts to assure students are making decisions on their own without any instructor assistance. A time 30 minute time limit is given to complete the assessment and names of the instructors and students are not on any of the packets to assure anonymity.

II. Use of Previous Findings

a. Tool Updates

The scope of the tool was expanded to include Value, starting with the Fall 2014 assessment. Value is technical skill introduced in this course which students need to be successful in future studio courses. This skill is also linked to the stated technical
Objectives and SLO's of the AFA Studio Degree and Art 144 2D Design syllabus.

b. Rubric Updates

The rubric was updated to score the four value competencies that were assessed starting in Fall 2014. The scoring measures the level of command a student has to create distinct value changes for hatching, shading and applying value to surfaces. The value changes are executed with a variety of graphite pencils.

c. Findings from Previous Data Analysis

All the instructors will be able to take the assessment data and use it to strengthen the curriculum. While the overall results were in-line with expectations, the specific task results revealed insightful information. In general, 1-point perspective and isometric perspective are the highest scoring skills. 2-point perspective didn't score as high, reflecting its higher level of difficulty to perform in comparison with 1-point perspective and isometric perspective. The skill of drawing a rectangular form scored high with all 3 perspective types, with the weakest being 2-point perspective. This indicates the general technical skill of drawing a form in space is understood and can be successfully demonstrated.

The skill of drawing a receding opening revealed the importance of emphasizing vocabulary and terminology related to a specific task. While the term *receding opening* was used in all sections when the skill was introduced as exercises, it was emphasized differently when incorporated in the projects. Data showed that students were unable to demonstrate the skill properly because they were either unsure of the definition of the term or the skill was not reinforced enough after it was introduced.

Isometric Projection was the least challenging of the 3 skills, which was supported by the data. The scoring was high across all three sections which met the expectations of all the instructors. Value assessment was run for the first time so the data will be used as a baseline for Spring 2015. Shading and hatching 5 - step gradients were strong in general. There was seemed to be confusion about how light the lightest value should be when creating the gradients. Using value on a rectilinear form to create volume and on a cylindrical form to show a curving surface was an area of challenge. These are the more difficult skills and this was expected to be lower than the gradients.

c. Recommendations from Fall 2014

1. Continue to distributing a vocabulary list of core terms to all the instructors before the start of the semester. This will assure a consistent use and understanding of core terms that students should fully understand and be able to recognize and apply.
2. Instructors will be encouraged to introduce skills through exercises in a manner that will allow students to not only learn the skill, but reinforce the associated vocabulary.
3. Although isometric projection is the least challenging, it's still important and should continue to be assessed.
4. Instructions for Value assessment will be updated to clarify use of graphite pencils.
5. As a result of consulting colleagues at other 2-year and 4-year schools, the level of difficulty will be raised in the next version of the assessment. Students will need to draw the horizon line and place the vanishing point as part of the tasks. The proper placement of these will be scored as part of the competency and would make this assessment more in line with national best practices.
6. If possible, have a meeting at the start and conclusion of each semester with all the instructors to share information and assessment results. Results, successes and challenges will all be discussed at the conclusion of each semester.
7. The assessment tool and rubric will be distributed along with the shared vocabulary list and instructor resources list at the start of the semester.

III. Spring 2015 Assessment

a. Tool

The updated assessment tool will measure the level of command with value through four specific applications of its use. The gradient boxes and shapes were updated based on feedback form Fall 2014. Instructions were also updated to clarify use of graphite pencils. This will be the second semester measuring these skills.
1) Creating a 5-step gradient with shading of distinct value changes.
2) Creating a 5-step gradient with hatching of distinct value changes.
3) Adding value on a cube to create the appearance of having mass.
4) Adding value on a cylindrical form to indicate it's a curved surface.

b. Rubric

The rubric is unchanged from Fall 2014.

c. Findings from Data Analysis

The overall results for the Perspective Assessment were in-line with expectations again. In general, 1-point perspective and isometric perspective continue to be the highest scoring skills. 2-point perspective scores a little lower that 1-point, reflecting its higher level of difficulty, but is still a strength for students.
The skill of drawing a rectangular form scored high with all 3 perspective types and as done so with consistency since Spring 2013. This indicates the general technical skill of drawing a rectilinear form using perspective is understood and can be successfully demonstrated.
The skill of drawing a receding opening is still the weakest skill for this competency. This has consistently been the case since Spring 2013. This indicates more reinforcement is needed of skill during the semester. Although this is the most difficult skill that is being assessed, the overall score should be higher.
Isometric Projection is still the least challenging of perspective skills. The scoring was high across all three sections, just as it's been since Spring 2013. This indicates that students have a full understanding of this competency and how to demonstrate it as well.

The overall results for the Value Assessment were similar to Fall 2014. Using shading and value to create a 5 - step gradient (light - dark) was still a strength and increased a little from Fall 2014. Value scored a little better than hatching, but with only
2 semesters of data to compare, not real conclusions can be made about trends. The clarified directions probably played a part in the improvement and this will bear out when assessed in again in Fall 2015.
Applying value to a rectilinear form and a cylindrical form still proved to be a challenge for students. These are the more difficult skills of the 4 value competencies.
The 5 - step gradients show the ability to *create* value changes. Adding value to different forms addresses the ability to *apply* value changes. The application of a skill is typically more challenging than the straight execution of it, exercise-style.

d. Recommendations

New

1. A new skill will be added to the Art 144 Assessment. This skill will be Color Theory and the tool will be piloted in Fall 2015.
2. Update vocabulary list of core terms with Color Theory terms. This will assure a consistent use and understanding of core terms that students should fully understand and be able to recognize and apply.
3. Supply resources to instructors that cover the important concepts and competencies for perspective, value and color that will be measured with the assessment.
4. Continue to encourage instructors to reinforce skills after they are introduced through exercises. It's important to do this in a manner that will allow students to not only learn the execution of the skill, but also be able successfully apply it appropriately.
5. Isometric Projection is still important and will continue to be assessed. It will be updated to give a higher level of difficulty to perform.
6. The administration of the assessment will change based on student feedback.

- Instructors will hand out the packets and read the instructions as usual.
- As students finish, they will place completed assessments back into the folder themselves.
- When all are completed or the time limit has been reached, a designated student will immediately hand deliver them to the art office.

This will keep the instructor from looking at the assessments in front of the students and also from giving any corrective feedback. These assessments are supposed to be anonymous and this will assure the students that they are.

Continuing

1. If possible, have a meeting at the start and conclusion of each semester with all the instructors to share information and assessment results. Results, successes and challenges will all be discussed at the conclusion of each semester.
2. The assessment tool and rubric will be distributed along with the shared vocabulary list and instructor resources list at the start of the semester.

e. Success Factors

Overall, the Art 144 assessment has been successful and several factors have contributed to its improvement.

1. Each semester, updates and adjustments are made to the assessment based off feedback from instructors, students and DAA faculty.

2. Each semester the Shared Vocabulary list is updated to reflect the assessment language. This builds continuity of how terms are used across the sections and assures students in all sections are understanding and applying the terms in the same way.
3. Each semester the course resources supplied to the instructors are updated to support instruction for the concepts assessed. This helps in norming what the basic expectations are for the assessment.
4. The dates for the assessment, shared vocabulary and assessment specific course resources are given to the instructors before the semester begins. This gives them plenty of time to plan how they will incorporate the supplied information in their usual teaching methods. It also allows plenty of time for conversation with instructors to clarify any questions about the assessment well before it's administered.
5. Sharing the results of prior semesters with instructors has also been very valuable.
This serves as a wonderful learning tool for instructors to see not only the current results, but the semester-by-semester comparative results. This enables instructors to see what is happening across all sections and gives a sense of camaraderie. It has also fostered more open communication as well.

Appendix i

Comparative Data: Pie Charts

Spring 2015, Fall 2014, Spring 2014, Fall 2013, Spring 2013

Linear Perspective Comparative Data - Question 1

Linear Perspective Comparative Data - Question 2

Value Comparative Data - 5-step Gradients

Value Comparative Data - Applying Value to Surface

Appendix ii

Semester-by-semester Raw Data:

Spring 2015, Fall 2014, Spring 2014, Fall 2013, Spring 2013

Spring 2015

Combined data of all sections for each scored competency.

2 sections / 24 students

Drawing of shape and opening.

Horizon Line & Vanishing Point Placement, 1-Point Perspective Yes No

Place the horizon line correctly per instruction for drawing the shape. 18 9

Place vanishing point correctly on the horizon line per instruction for drawing the shape. 23 4

Drawing of Shape and Opening, 1-Point Perspective 3 2 1 0

Draw a rectangular shape with lines converging correctly to appropriate vanishing points. 17 0 4 6

Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points

13 0 2 12

All lines drawn straight and clearly using a ruler and graphite pencil. 12 9 3 3

Horizon Line & Vanishing Point Placement, 2-Point Perspective Yes No

Place the horizon line correctly per instruction for drawing the shape. 23 4

Place vanishing point correctly on the horizon line per instruction for drawing the shape. 22 5

Drawing of Shape and Opening, 2-Point Perspective 3 2 1 0

Draw a rectangular shape with lines converging correctly to appropriate vanishing points. 12 0 6 9

Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points

9 1 2 15

All lines drawn straight and clearly using a ruler and graphite pencil. 11 7 8 1

Full Assessed Skill Level, Isometric Projection 3 2 1 0

Draw a rectilinear shape with all its edges (vertical, horizontal, diagonal) running parallel based on their angles.

15 5 2 5

All lines drawn straight and clearly using a ruler and graphite pencil. 14 6 3 4

Spring 2015

Combined data of all sections for each scored competency.

2 sections / 24 students

5-Step Grayscale / Shading 3 2 1 0 distinct value changes for all steps 13 6 7 1

5-Step Grayscale / Hatching 3 2 1 0 distinct value changes for all steps 9 8 9 1

Adding Value to Cube 3 2 1 0 distinct value changes for all 3 sides

Values = light, medium and dark

8 4 14 1

Fall 2014

Combined data of all sections for each scored competency.

2 sections / 24 students

Drawing of shape and opening.

Horizon Line & Vanishing Point Placement, 1-Point Perspective Yes No

Place the horizon line correctly per instruction for drawing the shape. 18 6

Place vanishing point correctly on the horizon line per instruction for drawing the shape.
22 2

Drawing of Shape and Opening, 1-Point Perspective 3 2 1 0

Draw a rectangular shape with lines converging correctly to appropriate vanishing points.
14 4 4 2

Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points
3 0 1 20

All lines drawn straight and clearly using a ruler and graphite pencil. 15 5 3 1

Horizon Line & Vanishing Point Placement, 2-Point Perspective Yes No

Place the horizon line correctly per instruction for drawing the shape. 21 3

Place vanishing point correctly on the horizon line per instruction for drawing the shape.
23 1

Drawing of Shape and Opening, 2-Point Perspective 3 2 1 0

Draw a rectangular shape with lines converging correctly to appropriate vanishing points.
15 0 3 6

Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points
3 0 2 19

All lines drawn straight and clearly using a ruler and graphite pencil. 15 5 3 1

Full Assessed Skill Level, Isometric Projection 3 2 1 0

Draw a rectilinear shape with all its edges (vertical, horizontal, diagonal) running parallel based on their angles.
8 3 5 8

All lines drawn straight and clearly using a ruler and graphite pencil. 10 7 3 4

Fall 2014

Combined data of all sections for each scored competency.
2 sections / 24 students

5-Step Grayscale / Shading 3 2 1 0 distinct value changes for all steps 8 4 7 5

5-Step Grayscale / Hatching 3 2 1 0 distinct value changes for all steps 6 4 8 6

Adding Value to Cube 3 2 1 0 distinct value changes for all 3 sides

Values = light, medium and dark
4 5 6 9

Spring 2014

Combined data of all sections for each scored competency.
3 sections / 44 students

Horizon Line & Vanishing Point Placement, 1-Point Perspective Yes No

Place the horizon line correctly per instruction for drawing the shape.
38 6

Place vanishing point correctly on the horizon line per instruction for drawing the shape.
42 2

Drawing of Shape and Opening, 1-Point Perspective 3 2 1 0

Draw a rectangular shape with lines converging correctly to appropriate vanishing points.
31 2 7 4

Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points

15 1 5 23
All lines drawn straight and clearly using a ruler and graphite pencil.
32 6 5 1
Horizon Line & Vanishing Point Placement, 2-Point Perspective Yes No
Place the horizon line correctly per instruction for drawing the shape.
36 8
Place vanishing point correctly on the horizon line per instruction for drawing the shape.
35 7
Drawing of Shape and Opening, 2-Point Perspective 3 2 1 0
Draw a rectangular shape with lines converging correctly to appropriate vanishing points.
24 3 2 15
Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points
8 1 4 31
All lines drawn straight and clearly using a ruler and graphite pencil.
28 9 4 3
Full Assessed Skill Level, Isometric Projection 3 2 1 0
Draw a rectangular shape with all its edges (vertical, horizontal, diagonal) running parallel based on their angles.
24 3 6 11
All lines drawn straight and clearly using a ruler and graphite pencil.
25 4 8 7

Fall 2013
Combined data of all sections for each scored competency.
3 sections / 46 students
Horizon Line & Vanishing Point Placement, 1-Point Perspective Yes No
Place the horizon line correctly per instruction for drawing the shape.
28 18
Place vanishing point correctly on the horizon line per instruction for drawing the shape.
26 20
Drawing of Shape and Opening, 1-Point Perspective 3 2 1 0
Draw a rectangular shape with lines converging correctly to appropriate vanishing points.
21 4 10 11
Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points
13 3 12 18
All lines drawn straight and clearly using a ruler and graphite pencil.
13 20 8 5
Horizon Line & Vanishing Point Placement, 2-Point Perspective Yes No
Place the horizon line correctly per instruction for drawing the shape.
33 13
Place vanishing point correctly on the horizon line per instruction for drawing the shape.
31 15
Drawing of Shape and Opening, 2-Point Perspective 3 2 1 0
Draw a rectangular shape with lines converging correctly to appropriate vanishing points.
23 6 4 13

Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points
14 3 9 20
All lines drawn straight and clearly using a ruler and graphite pencil.
15 18 8 5
Full Assessed Skill Level, Isometric Projection 3 2 1 0
Draw a rectangular shape with all its edges (vertical, horizontal, diagonal) running parallel based on their angles.
24 3 9 10
All lines drawn straight and clearly using a ruler and graphite pencil.
22 9 7 8
Spring 2013
Combined data of all sections for each scored competency.
3 sections / 47students
Full Assessed Skill Level, 1-Point Perspective 3 2 1 0
Draw a rectangular shape with lines converging correctly to appropriate vanishing points.
23 6 10 8
Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points
15 6 1 25
All lines drawn straight and clearly using a ruler and graphite pencil.
17 16 14 0
Full Assessed Skill Level, 2-Point Perspective 3 2 1 0
Draw a rectangular shape with lines converging correctly to appropriate vanishing points.
22 4 3 18
Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points
14 4 0 29
All lines drawn straight and clearly using a ruler and graphite pencil.
14 19 13 1
Appendix iii

Spring 2015 Assessment Tool
Art 144 Skill Competency Assessment
Perspective and Value Assessment
Materials needed: Graphite pencil and Ruler
Time available for completion: 45 minutes
General Instructions:
• Do not write your name on any of the sheets.
● On "Art Experience" page, please indicate if you have successfully taken, are currently taking or have never taken the classes listed.
● Please follow individual instructions carefully for each assessment competency.
• Do not fill in scoring sheet on back of assessments.
• This will not count, in any way, towards your final grade.
This assessment will only be used to measure the overall level of command students have of these skills learned in all the Art 144 classes. This information helps to assure the quality of outcomes stated in the syllabus.
Thanks for participating.

Art Experiences
Please indicate if you have successfully taken, are currently taking or have never taken the College level Art
Course listed below at HWC or other College.

Art Course	**Successfully taken**	**currently taking**	**Have never taken**
Art 144 Two Dimensional Design	X		
Art 145 Three Dimensional Design			
Art 131 Beginning Drawing			
Art 132 Advanced Drawing			
Art 142 Beginning Figure Drawing			
Art 143 Advanced Figure Drawing			
Art 115 Photography			
Art 116 Advanced Photography			
Art 117 Beginning Color Photography			
Art 126 Printmaking I (Lithography & Relief)			
Art 127 Printmaking I (Intaglio & Screen Printing)			
Art 166 Beginning Oil Painting			
Art 167 Advanced Oil Painting			
Art 196 Ceramics			
Art 197 Advanced Ceramics			
Art 198 Sculpture I			

Perspective Assessment
Carefully read the instructions for each perspective assessment. Use a graphite pencil and a ruler to complete the 3 assessments.

Value Assessment
Carefully read the instructions for each value assessment. Use a range of graphite pencils to complete the assessment.
Value Assessment instructions
These instructions are for the hands-on assessments on the opposite page. Use a range of different graphite pencils to complete the 4 assessments.
1. Create a 5-step grayscale using shading.
Start with lightest value on top and darkest value on bottom.
2. Create a 5-step grayscale using hatching.
Start with lightest value on top and darkest value on bottom.
3. Add value to each side of the cube to give it the appearance of mass. Shading or hatching can be used.
4. Add value to the form to indicate it is a curved surface.
Shading or hatching can be used.
See Instructions on opposite page

Appendix iv

Spring 2015 Scoring Rubric

Art 144 Perspective & Value Rubric, Spring 2015

1 Point Perspective

Horizon Line and Vanishing point placement

Drawing of shape and opening.

key -3 = Strong Command, 2 = Average Command, 1 = Below Average Command, 0 = No Command

2 Point Perspective Rubric

Horizon Line and Vanishing point placement

Drawing of shape and opening.

key -3 = Strong Command, 2 = Average Command, 1 = Below Average Command, 0 = No Command

Questions Yes No

1 Place the horizon line correctly per instruction for drawing the shape.

2 Place vanishing point correctly on the horizon line per instruction for drawing the shape.

Questions 3 2 1 0

3 Draw a rectangular shape with lines converging correctly to appropriate vanishing points.

4 Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points

5 All lines drawn straight and clearly using a ruler and graphite pencil.

Questions Yes No

1 Place the horizon line correctly per instruction for drawing the shape.

2 Place vanishing point correctly on the horizon line per instruction for drawing the shape.

Questions 3 2 1 0

3 Draw a rectangular shape with lines converging correctly to appropriate vanishing points.

4 Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points

5 All lines drawn straight and clearly using a ruler and graphite pencil.

Art 144 Perspective & Value Rubric, Spring 2015

Isometric Projection

key -3 = Strong Command, 2 = Average Command, 1 = Below Average Command, 0 = No Command

5-Step Grayscale / Shading

key -3 = Strong Command, 2 = Average Command, 1 = Below Average Command, 0 = No Command

5-Step Grayscale / Hatching

key -3 = Strong Command, 2 = Average Command, 1 = Below Average Command, 0 = No Command

Adding Value to Cube

key -3 = Strong Command, 2 = Average Command, 1 = Below Average Command, 0 = No Command

Adding Value to Cylinder

key -3 = Strong Command, 2 = Average Command, 1 = Below Average Command, 0 = No Command

Questions 3 2 1 0

Draw a rectilinear shape with all its edges (vertical, horizontal, diagonal) running parallel based on their angles.
All lines drawn straight and clearly using a ruler and graphite pencil.

Questions 3 2 1 0

3 distinct value changes for all steps

Questions 3 2 1 0

3 distinct value changes for all steps

Questions 3 2 1 0

3 distinct value changes for all 3 sides
Values = light, medium and dark

Questions 3 2 1 0

3 distinct value changes from light to dark from center to edge

Appendix v

Spring 2015 Shared Vocabulary
Prof. Paul Wandless
Assessment Committee Department Liaison
Art 144 Perspective Assessment
Shared Vocabulary related to Perspective and Value Assessment

All student should learn and understand these Shared Vocabulary terms that will be used in the directions of the Perspective/Value Assessment. This will assure all instructors are using the same terminology and incorporating them in their individual lesson plans. This helps create continuity across all the Art 144 sections. However you choose to familiarize your students with these terms is up to you.

1-point linear perspective - A system where all convergence lines move toward a single vanishing point on a horizon line.

2-point linear perspective - A system where the convergence lines move toward two vanishing points opposite each other along a horizon line.

isometric projection - A system where a shape is drawn showing scale and volume through making the angles all the same so walls run parallel or mirror each other. **horizon line** - Usually at eye level. The real or perceive line where the sky meets the land.

vanishing point - The point to where all receding (convergence) lines meet in the distance.

convergence lines - The imaginary lines that meet at a vanishing point that determine the scale of proportional receding planes.

receding opening - An interior opening on the face of a volumetric shape drawn using linear perspective.

linear perspective - A system using a horizon line, vanishing points and convergence lines to create perspective, proportion and a sense of spatial depth in a composition.

picture plane - The implied space or surface in which a composition is executed.

rectilinear shape - A shape created from straight lines and angular corners.

craftsmanship – Aptitude, skill or quality of workmanship in the use of materials and tools.

depth – The range of implied space or distance between the foreground and background.

Value - A measure of relative lightness or darkness.

Hatching – A series of parallel lines that are close together to imply visual weight or change in value.

Cross-Hatching - A series of lines that overlap to imply a greater sense of weight are darker value.

Shading - The use of value to suggest the three-dimensionality of an object or to create a sense of compositional depth. The angle and location of a real or perceived light source determines how shading is utilized to create these effects of depth and dimensionality using value.

Mass - (Volume + Density) The actual or perceived weight of a three-dimensional form.

Visual Weight - The apparent lightness or heaviness of a work or portion of a work.

Volume - The amount of space (HxWxD) taken up by a three-dimensional form usually measured in units of cubic feet, meters, liter, etc.

10 UNIT-LEVEL ASSESSMENT LIAISON REPORT, BUSINESS

Unit-Level Assessment Liaison, Theresa Campbell

Department Buy-In and Outcome Definition

The business department utilizes two assessment exams in the introductory accounting courses. The assessment provides quality assurance data for the business program's accreditation body, the Accreditation Council for Business School and Programs (ACBSP).

The unit-level assessment liaison suggested that the accounting assessment exams be revised to better suit the assessment purposes of the unit-level project. The recommendation to upgrade the assessment exams for Financial Accounting (BUS181) and Managerial Accounting (BUS182) was warmly welcomed. After the Fall 2014 assessment test was administered, both the chair and the Unit-Level Liaison (Theresa Campbell), informally and unscientifically, compared the results of the assessment to the other indirect assessments, including grades, and concluded the assessment did not reflect what our students had learned. The old version of the exam was dated, lacked relevance, and questions had little relation to overall learning outcomes (see Appendix A). In addition the old master copy had pencil marks, some marking the incorrect answer. The Department Chair (Bridgette Mahan) and accounting faculty (Theresa Campbell) in the department agreed it was time for an upgrade.

In addition to our own intuitive feeling about the need to revise the assessment, author Suskie recommends that the assessment tool be reviewed on "a regular basis and revise items or sections that are outdated or irrelevant, even if that means losing some longitudinal information". (Suskie, pg. 113)

Assessment Research and Design

The Financial Accounting (BUS181) assessment exam is designed to cover the student learning outcomes of the first four chapters of the textbook. It was widely considered to be the fundamental knowledge and skill needed to advance in accounting and work in basic bookkeeping. The Managerial Accounting (BUS182) assessment exam is designed to cover the learning outcomes of the first seven chapters of basic managerial accounting fundamentals.

Student learning outcomes were identified in the *Financial and Managerial Accounting*[ii] textbook currently in use by the accounting faculty. The textbook selection underwent a departmental review and comparisons to other similar publishers in Spring of 2015. The current text was affirmed for use in the next academic year. Theresa M Campbell

The textbook student learning outcomes were then mapped to the course and master syllabus with no substantial differences. The textbook identifies exercises, problems, reading, and discussion questions by learning outcome. This provided a very cost effective and efficient basis for the test design. There remains a need to periodically review the learning outcomes when a textbook changes to assure the mapping is consistent.

A test blueprint was then drawn up to identify how the selection of test questions would cover the student learning outcomes in the course material and the standards of the ACBSP. Both

tests were designed using a test blueprint with 40 multiple-choice questions (See Appendices B and C).

Designing a test in the most efficient cost effective means was a priority. An objective test, using multiple-choice questions, was fast and easy. Textbook authors and the publishers often have a keener skill at creating test questions that are fair and balanced. Suskie points out "an objective test can be scored accurately by an eight-year-old armed with an answer key" (Suskie, pg. 99).

One up Process

We were not going to be satisfied with a single number average that could be compiled by an eight-year-old. As long as we were revising the assessment tool and some of the longitudinal benefits of keeping the old version of the test running were dissolving, we should revise and upgrade tools to make assessment analysis immediate, with deeper statistics and better relevance to the various programs in the business department. We designed the assessment to be administered in Blackboard while students are in a computer lab and observed or proctored while taking the exam. We also designed the test to be taken using iPads in the classroom.

As part of the reporting to ACBSP, the assessment data needs to be merged with Open Book data to enable sorting the results into programs. For example students taking accounting in an undergraduate AAS program might have results that are skewed to the lower (left) side of the bell curve. But CPA Preparation and Business Foundation students may be able to score perfect on the assessment test, leaving results skewed to the higher (right) side of the bell curve. It is therefore recommended to separate the assessment results by programs for ACBSP.

Pilot Assessment Tools and Processes

Currently the old version of the assessment exam is administered on paper, and students fill in scantron with the answers. There is presently no software to analyze the results of the exams. Scores with student ID are exported from the Blackboard grade book and combined in an excel file and simple non-parametric measures are then interpreted. We do not know which questions students are having trouble with nor can we interpret the results to know which learning outcome Theresa M Campbell

Areas need to be reinforced in the classrooms. Paper exams such as these do not facilitate formative assessment for students.

In the Spring 2015 semester we have a rare opportunity to run an old version, plus the new version pilot on paper. This is possible because one faculty member who taught both BUS181 and BUS182 in Fall 2014 and Spring 2015 is not staying on, so their sections can provide us with comparative data information on the old and new tests' quality. Two other accounting faculty members will test the new versions of the assessment exams on paper for the initial roll out (see Appendices D and E). The revised assessment test will be administered in Financial Accounting (two sections) and Managerial Accounting (three sections)

The next step in the pilot process will be to use Blackboard to administer the new version of the exams to summer students in BUS 181 and BUS 182. The department chair and adjunct faculty will pilot this stage. The data will now be able to be analyzed using tools available in Blackboard.

The feedback can show which questions were missed the most, the standard deviation, as well as what quadrant level of student missed the question. The use of the test in Blackboard will be proctored and administered in a computer lab or with iPad in the classroom. This is not a take home test.

Administer Specific Assessment

By Fall of 2015, the Business Department will have a piloted and tested assessment tool for accounting courses BUS 181 and BUS 182 that informs the faculty with timely relevant feedback to improve the content and delivery of material.

Full time faculty, new hires, and adjunct instructors will all need to be trained in how to consistently administer the exam to a class, or schedule the test for proctoring in the computer lab. Faculty and adjuncts will be trained to run the report analysis in Blackboard and trained in ways they can use that information to improve student learning. Consistency in administering the test is important to have comparable results and we will stress that in the training. However, course level assessment is at the discretion of the faculty for academic freedom purposes.

The test scores will be aggregated into one file to provide a program level assessment of the student's ability to demonstrate fundamental accounting knowledge and skill by achieving a set measurable objective. The measurement of learning outcomes is still under development. If the accounting courses ask for a grade of C or better as a prerequisite, should the measurement be: *75% of students can demonstrate fundamental accounting knowledge and skills by passing the assessment exam with a score of 70% or better.* More data needs to be gathered for this measurement. The ACBSP is requesting measurable student learning outcomes be stated in gross terms such as a percentage of students or percentage of passing.

i Suskie, L. (2004) *Assessing Student Learning: a common sense guide. Anker: Bolton MA.*

ii Warren, Reeve and Duchac (2014) *Financial and Managerial Accounting 12e* Cengage Publishing

Data Analysis

Data will be analyzed after the pilots are done. Any corrections to the tool or bank of test questions will be made before Fall 2015 (see Appendix F). We will attempt to administer the exams so as to provide the best cost effective data that can inform and improve the delivery of accounting courses in the business programs. Data analysis will be updated at a later date.

Supporting Evidence-Based Change

Assessment results will be evaluated to determine if students are achieving the learning outcomes. Program changes or prerequisites can then be evaluated with the results to determine if any change is recommended. It is too early to tell what improvements or processes will change as a result of the revision of the assessment exams.

Faculty will benefit by being able to immediately interpret the results before the final examination in class, thus allowing time to review or reintroduce material that students were unsuccessful in demonstrating on the exam. Students will benefit from a formative use of the assessment exam that is not really possible under the current method. The institution will benefit from examining the assessment tools and using an informed procedure to improve the assessment tool.

Recommendations and Success Factors

It is too early in the process to predict or even make expectations of what recommendations could be derived from the revised assessment exams. What we do know now is that this process will be documented as part of our continuous process of improvement and included in our quality assessment report to the ACBSP in early 2016. The goal is to have data to analyze and inform faculty and the department with necessary information to close the assessment loop.

11 UNIT-LEVEL ASSESSMENT LIAISON REPORT, HUMANITIES AND MUSIC

Unit-Level Assessment Liaison, Mick Laymon

Introduction: For the purposes of this report, two Unit-Level Assessments will be discussed. For each of the following sections, (A) will refer to the Unit-Level Assessment process in the Music Theory Track, focusing on Music Theory II (Music 103) courses; and (B) will refer to the Unit-Level Assessment process in Music Performance, focusing on the end-of-the-semester Juried Exam. All sections of Assessment A and sections IV—IV of Assessment B were performed by Mick Laymon as the Unit-Level Liaison to Humanities in Spring 2015. Steps I-III in Assessment B were completed in the Fall 2014 semester by Erica McCormack as the Unit-Level Liaison to Humanities & Music.

- Department Buy-In and Outcome Definition: **Music 103 *Theory II* Assessment:** After discussing with my fellow Music Program colleagues, either in person or through email correspondence, we agreed that continuing to assess our theory track for majors would greatly benefit the Program. Their feedback was integral in helping me transition from assessing the fundamentals of reading and writing music in Music 101 and 102 to application in advanced study in Music 103. Whereas Music 101 and 102 focus on the fundamentals, with 103 I am assessing more than student ability to read and write rhythm, melody and harmony, and beginning to examine the application of principles as they begin to use them for musical expression. I frequently use the analogy that *if the fundamentals are to music as grammar is to language, then part-writing (covered in 103) is akin to poetry*.

- **Music Performance Juried Evaluation:** The Music faculty were interested in assessing music performance, which students enrolled in Applied Music courses (Music 180, 181, 182, 281, 282) demonstrate at the end of each semester through a juried exam. Faculty were interested in learning in particular about how these Applied Music (private music lesson) students were progressing over the course of several semesters toward the conclusion of the program. It was not a challenge to get Music faculty on board with the assessment, but agreeing on the wording of the outcome to assess was more of a challenge. Ultimately, we agreed on the program-level outcome related to the AFA in Music Performance or Music Education: "Student will demonstrate theoretical concepts, professionalism, and repertoire appropriate to the student's course level on their instrument or in their vocal range." This means that, by the time students complete the AFA program (in Music Education or Music Performance) at Harold Washington College, they should be "Accomplished" (according to the rubric) in each of the three dimensions (Professionalism, Musicality, and Technique).

Assessment Research and Design:

- **Music 103 *Theory II* Assessment:** For the rubric and assessment tool, I followed the same research and development process I used previously for Music 101 (Fundamentals of Music) and Music 102 (Theory I) by using the master syllabus SLO's, text self-tests and quizzes in conjunction with timed flashcards. Each of these aspects create a holistic approach to using music theory, especially the performance-based flashcard component.

- **Music Performance Juried Evaluation**: Music Faculty and the Unit-Level Liaison (Erica McCormack at this time) investigated other examples of rubrics used at similar institutions to assess music performance, and we ultimately decided to make our own rubric to best fit our expectations relative to the program-level student learning outcomes. We devised a new juried evaluation form/rubric, which we first piloted in Spring 2014 and then revised to use in the Fall 2014 semester.

Pilot Assessment Tools and Processes:

- **Music 103 *Theory II* Assessment:** With my previous success of the tools developed for Music 101 and 102, and using the same development process for the Music 103 tool, I was confident that there was no need for the pilot process on this particular assessment since the structure of the test had been previously piloted and administered in the Music 101 and 102 levels.

- **Music Performance Juried Evaluation:** After we devised a new juried evaluation form/rubric, we first piloted it in Spring 2014. Based on user feedback about how the form's layout didn't quite meet the needs of faculty, we revised it and then implemented the new revised form at the end of the Fall 2014 semester.

Administer Specific Assessment

- **Music 103 *Theory II* Assessment:** After working on the tool and rubric in the fall 2014 semester, I was ready to run the Music Theory II Assessment (MTIIA) at the beginning of the spring 2015 semester. Just like the assessments for Music 101 and 102, I give the Music 103 tool on the first and last days of class, to provide me with comparative data that corresponds to the entire semester's worth of instruction so as to generate the most applicable data.

- **Music Performance Juried Evaluation:** The new revised form was implemented during the end of the Fall 2014 semester. Faculty assessing Applied Music students used a paper version of the form during the juried exam, and we planned to create a matching Google form so that the data could be transcribed and easily analyzed in the Spring 2015 semester. The Google forms were completed to correspond to the pilot version and revised version of the new Juried Evaluation.

Data Analysis:

- **Music 103 *Theory II* Assessment:** After collecting the data from the end of the spring 2015 semester, I will begin my analysis over the summer.

- **Juried Evaluation:** After collecting data from the Spring 2014 pilot and Fall 2015 assessment, we had data ready to be analyzed in the Spring 2015 semester. However, the Google forms that were used to process the data turned out to be a larger challenge than anticipated. As the Unit-Level Liaison in the Spring 2015 semester, I (Mick Laymon)

struggled with the data entry as we have 40-60 students a semester and the data went back to Spring 2014. However, the silver lining was the discovery, after other thwarted attempts at data entry, that we could use an iPad in conjunction with a Google form to directly enter the data in future iterations of the Juried Evaluation. After brainstorming with the Unit-Level coordinator (Erica McCormack) and fellow Liaisons at a weekly meeting, I decided to work towards direct data entry for each instructor by reserving an iPad cart for juries.

- Although we have yet to fully analyze the data due to the additional challenges we faced in the data entry process, just from the entry alone, I've realized that there are still some instructor usage issues regarding discipline-specific requirements. For example, scales for instrumentalists and pitch matching for vocalists were left blank so frequently that we had to modify the Google form in order to be able to even input the data.

Supporting Evidence-Based Change (Use of Findings):

- **Music 103 *Theory II* Assessment:** I hope to make any necessary curriculum changes for the fall 2015 semester, and I look forward to the perspective I will gain regarding student ability in relation to the outcomes set in the rubric and at the course level.

- **Juried Evaluation:** Facilitating this conversation can be challenging because over 90% of Applied Music lessons are taught by adjuncts. Taking a tip from the Unit-Level Assessment Blackboard class shell that all Unit Level Liaisons are enrolled in, I have created a class to connect the full time faculty and adjunct faculty that teach private lessons in Blackboard. This will be an indispensable resource for sharing reference information like rubrics, videos, surveys and groups. This exciting new connection will certainly help to keep our Music Program assessment conversation going in Applied Instruction for many semesters to come.

Success Factors:

- **Music 103 *Theory II* Assessment:** Although it may seem trivial, I find personal success in that I started this process with very little experience or understanding of assessment and have come through seven semesters now of real growth. With the help of my colleagues, the Liaison Coordinator and the Assessment Committee, I now feel confidently part of the assessment culture here at HWC.

- **Juried Evaluation:** Although it was initially frustrating having to modify the Google form to complete the data entry, Erica McCormack (Unit-Level Coordinator) and Jennifer Asimow (Unit-Level Liaison in Applied Science) reminded me that conversations about SLO's can be opportunities to bring adjuncts and full timers together. This is why assessment is so powerful, not just for data analysis, but for the conversations generated about effective instruction. Without this challenge, I would not have explored the class connection through Blackboard.

Recommendations

- **Music 103 *Theory II* Assessment:** As I tell my students, *if the fundamentals are to music as grammar is to language, then part-writing is akin to poetry*, and I frequently remind my students that *sound comes first.* Yet none of my assessments have had a relevant place for sound. As I progress to more advanced sections, I hope to incorporate music notation software that would allow the student to hear the examples they are asked to examine. This would certainly facilitate student proficiency and help me to assess comprehension.

- **Juried Evaluation:** Because the challenges of data analysis and entry revealed some confusion about using the form, I recommend some final changes based on feedback from all Applied Music faculty to a survey. The following questions are from the Blackboard Juried Evaluation Form Survey I am using to generate relevant input for an informative tutorial video I will post to Blackboard:
    1. Please rate the Juried Evaluation Form on a scale of 1 to 5 with 1 being the form is unusable (needing three or more changes) and 5 being the form is usable.
    2. If you answered lower than 5, please describe at least one improvement.
    3. Should the section for scales/pitch matching be optional? Please explain.
    4. Would you use an iPad during the jury instead of a printed form? If so, do you have a preference?
    5. Please choose an issue that I can cover in an instructional video to help you to use the current form. Thanks for your help!

Humanities and Music Appendices

A. Music 103 *Theory II* Assessment Rubric
B. Music 103 *Theory II* Assessment Tool
C. Music 103 *Theory II* Assessment Tool: *Answer key*

12 UNIT-LEVEL ASSESSMENT LIAISON REPORT, PHYSICAL SCIENCE

Unit-Level Assessment Liaison, Allan Wilson

Department Buy-In and Outcome Definition: Physics classes: There is already an assessment program in place, implemented by all professors in the discipline, and being used to ensure a base-line level of consistency as well as provide data for making decisions about possible changes to the program. As this program is now well-ingrained in the culture of the department, it required no further oversight from me, other than to use as a model for best practices for the other disciplines.

Astronomy: The number of astronomy classes has risen substantially in the past few semesters in an effort to accommodate rising student demand. Both the two full-time faculty who teach this class were in agreement that an assessment was desirable to encourage a minimum degree of consistency among the various sections of this class (many of them taught by new adjuncts who do not claim astronomy as their main area of expertise).

Chemistry 201: The department is currently using and collecting data on a nationally standardized exam from the American Chemical Society which is given at the end of the semester. However, to date there have been no efforts to collect the data and analyze the departmental results in the aggregate. There are also some questions about whether or not this test is the best possible tool for assessing learning gains, as there are many professors who teach this class and some sections might cover substantially different material than what is tested by this exam. Thus, in addition to continuing the use of the current ACS exam, it was decided to conduct a survey of the chemistry faculty to determine what is currently being taught.

Phy Sci 107: This class is only routinely taught by one person in a face-to-face format at HWC. However, there are several sections of this class that are being taught online. I have begun a conversation with the other professors who teach this class. The ultimate goal will be to determine what areas of overlap consistently exist in the various sections of this course, and what possible assessment tools are feasible. These conversations, however, are ongoing, and it is not expected that any firm conclusions will be reached this semester. I hope to meet with these professors in person over faculty development week (the current conversations have all been by email) and perhaps make more progress.

Assessment Research and Design: Astronomy: The two full-time professors who teach this class chose the assessment tool (a nationally standardized astronomy exam), and they indicate that they are reasonably satisfied with it. They have now found another test that they think might work even better, but since the old test has already been used as a pretest at the beginning of the semester, they will continue using it for now.

Chemistry 201: All of the full-time chemistry faculty, as well as several adjuncts who either have taught Chem 201 for several semesters or who teach later courses in the sequence, were surveyed to determine what questions they had about the material that is covered in Chem 201. I then examined the textbook chapter by chapter and created questions about those subjects that are more peripheral to the core content. (It was assumed, for instance, that everyone

teaches stoichiometry, but does everyone teach percent yield?) These questions, in addition to those requested by the faculty, were compiled into a survey.

Pilot Assessment Tools and Processes: Astronomy: This is the first semester for conducting an astronomy assessment, and thus it can technically be considered the "pilot". The exam was given as a pretest in every section of Astronomy 201, and every section will likewise be giving it again at the end of the semester. Once this has happened, I will collect the data and analyze it, but that will probably be done next semester.

Administer Specific Assessment: Chemistry 201: The survey was given to all 5 fulltime faculty who teach 201, and also to one adjunct who has taught it for numerous years. I would like to thank my colleagues for promptly responding, and there was a 100% response rate. As mentioned above, while these investigations are underway, we are continuing to use the ACS exam – most of the Chem 201 sections will give the exam at the end of the semester, and I will analyze the results in the fall.

Data Analysis: Chemistry 201: The results from the survey were compiled; the survey with the total responses is attached.

Supporting Evidence-Based Change (Use of Findings): Chemistry 201: The overall conclusion seems to be that while we teach everything that is on the exam, there are also things we teach that are *not* on the exam. Thus the ACS exam is certainly adequate, but there is possible room for improvement. Next semester, I will see if the department wants to revisit the selection of an assessment tool for this course. The results were also distributed to the chemistry faculty, and they found the results to be very interesting; specifically, the faculty seemed to appreciate comparing what they teach versus what others in the department cover.

Success Factors: One of the most important successes of the semester, while not strictly a learning gain, concerns the advancement of an "assessment culture" within the department. There has for numerous years been a 100% participation in the physics assessment program, and now, in its inaugural year, the astronomy assessment program has the same participation. The chemistry assessment has been given by most of the faculty, but there has never been any attempt to compile the results before now. The most notable achievement – the survey of chemistry faculty – also does not directly test student learning gains, but it is nonetheless expected to have broad applicability:

- it will help in the evaluation of possible assessment tools for the department,
- it will be useful in informing new adjuncts what information is expected to be taught and what material is optional,
- it will aid professors of later classes in the sequence to know what material they can confidently expect their students to have seen,
- it has already prompted faculty to reflect critically on the decisions that the department and they as individual teachers make concerning what to teach.

Recommendations: Astronomy: The data from the assessment should be collected and analyzed, and the results communicated to the faculty as early as possible so that they can act on the results. Also, the alternative assessment tool mentioned by one of the faculty needs to be evaluated to see if it is preferable.

Chemistry 201: The data from the assessment should be collected and analyzed, and the results communicated to the faculty as early as possible so that they can act on the results. Also, the faculty should be consulted to see if there is a desire to find a different test, or if the current ACS exam is sufficient for our needs.

Phy Sci 107: The other faculty who teach this class should be contacted for a face-to-face meeting, ideally during faculty development week. The purpose of this meeting would be to determine to what extent are the current sections of the course aligned, and if a more consistent course design is possible and/or desirable.

Physical Science Appendices

Attached: the Chemistry 201 faculty survey with aggregate results.

Chem 201 Faculty Survey

For each question, please indicate if this topic is taught in your class. One of the main purposes of this survey is to inform those who teach later classes the chemistry sequence (Chem 203, 205, 207, 212) what they can *confidently expect* their students to have seen in this prerequisite class. Therefore, please consider the following response guidelines:

If you simply "cover" the material without expecting students to be able to demonstrate mastery of the material later (test, homework, quiz, lab, etc.), then please choose "no".

Similarly choose "no" if it is a topic that often gets dropped (for instance if the class is behind schedule).

Lastly, if the question asks if you have students *memorize* a particular fact, and you usually give them the fact (for instance, on a formula sheet or in the text of a problem), then please choose "no".

Please feel free to include any comments which you feel are pertinent.

Chapter 1:

Unit conversions involving units in the denominator (for instance, converting m/s to m/min)?

Yes__6__ No____

Unit conversions involving units raised to a power (for instance, m^2 to cm^2)?

Yes__6__ No____

Do your students memorize SI prefixes *other than* kilo, centi, milli, and micro?

Yes__3__ No__3__

Chapter 2:

Relating atomic weights to isotope abundances?

Yes__6__ No____

Nomenclature of transition metals using "-ous" and "-ic" suffixes?

Yes__5__ No__1__

Do your students memorize the names, formulas, and charges for common polyatomic ions?

Yes__5__ No__1__

Chapter 3:

Do your students memorize the value for Avogadro's number?

Yes__3__ No__3__

Calculating empirical and molecular formulas?

Yes__6__ No____

If yes to the above, do your students learn to solve combustion analysis problems?

Yes__4__ No__2__

Limiting reactants?

Yes__6__ No____

If yes to the above, do your students learn to calculate the amount of excess reactant left

over?

Yes__6__ No____

Percent yield?

Yes__5__ No__1__

Chapter 4:

Do your students memorize solubility rules?

Yes__2__ No__4__

Net ionic equations?

Yes__6__ No____

Do your students memorize strong/weak acids and bases?

Yes__4__ No__2__

Calculating oxidation numbers?

Yes__5__ No__1__

Do your students memorize any part of the activity series?

Yes__1__ No__5__

Calculating the molarity of electrolytes (for instance, the sodium of sodium sulfate)?

Yes__6__ No____

Do your students work with the dilution formula?

Yes__6__ No____

If yes to the above, do they memorize the dilution formula?

Yes__5__ No__1__

Chapter 5

Relating internal energy, heat, and work?

Yes__6__ No____

State functions?

Yes__5__ No__1__

The distinction/relationship between internal energy and enthalpy?

Yes__5__ No__1__

Bomb calorimetry calculations?

Yes__3__ No__3__

Hess's Law?

Yes__3__ No__3__

Chapter 6

Photoelectric effect?

Yes__5__ No__1__

Bohr model of the hydrogen atom?

Yes__6__ No____

If yes to the above, do your students calculate energy changes?

Yes__4__ No__2__

Calculating De Broglie wavelength of particles?

Yes__5__ No__1__

Calculating uncertainties using the Heisenberg Uncertainty Principle?

Yes__1__ No__5__

Hund's rule?

Yes__6__ No____

Anomalous electron configurations (chromium, copper, etc.)?

Yes__5__ No__1__

Chapter 7

Appearance and reactivity of metals vs. nonmetals vs. metalloids?

Yes__4__ No__2__

Group trends, such as alkali metals, alkaline earths, hydrogen, oxygen, halogens?

Yes__4__ No__2__

Chapter 8

Lattice energy?

Yes__3__ No__3__

Resonance structures?

Yes__6__ No____

Exceptions to the octet rule (BF_3, PF_5, etc.)?

Yes__6__ No____

Enthalpy and strengths of covalent bonds?

Yes__5__ No__1__

Chapter 9

Any work with molecular models?

Yes__3__ No__3__

Shapes of hypervalent molecules?

Yes__6__ No____

Hybridization?

Yes__6__ No____

Pi bonds?

Yes__4__ No__2__

Molecular orbital theory?

Yes__1__ No__5__

Chapter 10

Do your students memorize the ideal gas law?

Yes__4__ No__2__

If yes to the above, do your students memorize relationships such as Charles's Law, etc?

Yes__2__ No__4__

Stoichiometry involving the ideal gas law?

Yes__6__ No____

Dalton's law of partial pressures?

Yes__6__ No____

Assumptions of kinetic molecular theory?

Yes__6__ No____

Root-mean-square speed?

Yes__4__ No__2__

Graham's law?

Yes__6__ No____

Real gases and the van der Waals equation?

Yes__4__ No__2__

Chapter 11

Viscosity and surface tension of liquids?

Yes__4__ No__2__

Heats of phase changes?

Yes__6__ No____

Crystal structure (unit cells, cubic close packing, etc.)?

Yes__2__ No__4__

Bonding in solids (molecular solids vs. covalent network solids, etc.)

Yes__3__ No__3__

Chapter 12

This chapter in Brown-LeMay is Modern Materials (polymers, superconductors, etc.). Do you do anything in this chapter? If so, what?

Yes____ No__6__

Chapter 13

Energy changes and solution formation?

Yes__4__ No__2__

Factors affecting solubility (intermolecular forces, pressure, temperature)?

Yes__5__ No__1__

Colligative properties (Raoult's law, osmotic pressure, etc.)?

Yes__5__ No__1__

If yes to the above, do you include the van't Hoff factor?

Yes__2__ No__4__

Colloids?

Yes__1__ No__5__

Thank you very much for taking the time to complete this survey!

13 UNIT-LEVEL ASSESSMENT LIAISON REPORT, MATHEMATICS

Unit-Level Assessment Liaison, Fernando Miranda-Mendoza

Department Buy-In and Outcome Definition: At the start of the spring 2015 semester, our department formed several committees to decide on student outcomes to be assessed for each class currently offered. After several discussions at later department meetings, my colleagues decided to focus on assessing student learning outcomes from Math 99 (Intermediate Algebra with Geometry), Math 140 (College Algebra), and Math 207 (Calculus & Analytic Geometry I). Those outcomes that are essential for success in Math 207 are of particular interest for my colleagues.

Math 207 is the first class of a three-semester calculus sequence (at our institution this sequence consists of Math 207, 208, and 209). It is an Illinois Articulation Initiative (IAI) transferable course. Students that wish to pursue a career in a STEM field must master the material from Math 207 to successfully complete the rest of the sequence. The concepts and techniques learned in calculus are widely used in other quantitative fields, especially in engineering, but also in other fields such as finance.

A thorough understanding of algebra is one of the most important prerequisites for success in Math 207. Anecdotal evidence and observations from my colleagues give weight to the idea that, despite fulfilling the necessary prerequisites, students may still not know important algebraic techniques. Moreover, students may still be able to understand calculus concepts yet struggle with the algebraic aspects. This is an issue that affects student learning and that should be addressed early on before it propagates to other higher-level classes.

We decided this semester to only concentrate on student learning outcomes from Math 207 that rely on algebraic skills from previous prerequisite classes. The main goal was to create a small pilot assessment and the necessary framework to conduct a bigger assessment during the fall 2015 semester.

Assessment Research and Design: Faculty decided to design a small pilot assessment based on outcomes from Math 207. The design of this pilot assessment should be such that we can isolate those skills that are exclusively from Math 207 from those that belong to Math 140 and Math 99.

The Math 207 faculty committee selected the following two student learning outcomes to be assessed:

A. "Apply derivatives to problems involving optimization and related rates."
B. "Analyze the behavior of functions and their graphs using first and second derivatives (e.g., determine local and absolute extrema, concavity, and inflection points)."

Both of these outcomes incorporate techniques and skills from the three classes of interest (Math 99, 140, and 207) and are ideal for an assessment of students' skills from each class.

The first outcome above on "optimization" (outcome A) usually involves an applied setting that students are expected to translate into mathematical terms. Some faculty suggested that we design the pilot assessment tool in such a way that students can work through this optimization problem regardless of whether they can translate the applied setting into the right mathematical terms.

Pilot Tools and Processes: The Mathematics Department unit-level liaison (Fernando Miranda-Mendoza) was given the task to create the pilot assessment tool in consultation with faculty currently teaching Math 207. Together with faculty input and also with the help of Applied Sciences unit-level liaison Jennifer Asimow, a small pilot assessment tool was designed and refined. This small assessment (see Appendix A) consists of two questions, each one divided into three parts. Each part was written in such a way as to isolate those techniques from calculus (Math 207) from those that belong to algebra (Math 99 or 140). The first question assesses outcome B (on the "behavior of functions") while the second is written to assess outcome A (on "optimization").
As mentioned before, outcome A is typically tied to applied situations that demand more than just mathematical ability. If a student cannot comprehend the situation described in writing, then the necessary mathematical expressions cannot be obtained and no further progress can be made. Therefore, to concentrate on the mathematical skills, the second question of this pilot tool provides the student with the mathematical expression necessary to get started. We believe that, in this way, we can genuinely assess outcome A without interference from issues related to reading comprehension.

Finally, both questions in this pilot tool were also written in such a way that students are required to use concepts from calculus and do not resort to other approaches that may avoid Math 207 techniques (such as numerical simulation).

See Appendix B for the scoring rubric that will be adapted and used with student results. This rubric will allow us to rate student performance on each part of the pilot assessment depending on whether they succeeded/failed at the basic algebra level or at the higher conceptual calculus level.

Administer Specific Assessment: The pilot assessment will be administered in a few sections of Math 207 before the end of the Spring 2015 semester (during weeks 15 and 16).

Data Analysis: We hope to obtain a good number of student results in order to use the analytics tool OpenBook to perform some analysis over the summer of 2015. The analysis will hopefully provide us with some useful insights to perform a bigger assessment next fall 2015.

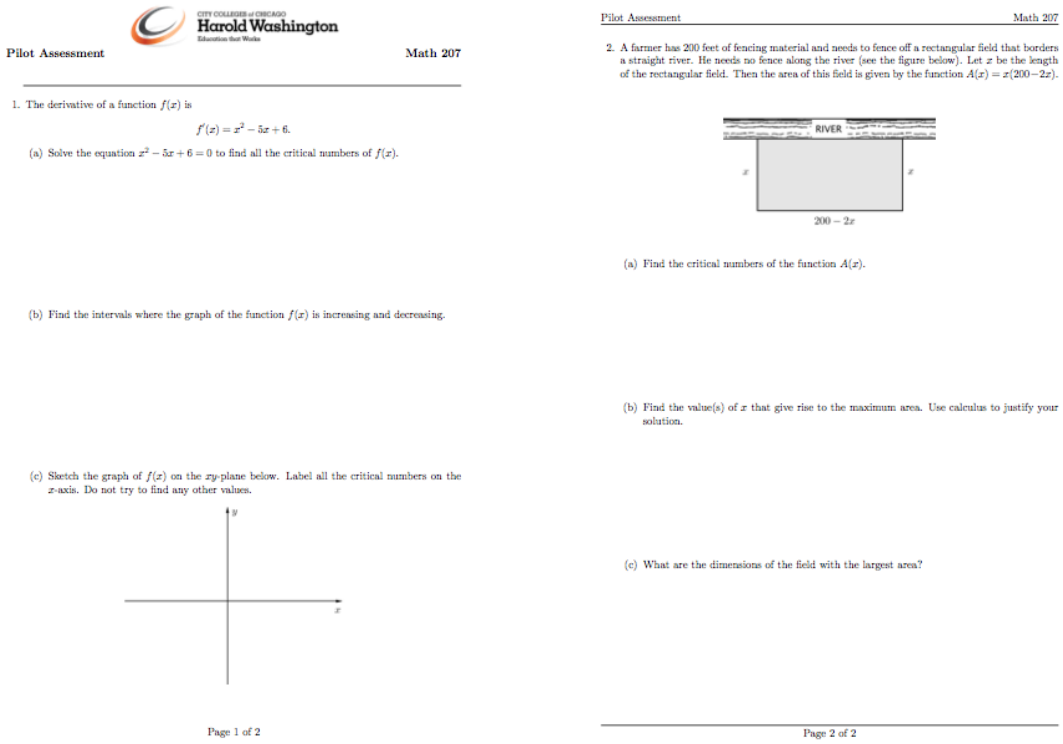
Supporting Evidence-Based Change (Use of Findings): At the first departmental meeting in fall 2015, the results from the small pilot will be presented to faculty in order to receive their input and guide our next steps.

Success Factors: One of the biggest success factors thus far is the increased awareness of assessment among our faculty. There have been several discussions to narrow down the scope of our assessment and to find a good question to answer. These discussions are expected to continue into the fall of 2015. This was the first semester in our department with unit-level

assessment activities, and there was not a previous assessment framework. Alongside the assessment tool, necessary forms such as student and faculty volunteer instructions as well as informed consent statements were also developed. This will be refined and used in future departmental assessments.

Recommendations: Recommendations for our next steps will be given based on the analysis of the results from the small pilot assessment and upcoming faculty discussions. This analysis will be presented to faculty at the first department meeting in fall 2015.

Mathematics Appendix A: Pilot Assessment Tool



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Pilot Assessment **Math 207**

1. The derivative of a function $f(x)$ is

$$f'(x) = x^2 - 5x + 6.$$

(a) Solve the equation $x^2 - 5x + 6 = 0$ to find all the critical numbers of $f(x)$.

(b) Find the intervals where the graph of the function $f(x)$ is increasing and decreasing.

(c) Sketch the graph of $f(x)$ on the xy-plane below. Label all the critical numbers on the x-axis. Do not try to find any other values.

Page 1 of 2

Pilot Assessment Math 207

2. A farmer has 200 feet of fencing material and needs to fence off a rectangular field that borders a straight river. He needs no fence along the river (see the figure below). Let x be the length of the rectangular field. Then the area of this field is given by the function $A(x) = x(200-2x)$.

RIVER

x x

$200 - 2x$

(a) Find the critical numbers of the function $A(x)$.

(b) Find the value(s) of x that give rise to the maximum area. Use calculus to justify your solution.

(c) What are the dimensions of the field with the largest area?

Page 2 of 2

Mathematics Appendix B: Scoring Rubric

Score	Criteria
3	Conceptual understanding apparent; consistent notation, with only an occasional error; logical formulation; complete or near-complete solution/response.
2	Conceptual understanding only adequate; careless mathematical errors present (algebra, arithmetic, for example); some logical steps lacking; incomplete solution/response.
1	Conceptual understanding not adequate; procedural errors; logical or relational steps missing; poor response or no response to the question posed.
0	Does not attempt problem or conceptual understanding totally lacking.

Source: Emert, John W., and Charles R. Parish. "Undergraduate Core Assessment in the Mathematical Sciences." *MAA Notes* 49 (1999): 46-48. Print.