

From: Committee for Assessment of Student Learning (CASL)

Date: May 13, 2016

Re: Review of Institutional Student Learning Outcomes

The College Assessment Committee charged CASL to analyze Institutional Student Learning Outcomes (ISLO) from other institutions and the process by which the institutions assess their ISLOs. The outcome was to provide suggestions to the College Assessment Committee regarding revisions of the current Cognitive Practice and Intellectual Capacities ISLOs.

To assist in this process, Dan Moos, College Assessment Director, identified four different institutions that had significantly different ISLO structures and assessment protocols (Laney College, St. Olaf College, Columbia Gorge Community College, and Carleton College) See Appendix A for links to these institutions and questions discussed. Members of CASL analyzed the strengths and weaknesses of the ISLOs and their assessment and shared the results.

Based on this discussion, the committee has several recommendations on how to proceed:

Because the faculty will be engaged in revisions to the curriculum over the next year, it would be an ideal time to reassess and revise the Cognitive Practice and Intellectual Capacities ISLO's. In particular, CASL suggests that these should be rewritten as a series of smaller, more highly focused ISLO's. This would add clarity, would simplify the assessment strategy, and would facilitate feedback. A potential model for this would be Carleton College's ISLO's (See Appendix B)

A possible assessment mechanism would be a hybrid that combines faculty-reported feedback on student performance relative to an ISLO, a series of questions to gather instructor comments regarding assessment feedback on courses, along with collection and scoring of student artifacts to provide institutional norms.

In courses to be assessed, faculty would select one assignment that reflects on one of the ISLOs.

1. Faculty would fill out an assessment rubric based on this assignment (possibly using a web form)
2. The first question might be a Likert question such as "Taken as a whole, what is your impression of student mastery of the selected ISLO"
3. This would be followed by a series of questions that allow the instructor to assess student performance relative to the ISLO; this might be based on the AACU rubric or other sources. An example would be the Columbia Gorge Community College rubric for Written Communication (See Appendix C).

4. Finally, there would be a series of free-response reflection questions to capture faculty observations and suggestions based on this assessment for the course. All of the information below would be anonymously stored.
 - a. For entire class, share if desired, overall positive observations.
 - b. For entire class, share if desired, overall concerns.
 - c. If you made changes based on prior assessment, share these if desired, and comment on the effectiveness.
 - d. Based on the current assessment, share if desired, changes you might incorporate in future offerings?
 - e. Are there resources that would be of value in strengthening this outcome, such as faculty development, library, etc.? Please be as specific as possible.
5. If it is desired to obtain institutionally normed assessment, faculty would submit copies of the student artifacts for the chosen assignment (student papers, portfolio, artworks, etc.). A subset of these would be assessed using a standardized rubric.

Suggested Timeline:

Fall 2016 → (1) Further refine ISLO language (Question for College Assessment Committee along with Faculty Senate: Strategically, how do we engage faculty in this process along with current discussions of potential curricular revision?); (2) Identify a group of instructors to pilot during spring 2017 semester (faculty involved with CAC? CASL?); (3) Develop reporting form (Google form similar to LAP assessment process?)

Spring 2017 → (1) Pilot study with group of instructors; (2) CAC identifies sampling plan for full scale implementation starting Fall 2017

Appendix A: Links for ISLOs of Institutions Studied

Laney College

<http://www.laney.edu/wp/assessment/institutional-learning-outcomes-ilos-for-laney-college/assessing-ilo-1-fall-2014/>

St. Olaf College

<http://wp.stolaf.edu/ir-e/statements-of-intended-learning-outcomes/>

Columbia Gorge Community College

<http://www.cgcc.edu/institutional-assessment/institutional-core-learning-outcomes-assessment>

Carleton College

http://apps.carleton.edu/campus/doc/faculty-resources/assessment/Learning_Outcomes/

Questions Discussed for each Institution's ISLOs

(1) Which ISLOs most closely align to GAC's Cognitive Practice and Intellectual Capacity ISLOS?

(2) How does institution assess the ISLOs identified in question #1? (include the type of assessment and a brief description of the process)

(3) From your perspective, what are the strengths and weaknesses of the institution's choice of assessment and process?

(4) What is your overall impression of the identified ISLOs and the process? How well do you think the identified ISLOs and process would align with our GAC values?

Appendix B: Carleton College ISLOs

The College's mission is to provide an exceptional undergraduate liberal arts education. At Carleton, we value intellectual curiosity, risk taking, courage, the development of wisdom and creativity. As a residential liberal arts college, Carleton strives to create a collaborative community in which faculty, staff, and students respect one another. These qualities are an integral part of who we are and because we do not want to lose sight of them, we state them here, along with the more measurable objectives listed below. Carleton College graduates should be able to:

1. **Demonstrate that they have acquired knowledge necessary for the continuing study of the world's peoples, arts, environments, literatures, sciences and institutions** i.e. learning to learn.
2. **Demonstrate substantial knowledge of a field of study and the modes of inquiry or methodologies pertinent to that field.**
3. **Analyze evidence** i.e. identify underlying assumptions in particular theoretical orientations, methodological approaches or arguments; present opposing viewpoints and alternative hypotheses; recognize quantitative and qualitative claims, etc.
4. **Formulate and solve problems** i.e. locate, analyze, synthesize and evaluate information; discern patterns, coherence and significance; explore a situation, phenomenon, question or problem to arrive at a hypothesis or conclusion about it, come to well-reasoned conclusions or solutions, etc.
5. **Communicate and argue effectively.**
6. **In their chosen field of study, conduct disciplinary and/or interdisciplinary research and/or undertake independent work which may include artistic creation or production.**

Appendix C: Columbia Gorge Community College: Written Communication Rubric

5/5/2016

Written Communication Scoring Rubric | Institutional Assessment | Columbia Gorge Community College

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Written Communication Scoring Rubric

This rubric was developed by an interdisciplinary team representing Columbia Gorge Community College through a process that examined and modified the [AACU Written Communication Value Rubric](http://www.aacu.org/value/rubrics/written-communication) to meet the needs of CGCC's Institutional Core Learning Outcomes assessment. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. The CGCC team agrees with the utility of the [AACU Value rubric](http://www.aacu.org/value-rubrics), which "is to position learning at undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success".

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Adapted from AACU LEAP and SFA Written Communication Rubrics
* Required

Course Name & Number *

Example: CAS 111, MTH 65, WR 121

Instructor *

Number of students in class *

Number of students who completed evaluated assignment *

Audience, Context, and Purpose

Mastery 4	Accomplished 3	Developing 2	Beginning 1	Not Demonstrated 0
Demonstrates a thorough understanding of context, audience, and purpose that is wholly responsive to the assigned task(s) and applied consistently through all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).	Demonstrates some attention to context, audience, purpose, and to the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s).	Fails to meet minimum criteria in addressing the audience, context, and purpose for writing.
Mastery (4) <input type="text"/> of students	Accomplished (3) <input type="text"/> of students	Developing (2)		

of students

Beginning (1)

of students

Not Demonstrated (0)

of students

Not Applicable (N/A)

of students

Results Analysis/Comments

Content Development

Mastery 4	Accomplished 3	Developing 2	Beginning 1	Not Demonstrated 0
Uses appropriate, relevant, and compelling content and ideas that illustrate the writer's command and deep understanding of the subject, skillfully shaping the whole work .	Uses appropriate, relevant, and compelling content to accurately explore ideas within the subject and shape the whole work .	Uses appropriate and relevant content to develop and accurately explore ideas through most of the work .	Uses appropriate and relevant content to accurately develop simple ideas in some parts of the work .	Fails to meet minimum criteria in addressing content development.

Mastery (4)

of students

Accomplished (3)

of students

Developing (2)

of students

Beginning (1)

of students

Not Demonstrated (0)

of students

Not Applicable (N/A)

of students

Results Analysis/Comments

Sources and Evidence

Mastery 4	Accomplished 3	Developing 2	Beginning 1	Not Demonstrated 0
Demonstrates skillful use of	Demonstrates	Demonstrates		Fails to meet

<p>high-quality, credible, relevant sources to develop ideas that are appropriate for the assignment.</p>	<p>consistent use of credible, relevant sources to support ideas that are appropriate for the assignment.</p>	<p>an attempt to use credible and relevant sources to support ideas that are appropriate for the assignment.</p>	<p>Demonstrates an attempt to use sources to support ideas in the assignment.</p>	<p>minimum criteria in demonstrating the use of sources to support ideas in the assignment.</p>
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Mastery (4)
 of students

Accomplished (3)
 of students

Developing (2)
 of students

Beginning (1)
 of students

Not Demonstrated (0)
 of students

Not Applicable (N/A)
 of students

Results Analysis/Comments

Organization and Presentation

Mastery 4	Accomplished 3	Developing 2	Beginning 1	Not Demonstrated 0
<p>Demonstrates consistent, skillful, and thoroughly detailed attention to organization, presentation, and stylistic choices as appropriate to the assignment.</p>	<p>Demonstrates consistent and skillful organization and presentation as appropriate to the assignment.</p>	<p>Follows expectations for a consistent system of basic organization and presentation as appropriate to the assignment.</p>	<p>Attempts to use a consistent system for basic organization and presentation as appropriate to the assignment.</p>	<p>Fails to meet minimum criteria in organization and presentation.</p>

Mastery (4)
 of students

Accomplished (3)
 of students

Developing (2)
 of students

Beginning (1)
 of students

Not Demonstrated (0)
 of students

Not Applicable (N/A)

of students

Results Analysis/Comments

Control of Syntax and Mechanics

Mastery 4	Accomplished 3	Developing 2	Beginning 1	Not Demonstrated 0
Uses graceful language that skillfully communicates meaning to readers with clarity and fluency , and is nearly error-free .	Uses straightforward language that conveys meaning to readers with clarity . The language in the work has few errors .	Uses language that generally conveys meaning to readers, although writing may include some errors .	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that sometimes impedes meaning because of errors in usage.

Mastery (4)
 of students

Accomplished (3)
 of students

Developing (2)
 of students

Beginning (1)
 of students

Not Demonstrated (0)
 of students

Not Applicable (N/A)
 of students

Results Analysis/Comments

Visual Aids

Mastery 4	Accomplished 3	Developing 2	Beginning 1	Not Demonstrated 0
Visual aids effectively support the communication of purposes and ideas; aids are integrated into the presentation seamlessly , thus fostering	Visual aids generally support the communication of the student's ideas and purposes; the aids effectively amplify or resonate the presentation of	Visual aids support the communication of the student's ideas and purposes but are only partially	Visual aids do not particularly support the communication of the student's ideas and purpose; they are insufficient to	Visual aids are virtually non-existent, serve no purpose, or are not credible.

a full understanding of the message's content.

ideas and **foster a good understanding** of the message's content.

useful or informative.

be of much use as they **do little to elevate understanding.**

Mastery (4)

of students

Accomplished (3)

of students

Developing (2)

of students

Beginning (1)

of students

Not Demonstrated (0)

of students

Not Applicable (N/A)

of students


Results Analysis/Comments

Verification *



Type the characters you see in the picture; if you can't read them, submit the form and a new image will be generated. Not case sensitive. [Switch to audio verification.](#)

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Here's a short video lab featuring some students enrolled in the Renewable Energy Technology program <https://t.co/S4hvXlts5n> May 04

Check out the latest from our Renewable Energy Technology program! <https://t.co/Dr1.276cM7> April 20

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