LOOKING AT LEARNING – EXAMINING THE FINDINGS

Step One: Probe the Results

- Collaboratively explore the findings.
- Ask questions and look at all the results for better understanding
- Consider the assessment methods: where did they hit the mark, what other methods could be used to garner better understanding
- Reflect on new questions that came out of your natural curiosity
- Discuss possible reasons for the data—what factors are affecting the results: what possible explanations are there for the findings? (This is the fun part.)

Some Prompts to help you examine the findings:

- What are the major assignments—papers, projects, portfolios, demonstrations, performances, art work, exams, etc.—that measure your outcomes?
- Are the assignments aligned with the outcomes? What did the assessment capture, what did it miss?
- What might be the reasons for the results (assessment methods, student preparedness, and other possible factors)?
- In which areas did students excel? Where did they struggle? What issues and needs were revealed?
- Did the different assessment methods yield different results? How do the results compare to any data previously collected?
- Did the assessment work, was it aligned with the outcome? If not, what needs to be revised?
- Do the assignments provide the students with an opportunity to demonstrate their mastery of the outcomes?
- Do the assignments require that students demonstrate the kinds of knowledge, skills/abilities, and/or attitudes that I consider central to the course? Do the outcomes reflect the priorities of the college?
- Did the students have adequate time to practice the skills expected to master?
- Did the homework assignments, assigned readings, and other exercises provide students the resources they need to successfully complete the assignment?
- What other things would you like to learn? What questions linger about the findings? What new lines of inquiry are possible?
Step Two: Brainstorm Possible Steps and Take Action

- Collaboratively consider some possible next steps you would like to try to close the learning gaps.
- Reflect on other lines of inquiry we might want to pursue in future assessment studies.
- Examine whether the curriculum is working (design and implementation).
- Reflect on where time, money, and efforts could be dedicated or repurposed to improve learning.
- Think about how best to share what you learned so that we can learn from your investigation.
- Ponder how do we move from reviewing the findings to trying something new.

Some Prompts to help you examine the findings:

- What pedagogical and methodological changes to teaching might address the learning gaps? What learning objectives best prepare the student for mastery of the outcome?
- What other assessment methods might provide additional evidence or better capture the skills, knowledge, attitudes and beliefs most central to the learning?
- Does the curriculum appear designed to adequately prepare students for the essential skills expected? Is the curriculum aligned to help the students develop mastery?
- What can you conclude from the data?
- Does the evidence suggest next step?
- What other lines of inquiry might you want to pursue?
- What’s the mechanism for moving from a review of the findings to trying something new?
- What strategies appear to be having the largest effect on learning?
- What might time, energy and/or money be allocated for continuous improvement in learning?
- How will you share your findings with other faculty and staff across the college so that we all might learn?
- How will you create a history of assessment so that future faculty in your discipline and the college can learn from your investigations?
- Where are the best venues for discussing these findings?
SAMPLE PROGRAM LEARNING OUTCOME ASSESSMENT
USING ROLL-UP METHOD

Program: Art - Painting

PLO
Apply the elements and principles of design with competent skill and technique with two and three dimensional media, including technology.

Related Institutional Learning Outcome(s)
3) Problem Solving
Students will demonstrate the ability to solve problems by examining, selecting, using and evaluating various approaches to developing solutions. Evidence will be the ability to observe and draw reasonable inferences from observations, distinguish between relevant and irrelevant data, define problems, analyze the structure of discipline or profession-based problem solving frameworks and to use such frameworks and strategies to develop solutions.

Assessment Information

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Group Size</th>
<th>Sample Size</th>
<th>Assessment Method</th>
<th>Evaluation Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>202</td>
<td>113</td>
<td>Problem-based Exercise</td>
<td>Other</td>
</tr>
</tbody>
</table>

Assessment Description - Elaborate on the details of the assessment method. (e.g. length, Time in semester, Type, etc.)

This program assessment will be based on reviewing all recent assessments for the aligned course SLOS for Art 201, 202, 300, 304, 305, 306, 501, 502 and MM 100. Focus will be on meeting the benchmark, curriculum modifications and resource requests to look for patterns and/or significant concerns.

Assessed By: Paulsen, Deborah R. 1/17/2014

Assessment Results
The overall score for all courses assessed was 85%. Five assessments did not have an overall score because they did not use the system correctly or were submitted before the online system existed. Two of the classes, Art 305 and 306, advanced painting classes, did not have an SLO that directly related to the PLO.

Curriculum Modifications included:

1. Art 501 (Fall 2011): Some students were not well versed in their analytical assessment of the compositions. I will spend more time focusing on their ability to see beyond imagery and their ability to recognize and implement the elements and principles in an objective way. I will create and give assignments where they are asked to assess art/compositions from their textbooks. To 'unsee' the image, and then examine how the artist utilized the elements and principles to communicate beyond the image. These assignments encourage students to 'breakdown' the artwork into the underlying compositions, and then to assess the 'abstracted' compositions based on analytical interpretations of these compositions utilizing the elements and principles emphasized. I will stress the importance of organization for the final packet.

2. 502 (Fall 2011): More time should be spent teaching about the use of shape, including negative and positive shape. Also, more lecture materials on the element of balance will be included. Whenever possible, each project should be critiqued in progress to encourage students to make corrections as their work is developed.

3. MM 100 (Fall 2009): Students performed well on this project. Most of the high scores were in the technical area and this is a result of students using proper tools to perform the activity. Poor scores occurred in the design area and are most likely a result of the students' lack of knowledge in Art concepts.
4. MM 100 (Fall 2009): Most students did very well on this project. Students scored lowest in image concept. The next time it is taught these areas will be expanded in the lecture and lab to include additional examples of ways images communicate. Also additional material will be added on the history of photography and imaging. During critiques of the image, increased emphasis will also be placed on concepts, ideas, and historical references in their images and images of other students.

Assessment Analysis
There are a couple of concerns with the assessment. Two of the courses included in the matrix should be removed from supporting this PLO or the SLOs for the courses should be revised. Although the course supports elements and principles of design, since these are upper level courses, I think it is assumed that the students would be applying them, but the focus of these courses is more conceptual. Some assessments purposely did not utilize the rubric system that provides the overall benchmark score, which states that of 70% of the students achieve at least 70% on the rubric. Faculty will be encouraged to use the system for more meaningful results. Lastly, MM 100 needs to be reassessed as the assessments are three years old. Another concern is that none of the drawing or painting classes have noted any self-reflective comments for improvement. Faculty should be encouraged to be self-reflective and seek out solutions and resources to improve the achievement of the learning outcomes. The two classes that seemed very concerned about the quality of the students’ ability to meet the SLO were the design courses, Art 501 and 502. The Multimedia classes seemed concerned and one offered solutions to the problem while the other did not; this may be due to the fact that the old form being utilized did not have a box to fill in for curriculum modifications or resource requests. None of the classes requested resources.

Curriculum Modifications
Curriculum Modifications Planned? YES

Consider removing the 305 and 306 from this PLO on the mapping plan. Raise the benchmark to “80% will score 80% or better on the rubric.” Encourage faculty to utilize the online system to the fullest by entering a rubric, so that we can check benchmarks and more accurately compare PLO assessments. Encourage faculty to be more self-reflective in their assessments, since there is always room for improvement. Update: We have added a recommended Studio Sequence for Art Majors to the Schedule of Classes: Art 201, 501, and 502 Level I & Art 300, 204 and Multimedia 100 Level II. We expect this will help with the issues of not knowing the Design Elements and Principles by having the students take the foundation courses first without imposing strict prerequisites.

Resource Requests
Any Resource Requests? YES

We need our new building to open. We need updated computers, software, equipment and facilities. We have been teaching many of these classes out of temporary buildings for 8 years.
You have 1 past assessment(s) for this course with modifications flagged that need follow-up responses. Please complete the follow-up responses before continuing to create a new assessment.

Planned Modifications & Improvements for CAOT 032. See full assessment below
To improve the students' ability to compose a well-structured memo, the next time the course is taught, the instructor will give a sample of a well-written memo and give the rubric for evaluation to the students in advance. More emphasis will also be placed on how to analyze a business article and summarize the findings with focus on logical organization, coherence, and accuracy.

Have the recommended modifications/improvements been implemented? How have the findings led to improved student learning?

Note: If you skip for now, you will be prompted again during your next login.

CAOT 032 - Business Communications Assessment

Student Learning Outcome

Assessment Details

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Section</th>
<th>Instructor</th>
<th>Class Size</th>
<th>Sample Size</th>
<th>Assessment Method</th>
<th>Evaluation Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>7097</td>
<td>Flood, P</td>
<td>30</td>
<td>25</td>
<td>Demonstration (practical skill)</td>
<td>Rubric</td>
</tr>
</tbody>
</table>

Assessment Description - Details of the assessment method. (e.g. length, Time in semester, Type, etc.)
Following instructions on a handout, midsemester Business Communications students were asked to write a clear, logical, well-written two-page memo report with an introduction and conclusion, in depth analysis of the case, and present it using professional format and graphical techniques of emphasis.

Related Institutional Learning Outcomes
1) Written and Oral Communication
Students will demonstrate the interactive nature of communication involving speaking, writing, listening, and reading. Evidence will be the student's ability to make a clear, well-organized and well-reasoned presentation, express one's opinion in support of the assessments of conclusions, and write a clear, well-reasoned essay under documentation and institutional rules when...
### SLO ASSESSMENTS Spring 2010 to Fall 2013
4/23/2014

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>SLO Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>27</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>146</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>140</td>
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<tr>
<td>Fall 2011</td>
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<tr>
<td>Spring 2012</td>
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<tr>
<td>Fall 2012</td>
<td>163</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>277</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>292</td>
</tr>
</tbody>
</table>

### SLO Assessments

![Bar chart showing SLO assessments from Spring 2010 to Fall 2013]
<table>
<thead>
<tr>
<th>RUBRIC FOR ASSESSMENT OF INFORMATION COMPETENCY ILO</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsuccessful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know 1.00 pts. Student will define their information needs.</td>
<td><img src="https://example.com" alt="Exemplary" /></td>
<td><img src="https://example.com" alt="Proficient" /></td>
<td><img src="https://example.com" alt="Developing" /></td>
<td><img src="https://example.com" alt="Unsuccessful" /></td>
</tr>
<tr>
<td>Find 1.00 pts. Student can access information.</td>
<td><img src="https://example.com" alt="Exemplary" /></td>
<td><img src="https://example.com" alt="Proficient" /></td>
<td><img src="https://example.com" alt="Developing" /></td>
<td><img src="https://example.com" alt="Unsuccessful" /></td>
</tr>
<tr>
<td>Evaluate 1.00 pts. Student can evaluate information critically.</td>
<td><img src="https://example.com" alt="Exemplary" /></td>
<td><img src="https://example.com" alt="Proficient" /></td>
<td><img src="https://example.com" alt="Developing" /></td>
<td><img src="https://example.com" alt="Unsuccessful" /></td>
</tr>
<tr>
<td>Use 1.00 pts. Student uses information to accomplish the planned objective.</td>
<td><img src="https://example.com" alt="Exemplary" /></td>
<td><img src="https://example.com" alt="Proficient" /></td>
<td><img src="https://example.com" alt="Developing" /></td>
<td><img src="https://example.com" alt="Unsuccessful" /></td>
</tr>
<tr>
<td>Follow Ethics 1.00 pts. Student uses information ethically; documents information; and observes copyright laws.</td>
<td><img src="https://example.com" alt="Exemplary" /></td>
<td><img src="https://example.com" alt="Proficient" /></td>
<td><img src="https://example.com" alt="Developing" /></td>
<td><img src="https://example.com" alt="Unsuccessful" /></td>
</tr>
</tbody>
</table>

| Know 1.00 pts. Student will define their information needs. | ![Exemplary](https://example.com) | Defines their information needs. | ![Proficient](https://example.com) | Can determine key concepts. | ![Developing](https://example.com) | Cannot determine key concepts. | ![Unsuccessful](https://example.com) | Cannot determine key concepts. |
| Find 1.00 pts. Student can access information. | ![Exemplary](https://example.com) | Retrieves relevant, quality information from a variety of sources. | ![Proficient](https://example.com) | Utilizes types of information (sources) that relate to key concepts. | ![Developing](https://example.com) | Selects information sources which only partially relate to research question. | ![Unsuccessful](https://example.com) | Retrieves information that lacks relevance and quality. |
| Evaluate 1.00 pts. Student can evaluate information critically. | ![Exemplary](https://example.com) | Compares and evaluates information according to specific criteria appropriate to the discipline. | ![Proficient](https://example.com) | Analyzes own and other's ideas and work thoroughly. | ![Developing](https://example.com) | Communicates, organizes and synthesizes information from sources and achieves intended purpose. | ![Unsuccessful](https://example.com) | Communicates, organizes and synthesizes information from sources but the information is fragmented or used inappropriately. |
| Use 1.00 pts. Student uses information to accomplish the planned objective. | ![Exemplary](https://example.com) | Expands on conclusions from sources and is able to clearly communicate ideas. | ![Proficient](https://example.com) | Communicates, organizes and synthesizes information from sources accurately according to a selected writing style and guidelines. | ![Developing](https://example.com) | Inconsistently gives credit for works used by quoting, citing and listing references accurately. | ![Unsuccessful](https://example.com) | Uses the information and ideas of others (copies and paraphrases) without giving credit. |