ASSESSMENT REPORT 2018-2019
(draft)

College Assessment Committee

May 2019

SUMMARY OF DISCIPLINE / STUDENT SERVICE PROJECTS 2018-2019

The following submitted Assessment Plans (other disciplines/services have embedded assessment planning in Program Review.)

Disciplines	description
ACTG	are students succeeding in Financial & Managerial Actg equally?
ART 2D	how well prepared are studio art transfer students?
ART History	how well prepared are Art Hist students for xfer / employment?
ART Photo	1. are students getting the "Fine Print" standard? 2. are darkroom classes properly aligned?
COSM	1. Do students feel confident in written mock State Board exam? 2. Which subjects need improvement? 3. What study methods are they using? 4. How can we better support them with difficult material?
COMM	What are our students' levels of information literacy?
COMM LAB	Are the students successfully finishing lab assignments?
DENT	What percentage get licensure / why don't some take the exam?
DGME	1. How to improve pedagogy for Asian int'l students on Ad Deconstruction? 2. IAB Cert exam: What areas of media math are students weak in? 3. How to improve IAB Cert curriculum?
ENGL/LIT	What shall we focus on with AB705 group?
ESL	Are students meeting the writing SLOs for their course?
ETHN	Does access to Android readers improve student engagement with texts?
FILM	We want to examine and assess which methods of instruction and evaluation of student comprehension of editing are most effective, and why.
HIST	1. Are students able to identify and locate 1ary/2ary resources? 2. Can assignment proposals / peer review enhance these skills?
KIN-ATH-DAN	1. Are Pilates Teacher Cert grads getting jobs, and are they ready? 2. Do Pilates Cert grads register for other fitness certs at CSM?
MATH	Do the new courses for AB705 intake meet the same standards for learning effectiveness as former courses?
MUS	Have changes made to increase student support made a difference to overall outcomes / retention rates?
NURS	How can we improve student writing skills for the Nursing program, using APA-style citations and evidence-based research?
PHIL	Can students write a well-formed argument?
PLSC	How confident do students feel about what they've learned? Are they applying learning to life (e.g., voting)?
PSYC	Can students express in writing a well-formed answer reflecting critical thinking for various test instruments (short-answer, multiple choice etc.)

Assessment themes

- Improving pedagogy
- Program effectiveness (esp. comparative)
- Some discipline- or skill-specific
- Many address writing / critical thinking

Discussion

The CAC will discuss the assessment plans on 5/20/2019. Some *initial* starting points for the discussion:

- People are using assessment to test new pedagogical or curricular strategies (e.g., increased student support, 5-unit classes, etc.) – likely to continue with AB705, Guided Pathways
- There's a widely shared emphasis on improving *writing* and *critical thinking*
- Strong emphasis on program effectiveness, especially for CTE and workforce-oriented programs, but also preparation for transfer.

ASSESSMENT COMMITTEE ACTIVITIES

Aug 2018   Flex: "Assessment and Program Review"

                Flex: "Effective Communication, Critical Thinking & Quantitative Reasoning"

Mar 2019   Flex: "Effective Communication, Critical Thinking & Quantitative Reasoning II"

April 2019   Student ILO focus group

ASSESSMENT HIGHLIGHTS 2018-2019

The launch

Amidst a flurry of summer and flex day workshops, as well as presentations at divisions and College committees, Fall 2018 saw the launch proper of a new approach to assessment. Highlights:

- *Discipline/service level assessment*: Instead of gathering data in the hopes of finding a use for it, faculty and staff identify a question to answer, and gather the data or complete the activities that will answer it. Assessment revolves around planning.
- *College-level assessment*: Flex activities focus strongly on creating interdisciplinary forums where faculty can look at larger learning goals; in addition, the Assessment Committee is developing regular extra-curricular student activities to gauge student learning.

- *Planning:* New forms are introduced (Assessment Plan); there is a new SLO website; and there is a new Program Review process which includes faculty review of assessment.
- *Data storage:* Assessment information is now stored on the College Assessment Committee Sharepoint site, where each discipline, student service and learning center has an easily accessible folder.

Institutional Learning Outcomes assessment activities

History

The CAC has explored different approaches to ILO assessment.

- *Fall 2015*: A group of faculty created a shared set of criteria for Effective Communication; students in the several sections were then assessed and the scores compiled for a follow-up discussion. However, while the discussion was useful, the scores were not helpful, and did not lend themselves to analysis.
- *Spring 2016*: A group of faculty addressed Quantitative Reasoning, but instead of creating a shared rubric, elected instead to develop an interdisciplinary student activity that would provide a more accurate model. This needed more planning than was possible at that point in the semester, so the project was postponed.
- *Spring 2017*: A group of faculty developed a student discussion topic (climate change), and created a scaffolded set of questions focused on the different ILOs. However, we were unable to get enough students to participate, and the project was postponed.
- *Spring 2018*: The SLOAC conducted small-group versions of the student discussion topic (social media) with two learning communities, the Honors Project and Year One. The discussion with the Year One group was enlightening and interesting, and has been recorded for analysis.
- *Fall 2018*: After much discussion, we are organizing ILO assessment along two lines.
  -First, we will continue to assess the six outcomes over a two-year period (three each year) through faculty and staff collaborations around rubrics. (This approach can be refined as an assessment tool as we go.)
  -Second, we will organize regular annual direct student involvement in assessment, through focus groups or student forums, or direct assessment of student work.

ILO workshop: Effective Communication, Critical Thinking and Quantitative Reasoning

Fifteen faculty from different disciplines gathered on the opening flex day in August 2018. Working in groups of five representing different disciplines, they created rubrics for assessing these learning outcomes that could be applied to each of their disciplines. Discussion highlights included

- Discussing what we mean by the specific outcome – what skills or attitudes we want students to leave with;
- Discussing how the specific outcome relates, in different ways, to our disciplines;
- Finding common ground between disciplines, as well as differences;
- Exploring how to develop quantitative reasoning in non-mathematical subjects;
- Sharing classroom strategies for cultivating these larger skills.

The follow-up activity in March 2019 involved an interdisciplinary discussion focused on student work and in-class assignments.

Student focus group: Mana, Puente, Umoja, Project Change and Year One Promise

In April 2019, a group of 16 students from the learning communities gathered to participate in a focus group discussing what they were learning at CSM. Most questions did not directly touch on the ILOs, but were intended to elicit comments and feedback that would help faculty get an idea of how we might best promote interdisciplinary skills and knowledge.

Students were asked to discuss the value of a college education, and their motivations; to share some stand-out learning experiences; and to reflect on how well their education is helping them to navigate today's world. They were also introduced to the ILOs, and asked to discuss their relevance and familiarity.

Themes of the discussion:

- *Connection:* students felt that a sense of connection was vital for promoting learning – to the teachers, through personal contact; to the college community, through activities (especially ones the students did themselves); to the curriculum, through cultural relevance; and to each other.
- *Motivation:* Getting a good job featured strongly, but also being a role model to family members, as well as the desire to make more of one's life and potential.
- *It's not all about the classroom:* The most influential experiences cited were mostly trips out of the Bay Area, club activities, collaborations.
- *ILOs are largely valued.* Students focused on the importance of Social Awareness and Diversity, Critical Thinking, Effective Communication, and Independent Learning and Development. Comments focused on the value of being pushed "outside your comfort zone."
- *… But not necessarily the GE curriculum!* Many students argued that "every class will teach you something," but others felt that some classes were a "waste of time." Students felt particularly frustrated with subjects like Math, where they felt they were struggling.
- *ILO wording makes a difference.* Some terms have unintended resonance, notably "citizenship."

From the post-discussion survey:

- *Students are largely unfamiliar with the institutional learning outcomes.* Ten out of the sixteen students disagreed or disagreed strongly with the statement "I was already familiar with the ILOs for the College," and agreed or agreed strongly with the statement "Actually, I had never heard of institutional learning outcomes." Four students neither agreed nor disagreed with both statements about ILOs, and only two clearly indicated that they knew about ILOs.

- *Students enjoyed the opportunity to reflect on their learning.* All sixteen participants either agreed or agreed strongly that "the discussion helped me reflect on what I'm getting out of CSM."

The take-away:

[To be discussed – May 20, 2019]

PLANS 2019-2020

[To be discussed – May 20, 2019]

- Clarify the role of the Assessment Committee: set goals / identify projects
- Developing more collaborations with PRIE to help faculty create small-scale research projects (e.g., focus groups, surveys)
- Continue to improve and develop institutional learning outcomes assessment activities
- Pick a focus (Equity? A specific subject or skill, e.g. reading / math / writing?)