

effective communication
critical thinking
quantitative reasoning

taking assessment beyond the classroom





No man is an Iland, intire
of itself; every man is a
peece of the Continent, a
part of the maine....

guided pathways: starting with *student* goals





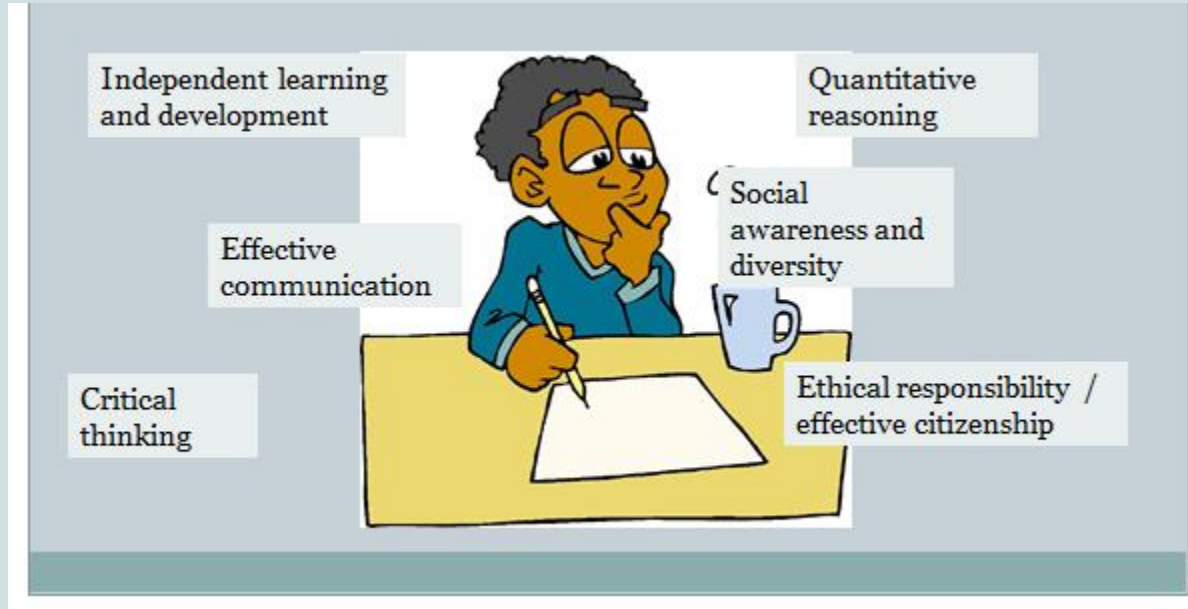
learning outcomes: a promise to students

BUSINESS ADMINISTRATION ASSOCIATE IN SCIENCE DEGREE FOR TRANSFER (AS-T)

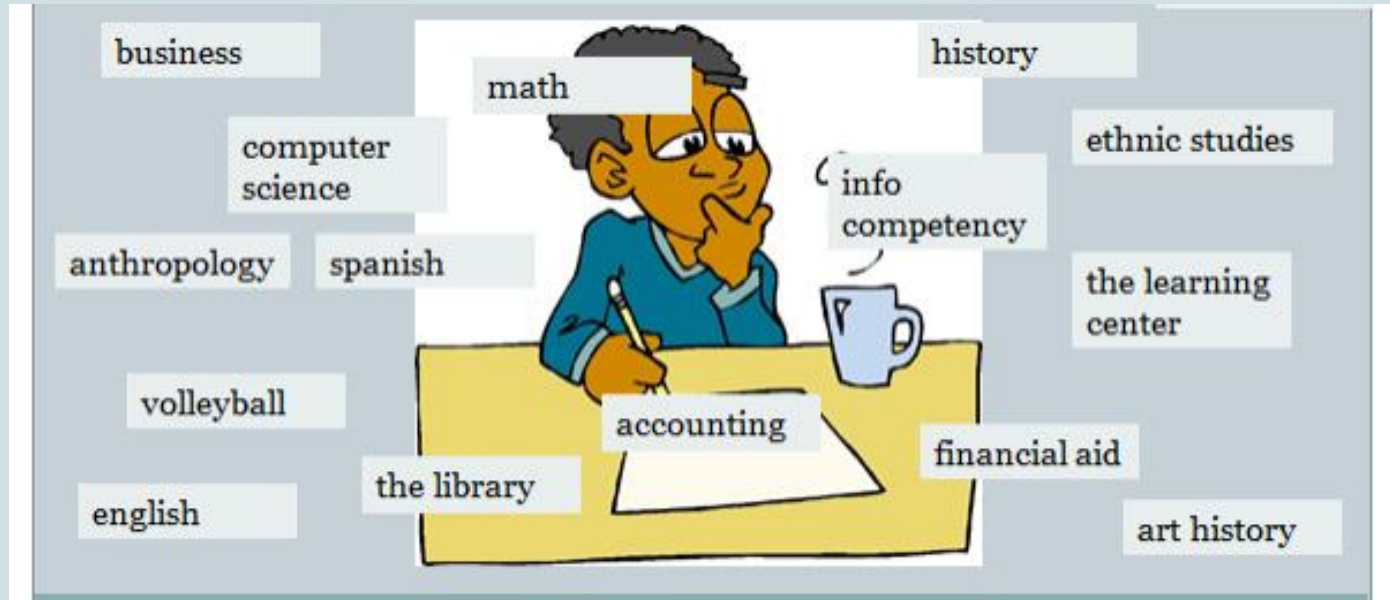
Program Learning Outcomes: Students completing this program will be able to:

- Prepare and analyze financial statements.
- Prepare and manage an operating budget.
- Evaluate the impact of current economic conditions on a business.
- Assess the legal implications of business decisions.

interdisciplinary learning goals (institutional learning outcomes)



milestones along the way



constant assessment



- What do students take away from BUS 100?
- What do students take away from this interaction in the Learning Center?

in discrete bubbles

counseling

admissions
& records

wellness

language
labs

ENGL 110

ART 251

MATH 100

transfer
services

CIS 120

CRER 101


$$1 + 2 = ?$$

learning center





we need another *perspective*

- does our work with students, collectively, fulfil the promise laid out in the institutional learning outcomes?



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seeing your course/service in context

three teams, each assigned to assess one outcome

team members

- discuss what this outcome means in their disciplines/services
- create an interdisciplinary rubric to assess the outcome
- use this rubric to assess one assignment in F18
- return results to the SLOAC

follow-up flex discussion in January (open to all)



REFLECTION (5 minutes)

- Which of these three outcomes do your courses/services most directly support?
- Think about a specific assignment or activity you are planning to use this semester which contributes to one (or more) of these outcomes. Jot down some details.



PICK A TEAM! (10 minutes)

- Join colleagues to discuss a particular outcome.
- Describe what this outcome means to you, in your work with students.



CREATE A RUBRIC! (40 minutes)

The rubric form you have is a template. Discuss the wording until you feel you have something that can be used to assess student work in all your courses. This means

- finding common ground
- making room for everyone
- distinguishing between levels of competence



go the full five

	1 significantly below expectations	2 developing competence	3 competence	4 exceeding expectations	5 significantly exceeding expectations
Comprehend, interpret, and analyze written and oral information	Does not read assigned texts Does not grasp main idea	Reads assigned texts applies strategies to determine main idea	Reads assigned texts Understands main idea Draws inferences from main idea	Reads assigned texts Understands main idea Draws reasonable inferences from main idea	Reads assigned texts Understands and critiques main idea Emerges with new idea



or use a simplified 1-2-3

	1 significantly below expectations	2	3 competence	4	5 significantly exceeding expectations
Comprehend, interpret, and analyze written and oral information	Does not read assigned texts Does not grasp main idea		Reads assigned texts Understands main idea Draws inferences from main idea		Reads assigned texts Understands and critiques main idea Emerges with new idea



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SHARE-OUT (20 minutes)

- what did you disagree over?
- where did you overlap?
- do you see potential for interdisciplinary collaboration?
- any last questions/observations?