

# IN SIGHT

MODESTO JUNIOR COLLEGE

OUTCOMES ASSESSMENT NEWSLETTER

FEB 2016

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## Keeping it Simple

*“Keep it simple” is perhaps a practical mantra to adopt in order to reach our assessment plus transition goals and achieve them with the least amount of stress. Here are a few tips:*

- 1) If you were [scheduled](#) to assess this past fall 2015, and you have your data, do attend the [eLumen workshops](#) scheduled for the semester. If you can't attend any of the workshops, simply contact the [Outcomes Assessment Workgroup](#) and ask for help.
- 2) If you're scheduled to assess this spring 2016, then assessing after the last drop date and before the semester ends might be the best time to do so.
- 3) In general, even if your class is not scheduled for assessment, attending one eLumen workshop will give you an idea of what data entry entails, and you'll get a chance to meet other faculty whom you might not meet otherwise.

## Deadlines: Flexible or Rigid?

Outcomes Assessment is a faculty-run process. Traditionally, our school has followed two general deadlines for data entry: End of January for previous fall's data and end of May for the spring data.

These deadlines were mainly advised because reflecting on the most recent semester is much easier than ruminating over classes from two semesters

ago, so yes, the deadlines are flexible. If you did not get a chance to enter your fall information by the end of January, you could do it now. Once again, attending the eLumen workshops might help you tremendously.

Waiting until the end of the spring semester to input fall data might cause additional stress if you also have spring data to enter.

## Assessment Activities/Tools/Measurements: Flexible or Rigid?

As instructors, we know best what tools or activities or measurements to use when assessing our students' learning.

The activities we use to assess are based on our best judgment as qualified and experienced teachers. The goal behind outcomes assessment is to discover what our students have learned and to provide evidence

about that knowledge or discovery. Every instructor might have a unique assessment situation. One of the best ways to find answers to your questions and move forward with assessment is to talk to OAW reps or the [faculty coordinator](#). Also, attending an eLumen workshop will help you in learning the software, discouraging with colleagues, and inputting data.

Just sharing assessment-related issues with friends and colleagues could help reduce some stress.

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## Assessment Strategies/Activities/Tools

The following list is not limited to the items within it:

- Final exam at the course level
- Course portfolio
- A research paper evaluated toward the end of a course
- A common essay across all sections of a course
- Quiz
- Test
- Field test
- Project
- Competence interviews
- Case study
- Problem Solving
- Oral Speech
- Debate
- Product Creation
- Multiple-Choice Exam

Question to ask oneself: ***Will my test/quiz/exam/portfolio/project etc. be a direct evidence of my expected student outcomes?***

## Assessing Outcomes Versus Traditional Grading: A Few Points

### Outcomes Assessment

Focuses on a specific outcome or set of outcomes

Provides the teacher with deeper and more specific information regarding her/his students' learning.

Reflects the specific learning/skill/knowledge that was expected of the student

CLO expectations across sections of the same course are identical.

The purpose is to highlight the expected knowledge, skill(s), and competencies. What specifically does the student know and what can he/she do?

### Traditional Grading

Reflects overall performance of the student

Grades could represent participation points, late assignments, missing assignments, extra credit etc.—all of which might not clearly *show* student learning.

The overall grade reflects the extent to which a student has met the requirements of a course.

Course content across sections of the same course could vary widely depending—for example—on an instructor's selection of readings and assignments.

The purpose is to evaluate overall performance consistency, persistence, motivation, timeliness, organization etc.

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## Assessment Process in eLumen

### **Faculty Members in eLumen:**

- 1) We sign up and sign in
- 2) We see our classes and rosters
- 3) We "add" an assessment or access an assessment (if it has been distributed per schedule).
- 4) We decide if we want to assess all our CLOs in one move, or if we want to assess one CLO at a time.
- 5) We either click "Student meets CLO" or "Student doesn't meet CLO."
- 6) We save and move on to the reflection template. We write an action plan *if* it has been requested.

### **Department Coordinators in eLumen:**

Faculty members volunteer as their department's coordinator(s) to map, run aggregated reports on how the department overall appears (eg. how many courses got assessed), collect action plans and reports for department meetings, and remind their colleagues about any assessments that are due.

### **Division Coordinators in eLumen:**

OAW reps act as division coordinators to view the overall fulfillment of that division's assessments.

### ***In the end, what does assessment data inform?***

The purpose of data analysis is to support the continuous improvement processes of a program and of the institution as a whole for student success.

**National Institute for Learning Outcomes Assessment: <http://www.learningoutcomesassessment.org/index.html>**