

Frontiers Assessment Workshop

Office of Institutional Research

Goucher College

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An overview of today's workshop

1. Assessment: National Context
2. Assessment: Institutional Context
 - Goucher's Liberal Ed Goals
 - Frontiers Course Goals
3. Assessment plan forms for Frontiers Classes
 - Template
 - Example
4. Learning Outcomes, Assessment Methods, Rubrics and Reports
5. NSSE questions and Means on Frontiers Goals
6. Group breakout/discussion, share results.

National Context of Assessment

- Goucher Re-accreditation 2008-2009
- **Standard 14 from Middle States'** accreditation standards requires all institutions of higher learning to establish learning goals and assess student achievement against those goals

Assessment Cycle

Use...

*Results...
To improve
teaching and
learning*

Assess...

*Student
achievement
against those
goals or outcomes*

Plan...

*Establish
Learning Goals
Learning Outcomes*

Implement...

*Provide
Opportunities for
students to achieve
those goals*



Goucher Two-Year Cycle of Assessment

Department Assessment Cycle

Division	Arts	Humanities	Social Sciences	Natural Sciences	Interdisciplinary
Fall 2006 - Spring 2008					
Department	Theatre	English- Writing Program	Management	Chemistry	Frontiers – First-Year Seminar
Course	THE140	ENG103	MGT110	CHE000	FRO100.001
Course	THE220	ENG104	MGT245	CHE000	FRO100....
Course	THE390	ENG105	MGT380	CHE000	FRO100.029
Course	THE391	ENG106			FRO140.001
Fall 2007 - Spring 2009					
Department	Art	Modern Languages	Mathematics	Sociology	Frontiers – First-Year Seminar
Course	ART100	FR/SP/...110*	MAT000	SOC000	FRO100.001-
Course	ART102	FR/SP/...120*	MAT000	SOC000	FRO100.029
Course	ART330	FR/SP/...130*	MAT000	SOC000	FRO140.001

* FR = French, SP = Spanish, German, Italian, Russian

Goucher's Liberal Ed Learning Goals

- Writing
- Foreign Language
- Global Citizen
- Historical Context
- Reason Abstractly
- Scientific Discovery
- Research
- Creative Process
- Imagery
- Social Structures

Middle States' Core Competencies

- These Core Competencies are embedded in Goucher's liberal education learning goals
 - Oral and/or written communication
 - Scientific and quantitative reasoning
 - Critical Analysis and Reasoning
 - Technological Competency
 - Information Literacy

Organizing the Assessment Process

Step 1: Getting started with the plan form

Step 2: Define goals: For Frontiers classes, program goals have been defined. These program goals are also course goals for each class. Faculty are free to add new goals specific to their course

Step 3: Define student learning outcomes [SLOs] that tie with course goals

Step 4: Identify measures and assessment methods

Step 5: Define rubrics or grading scheme to measure the SLOs

Frontiers Goals for All FY Seminars

- Develop students' critical thinking skills:
- Expose students to a multiplicity of perspectives and/or communities
- Foster an engaged intellectual community

Assessment Plan Form for All Frontiers

- Assessment plan form is posted online at <http://www.goucher.edu/x11876.xml>
- Use the assessment plan form to enter the learning outcomes related to your specific Frontiers class
- Use the assessment form to enter specific assessment methods associated with learning outcomes

Assessment Plan Form for All Frontiers Class: Template

Goucher College
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ASSESSMENT PROJECT PLAN

Department/Program Name: Frontiers First Year Seminar

Program/Course Being Assessed: Frontiers Section: *put your course title here*

Assessment Team Leader: Robert Welch

Department/Program Goal Statement(s):

- **Develop students' critical thinking skill**
- **Expose students to a multiplicity of perspectives and communities**
- **Foster an engaged intellectual community**

Key words

Course Goal Statement(s): *Select from program description in recent catalog, Goucher's liberal education goals, Middle States core competencies i.e., Communication, Critical Thinking, Information Literacy, Scientific or Quantitative Reasoning, and Technological Competency. Specific course goals may also be added.*

Learning Outcomes (approximately 2-4): *Specific, measurable learning outcomes that tie into course goals. What do you want your students to learn or be able to do upon completion of this course? Different course goals should correspond to different set of learning outcomes.*

Assessment Methods: *Please state what methods will be used to evaluate student learning. These can be direct (e.g. term paper, capstone projects, reflective writing, portfolio, exams, exhibits, licensure, certification tests) or indirect methods (e.g., employer or alumni surveys or student perception surveys). If possible, use the same artifact for multiple learning outcomes and corresponding goal.*

Assessment Scoring Tool: *For direct measures, please attach the scoring tool that will be used to evaluate student learning (e.g., rubric, rating scale, etc.) The assessment tool should be based on a set of criteria for evaluating students' work.*

Course Goal 1: Develop students' critical thinking skill

Learning Outcome 1:

Assessment Methods:

Direct Method:

Scoring Tool: Please describe and attach.

Indirect Method (if applicable):

Assessment Plan Form for Frontiers in Philosophy of Science: example

- Handout example to use while creating **your own** learning outcomes and assessment methods associated with **three standard Frontiers course goals**:
 - Develop students' critical thinking skills:
 - Expose students to a multiplicity of perspectives and/or communities
 - Foster an engaged intellectual community

Examples of Learning Outcomes for Frontier Course Goals

- Develop critical thinking skills
 - Learning Outcomes

Students will be able to :

1. Analyze a major argument and critique it
2. Synthesize statements into a general statement
3. Compare and Contrast different positions
4. Evaluate the strengths and weaknesses of different points of view

- **Encourage a multiplicity of diverse perspectives**

- Learning Outcomes

Students will be able to :

1. Clearly summarize the views of diverse groups on an issue
2. Analyze the values underlying the diverse perspectives
3. Compare and Contrast the different positions and values
4. Analyze and evaluate the possibility of “common ground” among diverse groups
5. Actively listen to others with a different perspective

- Foster an Engaged Intellectual Community

-- Learning Outcomes

Students will improve their skills in working together in a group:

1. Work together in small groups on a shared oral presentation about improving the environment at Goucher College or in the community.
2. Provide "formative" peer feedback on oral and written presentations, noting strengths as well as weaknesses.

- NSSE 2006 Questions Related to Frontiers Goals
 - Means Comparison with CTCL, Carnegie Peers and NSSE overall: First year vs. Seniors

Scoring Tools

- Rubrics
 - A scoring guide (i.e., a list of criteria rated against levels of achievement)
 - Rubrics ensure that every assignment is evaluated in a consistent and unbiased way, using the same criteria
 - Descriptive Rubrics – expectations are specific
 - Rating Scale Rubrics – performance levels are vague; however, they are quick, easy to use

Descriptive Rubric [example]

Learning Outcome (Criteria)	4 – Exemplary	3 – Competent	2 – Fair	1 - Unacceptable
Writer should be able to write a thesis statement	Writer accurately writes a clear thesis statement	Writer can write a clear thesis statement With minimal assistance	Writer has limited understanding as to how to write a thesis statement	Writer omits a thesis statement

Rating Scale Rubric [example]

Learning Outcome (Criteria) Student...	Strongly agree	Agree	Disagree
Writer accurately writes a clear thesis statement			
Writer develops a central idea that is supported by relevant material			
Sentences are grammatically correct			

Example of Rubrics for the Assessment Plan of Frontiers in Philosophy of Science

- Handout example to use while creating your own rubrics/grading scheme associated with your course learning outcomes and assessment methods

Example of Rubrics Scores List

Dimensional Rubric Scores for Assessment of Frontiers in Philosophy of Science, FRO100.004: Fall 2007									
		Course Goal 1: Develop students' critical thinking skill				Course Goal 2: Expose students to a multiplicity of perspectives and/or communities	Course Goal 3: Foster an engaged intellectual community		
Direct Method		Learning outcome 1		Learning outcome 2		Learning outcome 1	Learning outcome 1		
		Research Paper 1	Research Paper 2	Exam 1	Exam 2	Group Project	Group Presentation		
Student ID	NAME [last, first]	Score	Score	Score	Score	Score	Score	Comments	
	Dolfi, Rebecca								
	Dunford, Jessica								
	Morrison, Eliza								
	Phillipson-Weiner, Lindsey								
	Urban, Colin								
<i>Note: Please refer to the assessment plan form for learning outcomes</i>									
		Course Goal 2: Expose students to a multiplicity of perspectives and/or communities	Course Goal 3: Foster an engaged intellectual community						
Indirect Method		Learning outcome 1	Learning outcome 2						
		Group Project	Group Presentation						
Student ID	NAME [last, first]	Team Evaluation Score	Peer Evaluation Score for group						
	Dolfi, Rebecca								
	Dunford, Jessica								
	Morrison, Eliza								
	Phillipson-Weiner, Lindsey								
	Urban, Colin								

Reporting on the Results



- Collaborate with your departmental colleagues on the findings
- Prepare an assessment report
- Put assessment results into action
- Re-assess to measure the effectiveness of your course/program modifications

Prepare an Assessment Report

Goucher College
Office of Institutional Research for Outcomes Assessment



ASSESSMENT PROJECT REPORT

Program/Department Name:

Program/Course Assessed:

Assessment Team Leader:

Program Goal Statement(s):

Course Goal Statement(s):

Date this Report is being completed:

Learning Outcomes (approximately 3-5):

Please state the specific, measurable learning outcomes that were assessed.

Learning Outcome 1:

Learning Outcome 2:

Learning Outcome 3:

Posted on the IR site:

<http://www.goucher.edu/x11876.xml>

Questions?

*Assessment is a tool to bring
about better teaching and
learning!*

Thank You