

The BCC Assessment Committee Welcomes You



Meetings every other Thursday 12:10-1:30, after the Curriculum Committee, beginning January 26 (room 341, Teaching-Learning Center)

Website: <http://www.berkeleycitycollege.edu/wp/assessment/>

BCC Assessment Committee

Jenny Lowood, English/ESL/Educ/LRNRE (Chair)

Josh Boatright, Library

Hannah Chauvet, MMART

Leonard Chung - Business/CIS

Pieter deHaan AS President, Sciences

Matt Freeman, Social Sciences

Iva Ikeda, ASL

Willy Lizarraga, Modern Languages

Jim Ward, Learning Resources Center

Matthew Woods, Arts & Humanities

Allene Young, Counseling, Student Services

Dmitry Zhiv, Mathematics

Linda Berry, VPI

Denise Jennings, Title III Coordinator

Accreditation
Recommendation #2
Assessment

Recommendation #2 Assessment

☞ WASC will be checking that we have completed the following college plans:

College Generated Plan	Our Response
Faculty will complete SLOs for all courses. (IIA1C)	100% of all courses at BCC have SLO's.

Recommendation #2 Assessment

☞ WASC will be checking that we have completed the following college plans:

College Generated Plan	Our Response
Faculty will complete SLOs for all programs. (IIA1C)	100% of all programs at BCC have SLO's.

Recommendation #2 Assessment

☞ WASC will be checking that we have completed the following college plans:

College Generated Plan	Our Response
Faculty will assess 1/3 of BCC's courses. (II A1a; IIA1c; II A2i)	Faculty have assessed at least 1/3 of courses.

Recommendation #2 Assessment

☞ WASC will be checking that we have completed the following college plans:

College Generated Plan	Our Response
Faculty will review the assessment cycle and improve assessment measures. (IIA1a; IIA2i)	The assessment committee reviews the assessment cycle for courses and programs and recommends improved measures.

Recommendation #2 Assessment

☞ WASC will be checking that we have completed the following college plans:

College Generated Plan	Our Response
All Student Services departments will have defined SLO's & implement assessment. (IIB, IIB4)	All Student Services departments have SLO's or SAO's and have implemented assessment planning.

Recommendation #2 Assessment

☞ WASC will be checking that we have completed the following college plans:

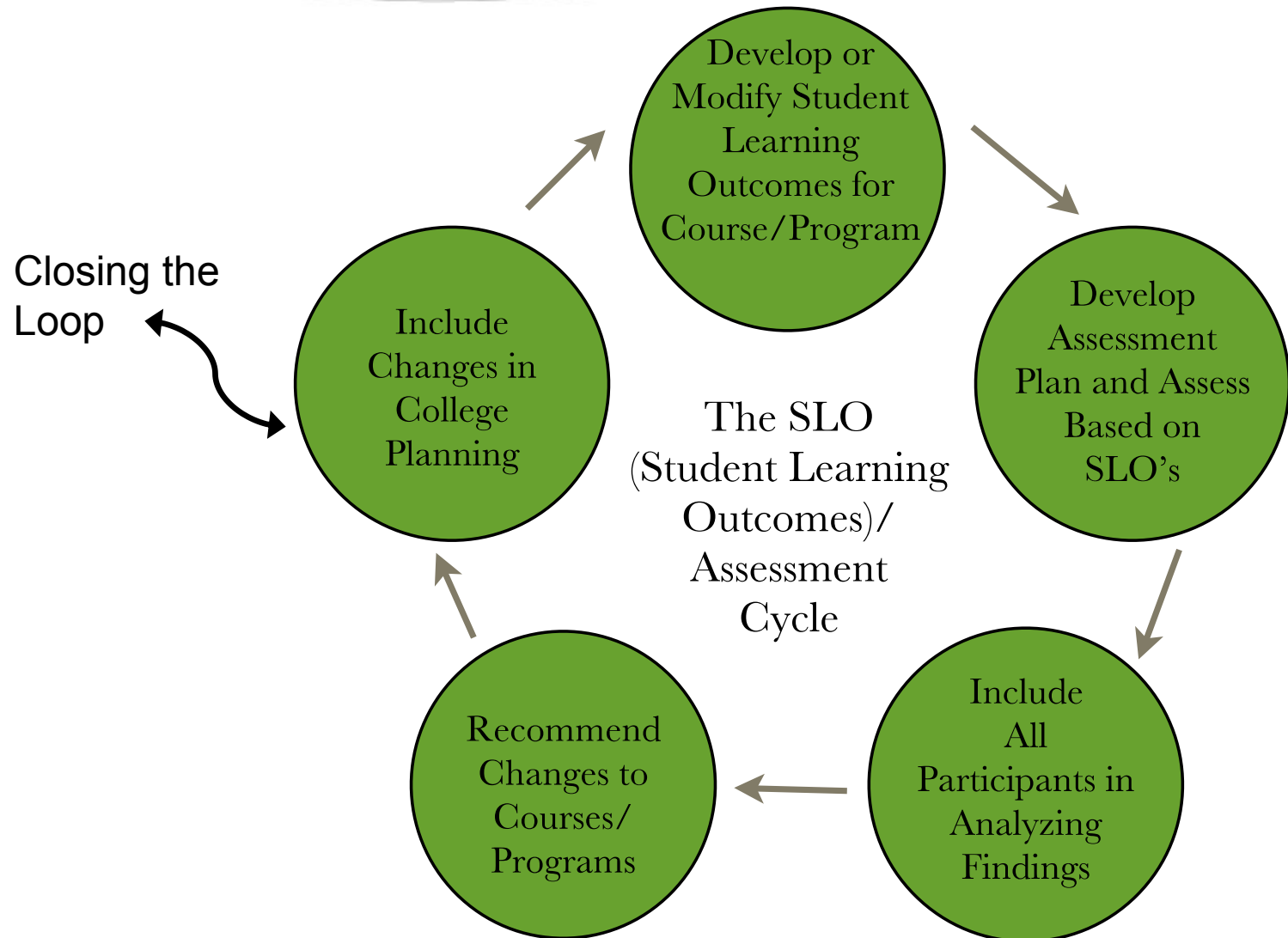
College Generated Plan	Our Response
Student Services assess 1/3 of their programs. The librarians will assess SLO's. (IIB, IIC2)	At least ½ of student services departments have assessed their programs. The services of the library have been assessed.

Our Areas of Focus: 2011-12

Looking to the Future

- 👉 “Closing the Loop”
- 👉 Program Review
- 👉 ILO Assessment:
Communication

The Assessment Cycle



Closing the Loop:
A Course Assessment
Example
Economics 2

Assessing Economics 2 – Step 1

Identification of Student Learning Outcomes (SLO's)

- ☛ Explain **consumer decision-making**, using **indifference curves**
- ☛ Analyze the **four basic market models** and their profit-maximizing output, based upon their costs of production, marginal revenue, demand, and elasticity of demand, critiquing the efficiency of the market

Assessing Economics 2 – Step 2 Assessment Plan

- ☛ Each Economics 2 instructor identifies **specific test questions or assignments** that address the SLO's.
- ☛ Each question or assignment is reviewed by an **evaluation team**, consisting of the Economics instructors and Business department chair; the team determines the assignments and questions to be used.
- ☛ The results are compiled by the instructors.

Assessing Economics 2 – Step 3

Analysis of Findings (Part 1)

		Homework	Tests	Study Plan
SLO 1	Consumer Decision Making			
SLO 2	! -Max Q* w.r.t. Production Costs, MR, MC, D, Ed & DWL for 4 basic firm types			
	Ch. 1. Economics: The Science of Everyday Life	81.50%	92.30%	93.90%
	Ch. 2. Efficiency and Allocation in the Global Economy	70%	72%	92.10%
	Ch. 3. The American Economy in a Global Setting	73.20%	74.10%	97.60%
	Ch. 4. Introduction to the Demand and Supply Framework	75.60%	70.80%	88.90%
SLO 2	Ch. 5. Elasticity	59.50%	62.40%	92.20%
	Ch. 6. Market Efficiency and Government Intervention	66.60%	72%	81.20%
SLO 1	Ch. 7. Consumer Behavior	73%	49.50%	90%
SLO 2	Ch. 8. Firm Production and Cost	66.90%	67%	82.90%
SLO 2	Ch. 9. Perfect Competition	75.60%	67.70%	87.60%
SLO 2	Ch. 10. Monopoly	72.20%	63.60%	64.90%
SLO 2	Ch. 11. Monopolistic Competition and Product Differentiation	72.40%	65.20%	82.80%
SLO 2	Ch. 12. Oligopoly	83.90%	83.30%	78%
SLO 2	Ch. 13. Antitrust, Regulation, and Deregulation	87.60%	64.20%	84.50%
SLO 2	Ch. 14. Firms and Financial Markets	91.40%	73.30%	71.40%
	Ch. 17. Market Failure: Public Goods and Externalities	74%	64.40%	67.10%
Essay & Graphing Sections:				
SLO 1	Exam 2-- Essay Questions (Consumer Utility / Decision Making)		67.47%	
SLO 2	Exam 3-- Essay Questions (Unemployment/Inflation with Fiscal/Monetary Policy)		75.91%	

Assessing Economics 2 – Step 4

Analysis of Findings (Part 2)

- ☛ The **success rates** for the selected questions were 79% and 84% for SLO #1 and SLO #2, respectively. Overall, the targets were met.
- ☛ Recommendations/SLO #1: Improve student learning of **Marginal Areas of Substitution** with respect to indifference curve analysis
- ☛ Recommendations/SLO #2: Ensure students' understanding of the relationship between the **monopoly model and $MR=MC$**

Assessing Economics 2 – Step 5

Changes in College Planning

(Closing the Loop)

☞ How can the recommendations be implemented?

Closing the Loop:
Another Course Assessment
Example
Spanish 1B

Assessing Spanish 1B – Step 1

Identification of Student Learning Outcomes (SLO's)

- ☛ use **grammar** and **vocabulary** to demonstrate communicative competence in the Spanish language
- ☛ **interpret Spanish-language texts** according to their **cultural, literary** and/or **linguistic** content

Assessing Spanish 1B – Step 2 Assessment Plan

- ☛ Students write essays at home which include a component of cultural understanding.
- ☛ Teachers apply locally developed rubric to score essays; discrepancies are discussed and resolved.
- ☛ Teachers review results and develop an action plan

Assessing Spanish 1B – Step 4

Analysis of Findings

- ☛ **All 63 students in this assessment significantly exceeded the acceptable target.**
- ☛ In addition, they **exceeded the ideal target in the four areas** related to comprehension: **language comprehension** (81% adequate or strong), **grammar** (71%), **general competency** (81%), and **historical origins** (81%).
- ☛ In the first three areas -- **response/articulation and grammar** (54%), **verbs** (54%), and **vocabulary** (62%) -- which are related to production of Spanish, they did not score quite as well.
- ☛ This is in keeping with what is known about the development of new language skills, but there may be ways to **bolster student's language acquisition** to address these findings.

Assessing Spanish 1B – Step 5

Changes in College Planning (Closing the Loop)

☞ How can the recommendations be implemented?

Program Assessment: An Overview

What Are BCC's programs?

BCC's Assessment Committee, Curriculum Committee, Roundtable & Department Chairs' Council have agreed that BCC programs are as follows:

- ☛ Degrees and certificate programs (including general education)
- ☛ Interdisciplinary programs, like PACE (including general education)
- ☛ Basic skills
- ☛ All programs in Student Services
- ☛ Any other departments, as self-identified

Program Assessment

- ☛ Program assessments follow the same steps as course assessments.
- ☛ Program matrices help to show the relationships among institutional learning outcomes, program outcomes, and course outcomes.

A Sample Program Matrix

Spanish A.A. Curriculum Alignment Matrix

Course	Program Outcome 1 Oral Competence	Program Outcome 2 Written Competence	Program Outcome 3 Cultural Competence	Program Outcome 4 Analytical Competence
Spanish 1A	I	I	I	I
Spanish 1B	I	I	I	I
Spanish 2A	D	D	D	D
Spanish 2B	M	M	M	M
Spanish 10A	D	M	D	D
Spanish 10B	D	M	D	D
Spanish 22AB	M	M	M	M
Spanish 38	M	M	M	M
Spanish 39	M	M	M	M
Spanish 40	M	M	M	M
PO 1: use grammar and vocabulary to demonstrate oral competence in the Spanish language ILO's: communication, critical thinking, self-awareness and interpersonal skills				
PO 2: use grammar and vocabulary to demonstrate written competence in the Spanish language ILO's: communication, critical thinking				
PO 3: describe the culture(s) of the Spanish-speaking world ILO's: communication, critical thinking, global awareness & valuing diversity				
PO 4: interpret Spanish-language texts according to their cultural, literary and/or linguistic content ILO's: communication, critical thinking, global awareness & valuing diversity				

Program Assessment: An Example

Assessing The Writing Program– Step

1

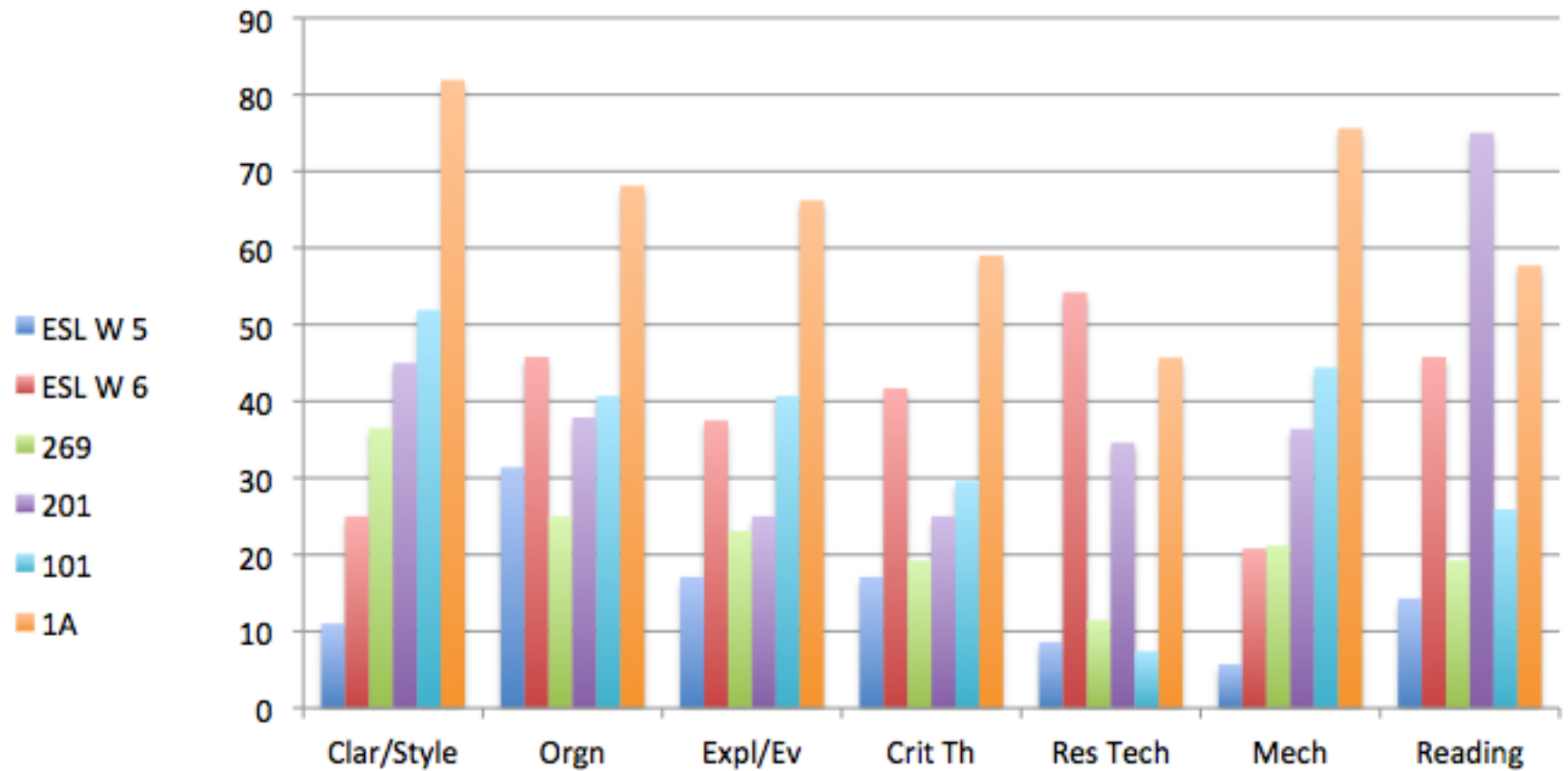
Identification of Student Learning Outcomes (SLO's)

- ☛ write well organized, well developed, effective, well edited, logically sound, and clear essays
- ☛ write effective, well edited, well organized research papers of 3,000-5,000 words which apply appropriate and clear organizational strategies
- ☛ apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts

Assessing The Writing Program – Step 2 Assessment Plan

- ☛ All students in English 1A, English 201AB, English 269AB, ESL Writing 5, and ESL Writing 6 submit a **portfolio** consisting of a 4-5 page research paper, an essay written in class, and a reflective essay.
- ☛ All portfolios are scored by two English instructors, based on a departmentally designed rubric; the raters do not know the students' names or class levels; scores are compared and discrepancies resolved by a third reader.
- ☛ The department reviews the results and recommends plans for improvement.

Assessing The Writing Program– Step 3 Analysis of Findings (Part 1)



Assessing The Writing Program – Step 4 Analysis of Findings (Part 2)

- ☛ **English 1A students performed satisfactorily in the areas of clarity/style, organization, explanations/evidence, reading, and mechanics (more than 67% received scores of 3 and above in these areas).**
- ☛ **English 1A students did not perform as well in the areas of critical thinking (59%) and research techniques (46%).**
- ☛ **Writing 6 students performed well in all areas except clarity/style, and mechanics.**
- ☛ **40% of English 269 students performed as well as students receiving a grade of B or A in English 201.**

Assessing The Writing Program– Step

5

Changes in College Planning (Closing the Loop)

- ☛ **Collaboratively develop open resource materials on research**, which will be available for all students in the writing program
- ☛ **Change sequencing of writing classes** to encourage successful English 269 students to move directly into English 1A
- ☛ **Change curriculum** for English 1A to include scaffolded assignments in reading; **change course outline** to reflect this and add appropriate assignments to departmental resources
- ☛ **Improve placement exam** or other measures of incoming students to improve placement into English 269 and 201

Institutional Learning Outcomes (ILO) Assessment

BCC's Institutional Learning Outcomes

- Communication
- Critical Thinking
- Ethics and Personal Responsibility
- Global Awareness & Valuing Diversity
- Information Competency
- Quantitative Reasoning
- Self-Awareness & Interpersonal Skills

BCC's Assessment Timeline

Based on ILO's

	<i>Semester 1 Communication</i>	<i>Semester 2 Critical Thinking</i>	<i>Semester 3 Quantitative Reasoning</i>	<i>Semester 4 Ethics/Pers. Resp./ Self-Awareness/ Interpersonal</i>	<i>Semester 5 Global Awareness</i>	<i>Semester 6 Information Competency</i>
	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
Program Assessment	ASL AA (capstone) English AA's/c's English basic skills (courses) ESL (courses) MMART (capst) Spanish (capst)	Biotechnology AS/certs. Sciences	Math AA Math basic skills CIS AS, certs.	Art AA's/cert's PUB/HUSV PERSIST LRNRE (basic skills) Psychology AA	Global Studies AA Sociology AA	Liberal Arts (cumulative), social sciences/ humanities PACE (caps) Business AA/C's Women's Studies
Course Assessment	All courses with communication ILO	All courses with critical thinking ILO	All courses with quantitative reasoning ILO	All courses with ethics/pers.resp/self-awareness/interpersonal ILO	All courses with global awareness ILO	All courses with information competency ILO
Student Services Assessment	(LRC)		LRC	Counseling LRC Student Ambass.		Library

Assessing the First ILO: The Communication Rubric

Levels/Criteria	Benchmark	Milestone - Developing	Milestone - Intermediate	Capstone
Context of and Purpose for Writing, including Audience Awareness	Presentation demonstrates minimal attention to context, audience, purpose, and the assigned tasks(s) (expectation of instructor or self as audience).	Presentation demonstrates beginning awareness of context, audience, purpose, and assigned tasks(s).	Presentation demonstrates adequate consideration of context, audience, and purpose, and clear focus on the assigned task(s).	Presentation demonstrates thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of work.
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, transitions) is clearly and consistently observable and skillful and makes the content of the presentation cohesive.
Language	Language choices are unclear and minimally support the effectiveness of the presentation. Language in	Language choices are mundane and commonplace and partially support the	Language choices are thoughtful and generally support the effectiveness of	Language choices are imaginative, memorable, and compelling, and enhance the

Note: This rubric was culled from the AACU Value Rubrics for Written Communication and Oral Communication (value@aacu.org)

Assessing the First ILO: Strategies

We'll assess how well students are achieving the communication ILO in courses that are "mapped" to communication:

- ☛ We'll collect samples of essays and apply the rubric to these.
- ☛ We'll develop a rubric for student critiques of artwork, creative writing, and Multimedia project and apply those to in-class critiques.
- ☛ We'll collect videotaped samples of oral presentations and apply the rubric to these.

What We're Not Assessing

- ☞ We're not assessing individual instructors; instructors' identities will remain anonymous.
- ☞ We're not assessing individual students; students' identities will remain anonymous.

What We Are Assessing and Why

- ☛ We're assessing how well students are achieving a particular ILO -- communication.
- ☛ We're doing this in order to create and implement plans to continuously improve in how well we help students learn.

The BCC Assessment Committee Looks Forward to Working with You



Any questions?

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