Assessment Committee

2018-2019
Annual Assessment Report
Assessment Committee Activities
The 2018-2019 academic year was exceptionally busy for the Assessment Committee. We are pleased to report the following activities.

- Developed the College’s Assessment Plan for 2018-2021.
- Identified a need to provide faculty and instructional specialists with professional development in Program Learning Outcome (PLO) assessment and Measurable Student Learning Outcome (MSLO) assessment (course-level).
- Implemented providing professional development in using EAC Visual Data for assessment.
- Created a sub-committee to address co-curricular assessment.
- Liaised with the Office of Institutional Effectiveness to assist in the administration of CCSSE in spring 2019.
- Evelyn Thomas, Hugo Steincamp, Mark Buenafe, and Sam Rauhalammi attended an assessment conference provided by Glendale Community College.
- Devised a process to ensure that a program’s assessment data is included in its academic program review, so that assessment supports program review.
- Devised a process that establishes a centralized collection of program learning outcome results.

CAC’s 2018-2021 Assessment Plan
The Assessment Plan includes the philosophical foundations of curricular and co-curricular assessment at CAC and outlines how assessment should be conducted at the institutional, program, and course levels.

Additionally, the Assessment Plan contains several goals for developing program level assessment at the College. This is because while the assessment committee identified that at least 14 programs with program-level assessments that align with the institution’s Common Student Learning Outcomes (CSLOs), only one program, Dietetic Technician, has provided data on student achievement related to the CLSOs in recent years.

Consequently, the Assessment Committee launched an effort to promote program-level assessment, involving providing faculty with professional development in assessment and EAC Visual Data, creating links between assessment and program review, and organizing a centralized depository of the collected data.

Institutional-Level Assessment
CAC’s institutional-level assessments are aligned with the CSLOs and are used to inform internal improvements to strengthen student achievement. The College’s main instruments for the institutional-level assessment are the ETS Proficiency Profile and the Community College Survey of Student Engagement (CCSSE).

The ETS test identifies the college level skills of reading, critical thinking, writing, and mathematics learned through general education courses without analyzing the content gained in each course. CAC’s assessment committee has aligned the college’s CSLOs with the test’s three levels of proficiency for reading and critical thinking, writing, and mathematics. ETS also reports context data in the humanities, social sciences, and natural sciences and scaled scores and proficiency classifications. ETS is conducted nationally, allowing benchmarking among community colleges to occur.

CSSEE provides information on student behavior, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. CCSSE is conducted nationally, allowing benchmarking among community colleges to occur CAC alternates between using the ETS Proficiency Profile one year and CCSSE the next.
ETS Results
In 2018, CAC administered ETS to 40 students who were close to graduation. Of these students, 35 completed the exam.

Table 1: Level 1 ETS Results

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>CAC</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>CAC</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>CAC</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>CAC</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer</td>
<td>43%</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 provides the Level 1 ETS results for reading, writing, and mathematics. The Assessment Committee has aligned Level 1 of ETS with the reading, writing, and math proficiency required for Personal and Professional Skills (CSLO 3). CAC students score higher than the peer averages for ETS reading, writing, and mathematics. Nevertheless, CAC is not meeting its target for student proficiency in reading, writing, and math for this CSLO and needs to improve academic performance in this area.
Table 2 provides the annual ETS Level 2 results. The Assessment Committee has aligned the Level 2 ETS results with the writing, reading, and math skill levels required for Integrative Knowledge (CSLO 2). In the area of Critical Thinking (under Reading), only 3 percent of the CAC students who sat the test in 2016 achieved proficiency. This outcome is being addressed through an effort to encourage faculty to promote critical thinking.

**CCSSE Results**
CAC deploys CCSSE in a random sample of classes. The number of CAC students that responded to the survey was:
- 1252 in 2011,
- 1320 in 2013
- 1213 in 2015
- 1274 in 2017

CAC also administered CCSSE in spring 2019. The results will be available in 2019-2020 Annual Assessment Report.

The differences between CAC’s scores and the average score for its peer institutions are insignificant.

Although CAC participated in CCSSE in 2017, the college has not provided the 2017 results in some of the figures below since the survey’s administrator changed the questions for these areas. These changes make comparisons between the 2017 results and those for earlier years unwieldy. In next year’s Annual Assessment report, we will replace the 2012 -2015 data with the results for 2017 and 2019.
**CSLO 1: Cultural and Civic Engagement**

Tables 3-6 provide CAC’s CCSSE results that align with *CSLO 1, Cultural and Civic Engagement*, and corresponding benchmark CCSSE data from medium size colleges.

Table 3 shows the CCSSE results for “Contributing to the Welfare of Community.” While CAC’s CCSSE result of 2.05 for 2011 was much lower than the average result (2.41) for its peer institutions, the difference in the results for CAC and its peers was insignificant in later years.

Table 4 provides the CCSSE for “Working Effectively with Others.” It shows that CAC scored higher than its peer institutions for two years out of five and very little difference in the scoring between CAC and its peers for 2013 and 2015. In 2017, CAC scored 2.83 while our peer colleges scored 2.76.

Table 5 provides the CCSSE results for “Understanding People of Other Backgrounds.” As shown, CAC scored higher than the average for its peer institutions in each year. For example, in 2015, CAC scored 2.55, whereas our peer institution’s average score was 2.48. This result could be attributed to the diversity of our service area, which has a significant number of Hispanic, African American, and Native American students. Students from minority backgrounds comprise the majority of CAC’s student population.

Table 6 provides the CCSSE results for “Developing a Personal Code of Values and Ethics.” As shown, except the results for 2011 (when CAC scored 2.55, and its peer institutions averaged 2.41), the annual differences between
CSLO 2: Integrative Knowledge
Tables 7-9 provide three key CCSSE results that align with CSLO 2, Integrative Knowledge. Integrative knowledge is the ability to identify, comprehend, apply, and synthesize facts, concepts, theories, and practices across a broad and specialized knowledge area.

Table 7: Writing Clearly & Effectively

Table 8: Speaking Clearly & Effectively

Table 9: Using Computer & Information Technology

Table 8 shows a significant improvement in CAC’s CCSSE scores for “Speaking Clearly and Effectively.” In 2011, our CCSSE score for this area was 2.55, whereas our score for 2015 was 2.70, almost the same as the average score for our peer institutions. We attribute this improvement to the accelerated learning program/co-requisite model having a positive impact on students’ spoken communication skills.

The upward trend continues in Table 9, “Using Computer and Information Technology.” In 2011, CAC’s score for this area was 2.72, slightly lower than the 2.79 average for our peer institutions. In 2015, CAC’s score was 2.86, higher than our peer institution’s score of 2.83. This improvement could
be attributed to the improvement in reading comprehension since it often improves educational outcomes in all areas.

**CSLO 3: Personal and Professional Skills**

Tables 10-13 provide the college’s CCSSE results that align with CSLO 3, *Personal and Professional Skill*. As these figures indicate, CAC is below its peers in the areas of students acquiring a job and work-related knowledge and skills, understanding themselves, self-improvement/personal enjoyment, and gaining information about career opportunities. CAC recognizes that it is not meeting its targets for student learning in personal and professional skills and must make improvements in this area.
CSLO #4: Reasoning Skills
Tables 14 and 15 provide some key CCSSE results that align with CSLO 4, *Reasoning Skills*. CAC’s CCSSE scores for Thinking Critically and Analytically (Table 14). Solving Numerical Problems (Table 15) were below the norm for our peer institutions, with the caveat that CAC’s 2017 results for Solving Numerical Problems were slightly higher than the average.

CAC recognizes the need to address below-average scores in critical thinking and to improve the scores in all areas, so they are meeting the institution’s targets. Enhancing CAC students’ critical thinking skills is a priority for CAC’s academic leadership.

**Program Learning Outcomes**
As noted, there is a deficit of Program Learning Outcomes assessment. While faculty devised PLO for their programs in the 2010-11, the assessment committee has found that only one program (in 2016) assessed its PLOs.

Consequently, in fall 2018, the Assessment Committee designed professional development in PLO assessment for faculty, division chairs, and academic department directors. The professional development includes an introduction to EAC Visual Data. Piloting the professional development commenced in spring 2019 and will continue during fall 2019.

The training in program-level assessment covers:
- guidance on selecting an assessment instrument for Program Learning Outcomes (PLOs);
- using EAC Visual Data to align MSLOs, PLOs, and CSLOs;
- how to create EAC reports;
- how to analyze EAC reports;
- documenting the assessment results and improvement plans;
The assessment committee is surveying the professional development’s participants to ascertain their views about the training received; the results will be shared in the 2019-2020 annual assessment report and will guide improvements in subsequent training.

Co-Curricular Assessment
The College’s four CLSOs were developed to cover both Academic Affairs and Student Services.

In fall 2018, the assessment committee created a subcommittee to advise on a process to assess the learning that occurs through students participating in co-curricular activities (such as financial aid workshops, athletics, and being tutored).

Linda Suskie’s straightforward approach to co-curricular assessment influences our approach to foster this assessment at CAC:

- Some programs under student affairs, student development, and student services do not provide learning that aligns with the CSLOs.
- Institutions should focus assessment efforts on those co-curricular experiences where they expect significant, meaningful learning to occur.
- Consider assessing student satisfaction, especially for voluntary experiences. (Student satisfaction levels alone are insufficient assessments because they don’t tell us how well students have learned what we value.)
- Programs in which a significant amount of learning occurs and which involve a significant number of students are the “sweet spot” for co-curricular assessment.

This approach limits the college to less than ten co-curricular learning outcomes. Trying to capture all the learning at occurs in every co-curricular program would subject students to assessment fatigue and would be too time-consuming for staff.

In 2018-2019, the co-curricular areas and programs in which co-curricular learning occurred were:

- The CAC libraries

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• TRIO Student Support Services
• TRIO Upward Bound
• Resident Life
• CAC’s learning centers
• Athletics

In spring 2019, the director of resource development and assurance provided the directors of these areas and programs with a workshop on writing and assessing program learning outcomes, as well as a rubric for document the outcomes. A space for a centralized exists in Microsoft Teams for storing the results.

**Promising Initiatives**

The assessment committee keeps abreast of CAC initiatives dedicated to improving the student learning outcomes measured by institutional- and program-level assessment. Current and planned initiatives include:

- To address the deficiency in students’ professional skills (identified by CCSSE), the vice president of academic affairs is requiring academic chairs and directors to ask faculty to add additional activities in all classes that address professional skills.
- Student Services has incorporated teaching components of professionalism (such as being on time to and prepared for class, communicating with instructors, and managing time) into New Student Orientation, Summer Bridge programming, and Resident Life’s orientation for new students.
- To address the deficiency in students’ reasoning skills, CAC is providing faculty with professional development in teaching critical thinking skills. This approach includes an effort to make faculty more aware of student learning shortcomings in these skills.
- To increase student performance in math and reading the college has introduced an accelerated learning program/co-requisite model for developmental writing and reading.

• Designing and implementing guided pathways is the institution’s most significant planned improvement. Guided pathways involve students following clear and coherent program maps that include progress milestones, specific course sequences, and program learning outcomes.

**Planned Activities for 2019-2020**

- The assessment committee will analyze the results for the CCSSE survey administered in spring 2019 and make recommendations to faculty based on this analysis.
- The assessment committee will analyze the results for the ETS test administered in 2018 and make recommendations to faculty based on this analysis.
- The assessment committee will continue to pilot using EAC Visual Data to support program-level and course-level assessment.
- The assessment committee will analyze the pilot’s results and make subsequent adjustments to the related professional development or the process by which assessment data is collected and analyzed.
- CAC will administer ETS in spring 2020.
- The results of the co-curricular assessment will be collected and analyzed.