

Course-based Assessment (CBA) for the Core

Please choose an assignment(s) in your course that assesses the area outcome for the Core course that you are teaching this semester. By the end of the semester (within a week after grades are due) please provide the following assessment data to your program assessment coordinator or to the Office of Assessment so that it can be reported in the Core Annual Assessment Report.

Area A2. Quantitative Skills	<i>SLO-2</i> Students will be able to interpret mathematical information and concepts in verbal, numeric, graphical, and symbolic form.
Area D. Natural Sciences, Math, and Technology	<i>SLO-8</i> Students will be able to evaluate mathematical and/or quantitatively based arguments.
Area E. Social Sciences	<i>SLO-9</i> Students will be able to interpret social science research from various sources.

Please submit the following information:

Instructor _____

Course Name and Number _____

CRN _____

of Student Enrolled _____

1. Means of Assessing the Outcome
2. Desired Standard of Achievement
3. Results of Assessment
4. Do your results indicate that your students met this outcome?
5. Interpretation of the Results (Please provide a brief analysis of your data/results. Please discuss any course, assignment, or assessment changes or modifications you feel may be made as a result of this assessment implementation and results.)

SMART
assessment@GC

Course-based Assessment (CBA) for the Core – EXAMPLE

Please submit the following information:

Instructor Andrea Barra _____
CRN XXXX

Course Name and Number SOCI XXX
of Student Enrolled 24

Area E - SLO-9: Students will be able to interpret social science research from various sources.

1. Means of Assessing the Outcome

In order to determine students' proficiency in interpreting social science research from various sources, students were asked to complete a literature review in standard journal format using ASA citations on a topic of interest to them (limited to four broad categories provided by the instructor: education, religion, work, and immigration). The literature review was to be 5-6 pages and needed to include a summary of at least 10 academic sources. To assess the literature reviews, I use the AAC&U VALUE rubric on Information Literacy (see attached).

What is a measure??

- A measure (or metric or means of assessment) is the way in which we gauge progress toward our goal.
- It should answer the How? question for accomplishing our goal.
- A measure is most often numerical, and taking the measurement (or assessment) typically results in a number.

Examples of measures

- Exam items (standardized or created)
- Rubric score(s) (standardized or created)
- Assignment grade(s)

What is a desired standard of achievement??

- The value or amount that we hope to achieve for our measure.
- It should answer the How Much? question for accomplishing our goal.
- A target is most often numerical, and after taking the measurement, we obtain an outcome (number) which is then compared to our target.

2. Desired Standard of Achievement

My desired standard of achievement on this assignment is that 85% of students (about 20 out of 24) will demonstrate higher than a Benchmark (1) rating on each row of the rubric. That is not to say that each individual student must get more than a 1 in every topic, but looking at the class as a whole, row by row. I think it is important to evaluate the rubric rows separately in order to assess which of the skills students are grasping and which might need more time or attention.

3. Results of Assessment

Results

- Must directly align to measures and targets
- If using multiple measures, you must report results for each measure
- List results for each individual student in each section reported

The results are listed by student below:

Student Name	Determine the extent of information needed	Access the needed information	Evaluate information and its sources critically	Use information effectively to accomplish a specific purpose	Access and use information ethically and legally
Harry Belafonte	3	2	3	1	3
John Cena	3	3	1	2	1
George Clooney	3	3	3	3	3
Russell Crowe	1	3	2	2	3
Viola Davis	3	3	2	2	3
Mick Jagger	3	2	1	2	3
Derek Jeter	2	2	2	2	1
Rashida Jones	3	3	2	1	3
Beyonce Knowles	3	2	2	2	3
Jennifer Lawrence	3	2	1	2	3
John Legend	3	3	3	3	3
Lucy Liu	2	3	1	2	3
Michelle Obama	2	3	3	3	3
Kal Penn	1	3	3	2	3
Katy Perry	3	3	3	3	3
Aaron Rodgers	3	2	1	2	1
Gina Rodriguez	4	2	3	2	4
Rounda Rousey	2	2	1	2	2
Amy Schumer	2	4	3	2	4
Ryan Seacrest	2	4	3	2	4
Taylor Swift	3	2	3	1	3
Channing Tatum	3	3	3	3	3
Serena Williams	4	3	3	3	4
Oprah Winfrey	3	3	1	2	2

The aggregate results are listed below:

Rating	Determine the extent of information needed	Access the needed information	Evaluate information and its sources critically	Use information effectively to accomplish a specific purpose	Access and use information ethically and legally
Benchmark (1)	2 (8.3%)	0 (0%)	7 (29.2%)	3 (12.5%)	3 (12.5%)
Milestone (2)	6 (25%)	9 (37.5%)	5 (20.8%)	15 (62.5%)	2 (8.3%)
Milestone (3)	14 (58.3%)	13 (54.2%)	12 (50%)	6 (25%)	15 (62.5%)
Capstone (4)	2 (8.3%)	2 (8.3%)	0 (0%)	0 (0%)	4 (16.7%)

How do I answer this question?

- Simply look at your indicated desired standard of achievement and your results and discuss the alignment.
- It's possible that the outcome may be partially met.
- It's perfectly ok if the outcome was not met.

4. *Do your results indicate that your students met this outcome?*

Partially. For four of the five rows of the rubric, more than 85% of students achieved greater than Benchmark (1) score. One row – “evaluate information and its sources critically” – was far lower, with almost 30% of students only achieving a 1. Also, though still meeting the target for the

row by only have 3 students achieve Benchmark, I noticed that significant percentage (62.5%) only earned a 2 for “use information effectively to accomplish a specific purpose”.

5. *Interpretation of the Results (Please provide a brief analysis of your data/results. Please discuss any course, assignment, or assessment changes or modifications you feel may be made as a result of this assessment implementation and results.)*

As mentioned above, students partially met my desired standard of achievement for this assessment. Most students fell into the Milestone categories (2 and 3) for all rows of the rubric, which is developmentally appropriate for them as first and second year students. I was surprised by the low scores on “evaluate information” but, as that is the most difficult part of the assignment, it is not unheard of. As this is most likely the first time they have ever had to write a literature review, I expect this skill with increase with repeated work that they will have to do in their upper level classes. This is also consistent with assessment of this assignment in the past.

While I understand that the evaluation of information will always be the most difficult piece for students, I think there are some course modifications I can make to assist students. I already require them to read several journal articles for homework assignments, but I think adding a few additional ones that directly relate to their broad topic areas would be helpful. It would also probably be useful to go through a particularly good or clear literature review in an article with the students in class and ask them to try it on their own or in groups on another article so I can see their thinking before I have them complete their own written literature review.

As for the row related to using information to accomplish a specific purpose, I will have to reevaluate how this topic was presented to them this semester. In the past, I haven't had much of an issue with this and so I'm not sure if I explicitly cover it in class. While it may be just this particular group of students, it couldn't hurt to be sure I am conveying the reasons for literature reviews and why they are important in sociological knowledge. I think the planned exercise of going through literature reviews mentioned above will be helpful, but I will also be sure to work with them through the rubric definitions to make it even clearer.

Interpretation

- What do you know now that you didn't know before?
- What was surprising (or not surprising) to you about the results?
- Does looking at the results give you answers or more questions?
- If more, how can you modify your assessment or teaching plan going forward in order to answer them?
- What are students NOT learning that you want/expect them to?
- What will you do next?