

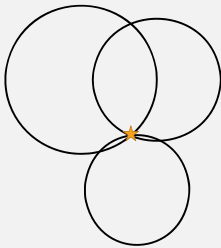
Assessing Achievement in an FYE Course and Program Through Assessment Triangulation

Dr. Eileen DeLuca, Assoc. VP, Academic Affairs
Dr. Joseph E van Gaalen, Dir. Assessment & Effectiveness

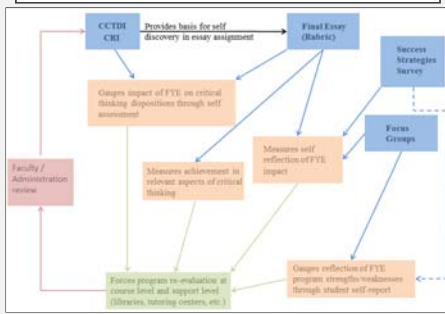


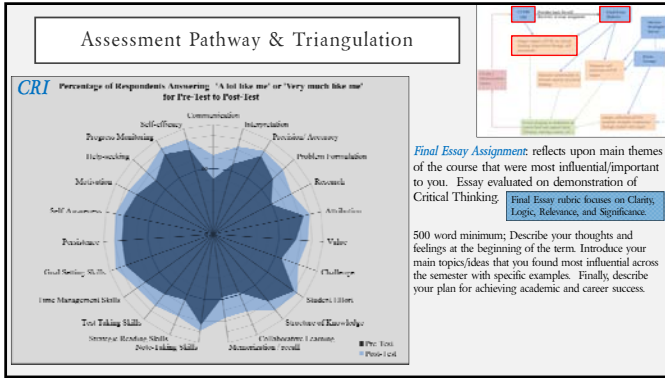
CS 279
Monday, 12/4/2017 4:30 PM - 5:30 PM
D106, Level 1, KIRHCCD

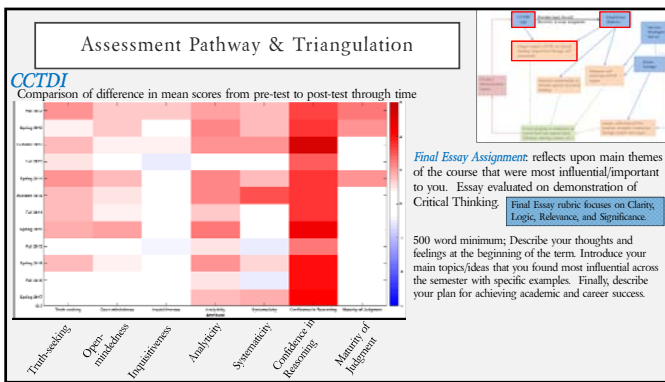
Triangulation

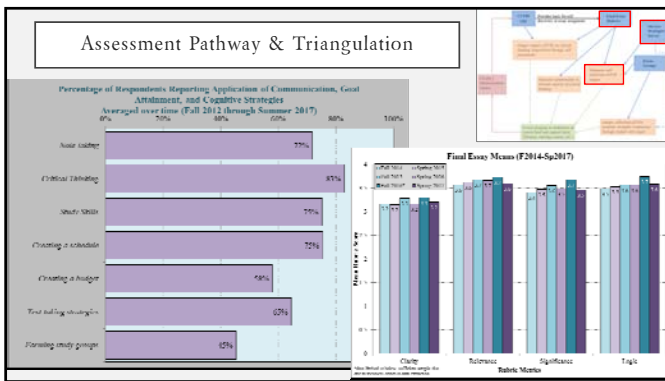


Assessment Pathway & Triangulation









Assessment Pathway & Triangulation

Final Essay Assignment: reflects upon main themes of the course that were most influential/important to you. Essay evaluated on demonstration of Critical Thinking.

Final Essay rubric focuses on Clarity, Logic, Relevance, and Significance.

500 word minimum; Describe your thoughts and feelings at the beginning of the term. Introduce your main topics/ideas that you found most influential across the semester with specific examples. Finally, describe your plan for achieving academic and career success.

Assessment Pathway & Triangulation


Percentage of Respondents Reporting Improvement Averaged over time (Fall 2012 through Summer 2017)

Item	Percentage
Time Management	80%
Goal Setting	81%
Organization of class	79%
Persistence	79%
Attending activities and activities that may make me successful	75%
Communication and Leadership Skills	83%
Considering options different from my own	88%
Willingness to help others and assistance from me	79%
Working as a small group to complete a task or assignment	83%
Forming a mental network with other students	74%

Assessment Pathway & Triangulation

Percentage of Respondents Reporting Participation in Campus Engagement Activities

Assessment Pathway & Triangulation




Course Impact vs. Achievement

➤ Do students think differently after the course? And can they apply that thinking? **Yes, and yes, but they struggle with the clearly explaining an otherwise logical and content detailed representation.**

Allows for adjustment of focus towards practice in application.

Assessment Pathway & Triangulation



Course Impact vs. Achievement

➤ Do students think differently after the course? And can they apply that thinking? **Yes, and yes, but they struggle with the clearly explaining an otherwise logical and content detailed representation.**


Allows for adjustment of focus towards practice in application.

Course Impact measure vs. Course Impact self-reflection

➤ Are students aware of their critical thinking growth? **Yes. And, self-reflection provides insight into a priori student thinking.**

Allows for application of cross-curricula teaching based on insight.

Assessment Pathway & Triangulation



Course Impact vs. Achievement

➤ Do students think differently after the course? And can they apply that thinking? **Yes, and yes, but they struggle with the clearly explaining an otherwise logical and content detailed representation.**

Allows for adjustment of focus towards practice in application.

Course Impact measure vs. Course Impact self-reflection

➤ Are students aware of their critical thinking growth? **Yes. And, self-reflection provides insight into a priori student thinking.**

Allows for application of cross-curricula teaching based on insight.

Course Impact self-reflection vs. Achievement


➤ Can students apply critical thinking with/without awareness of growth? **Selectively, yes.**

Allows for application of cross-curricula teaching based on insight (perhaps with focus on tool design).

Assessment Pathway & Triangulation

Course Impact self-reflection vs. Programs Impact self-report

- How is growth awareness encapsulated by program strengths/weaknesses?
 - Varies greatly. Patterns emerge based on class environment, program type, advertising of programs, and many others.
 - Allows for experimentation with programs with a keen awareness of areas that may be impacted by changes to that program.




Assessment Pathway & Triangulation

Course Impact self-reflection vs. Programs Impact self-report

- How is growth awareness encapsulated by program strengths/weaknesses?
 - Varies greatly. Patterns emerge based on class environment, program type, advertising of programs, and many others.
 - Allows for experimentation with programs with a keen awareness of areas that may be impacted by changes to that program.

Achievement vs. Programs Impact self-report


- How does success influence perception of programs? How do programs influence success?
 - Tends to have very little correlation. Class environment, program type, etc., often dictate perception of programs more than achievement of the student.
 - Allows for experimentation with programs with understanding that it should influence students as a population (or unrelated cohort) rather than selected individuals.



Assessment Pathway & Triangulation

Course Impact vs. Programs Impact self-report

- How is growth encapsulated by program strengths/weaknesses?
 - Varies greatly. Patterns emerge based on class environment, program type, advertising of programs, and many others. But what it means is a different question.
 - Consider the premise that growth and who they are as people individuals grows as tangents to a curve, not within a curve itself.



Assessment Pathway of Dissemination



- ❖ Focal Point Media for FYE
 - ❖ Academic Success Department Meetings (Monthly during Fall/Spring)
 - ❖ Academic Success Community of Practice Series (4-6 sessions per year)
- ❖ College-Wide Media with other features in addition to FYE
 - ❖ Learning Assessment Committee (Monthly during Fall/Spring)
 - ❖ "Did You Know" Newsletters (2 issues per year)
 - ❖ "DataVersed" Assessment Newsletter (6 issues per year)
 - ❖ FSW Assessment Twitter Account (1-2 tweets per month)
 - ❖ TLC Assessment Series (4-6 sessions / yr)

*FYE was initiated as part of the Quality Enhancement Plan (QEP) which ended in 2017. From 2012-2017, focal point media also included the following:

- ❖ QEP Assessment Committee Meetings (Monthly during Fall/Spring)
- ❖ QEP Advisory Committee Meetings (Twice per Academic Year)
