

Cuyahoga Community College presents:

People + Technology = Outcomes Assessment A Systems Approach



Importance of a shared -governance committee

Holly Craider, Interim Dean Academic Affairs



Faculty -to-faculty outreach

Anne Distler, Professor, Chemistry



Professional development

Amanda Nolan, PM, Learning Outcomes Assessment Systems



Collaborative and supportive culture

Pat Stansberry, Asst Professor, English



Leveraging existing technology

Jodi Hupp, Asst Professor, Communication Studies



Let us know
what College
you are from!

[https://www.surveymonkey.com/
r/IUPI21](https://www.surveymonkey.com/r/IUPI21)



4 campuses
spread throughout
30 miles



We serve over
60,000 students
per year



Almost 400 full-
time union faculty



Almost 800
adjunct faculty



Over 2500 non-
faculty staff

Importance of a shared - governance committee



What does CLOA bring to the table?

Tell us:

Do you have a governance committee for assessment?

<https://www.surveymonkey.com/r/IUPUI21>



Importance of a shared - governance committee



What does CLOA bring to the table?



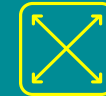
Importance of a shared - governance committee



Why the
need to
establish a
dedicated
faculty
governance
committee?



Shows value
from the
administration



Collaboration
between faculty
and
administration



Faculty buy -in

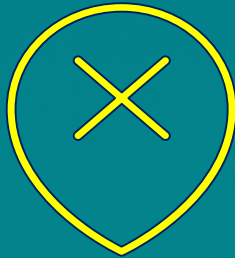


Dedicated
team
resources



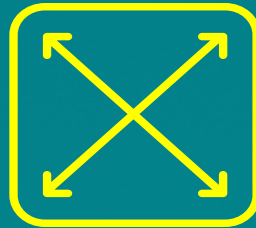
Faculty voices

Importance of a shared - governance committee



**Shows
value
from the
administration**

Importance of a shared - governance committee



**Collaboration
between
faculty and
administration**

Importance of a shared - governance committee

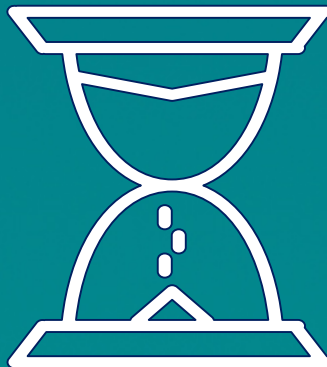


**Faculty
buy-in**

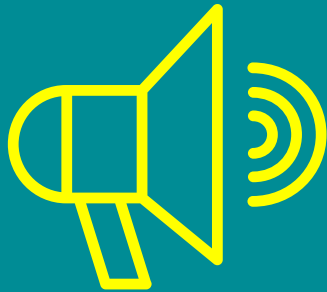
Importance of a shared -
governance committee



**Dedicated
team
resources**



Importance of a shared - governance committee



**Faculty
voices**

Faculty -to -faculty outreach



On-campus help

Discipline -specific
assignment assistance



Dedicated CLOA member to
call with questions

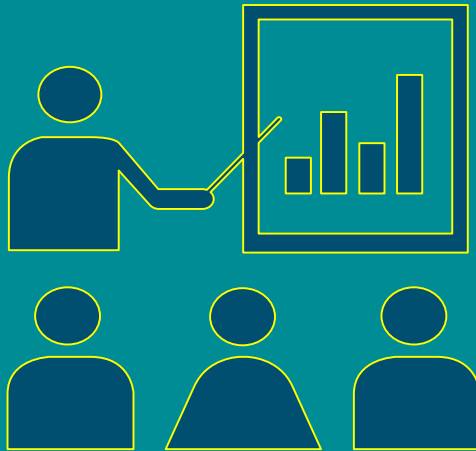
Faculty -to -faculty outreach



On-campus help



Faculty -to -faculty outreach



**Discipline -
specific
assignment
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Faculty -to-faculty outreach



Dedicated CLOA member to
call with questions



Professional Development for Assessment



Tailored
dean
training



Onboarding
sessions



Assessment
toolkit



Softchalk on -
demand trainings



In-person
training



Present at college-
wide internal
meetings



Professional Development for Assessment



Tailored
dean
training

Written Communication



Rubric

Criteria	Inadequate	Developing	Competent	Proficient
Demonstrates awareness of intended audience and creates a clear central message based on context	Not aware of intended audience or context resulting in no central message	Inadequate understanding of audience or context and presents an underdeveloped central message	Understands intended audience, purpose, and context to create a central message	Understands audience, purpose, and context and conveys a clear, engaging central message
Develops content based on genre or disciplinary conventions using evidence to support the purpose of writing	Not aware of genre or disciplinary writing conventions and lacks evidence or support	Inconsistently uses genre or disciplinary writing conventions without adequate evidence or support	Uses evidence and support throughout in accordance with the conventions of appropriate genre or disciplinary writing conventions	Uses consistent and detailed evidence and support throughout in accordance with the conventions of appropriate genre or disciplinary writing conventions
Produces writing that is appropriate to the writing situation and free of errors that impede understanding	Writing impedes understanding because of errors and inappropriateness to the writing situation	Uses language, style, and mechanics appropriate to the writing situation, but writing contains errors that impede understanding	Uses language, style, and mechanics appropriate to the writing situation with few errors, conveying understanding clearly and concisely	Uses sophisticated language, style, and mechanics appropriate to the writing situation and is virtually error free, conveying understanding clearly and concisely

When to map a course to WC?



If students must submit writing assignments that faculty evaluate and grade



If the course requires only informal, ungraded writing that is not evaluated by faculty for the qualities of effective writing

In-depth mapping guide:

<https://www.tri-c.edu/administrative-departments/learning-outcomes-assessment/documents/wc-rd.pdf>

Sample assignments:

<https://libguides.tri-c.edu/c.php?g=1029290&p=7459530>

Professional Development for Assessment



Assessment Terms

Rubric

Scoring guide with specific criteria for each level of achievement

Assess

Comparing student learning via an assignment against a specific rubric

Artifact

A student assignment used to assess learning

Mapping

Designating a course or assignment as teaching to a specific outcome

Aligning

A few clicks in Blackboard to designate an assignment as teaching to an outcome



Teach adjunct, new hire and tenure track onboarding sessions

Criteria	Subgroup	Developing	Competent	Proficient
Development of student audience and content within a formal writing assignment	Use of audience and content within a formal writing assignment	Use of audience and content within a formal writing assignment	Use of audience and content within a formal writing assignment	Use of audience and content within a formal writing assignment
Use of audience and content within a formal writing assignment	Use of audience and content within a formal writing assignment	Use of audience and content within a formal writing assignment	Use of audience and content within a formal writing assignment	Use of audience and content within a formal writing assignment
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CLOA

Committee on Learning Outcomes Assessment



Tell us:

Is assessment part of your onboarding process?

<https://www.surveymonkey.com/r/IUPUI21>

Professional Development for Assessment



Assessment
toolkit

Sample syllabus statement

How to align an assignment

When to map to an ELO

Assessment Plan template

How to align an assignment

Assessor Training

Best practices

Assignment Library

Assessment Terms



Professional Development for Assessment



Softchalk on -demand trainings

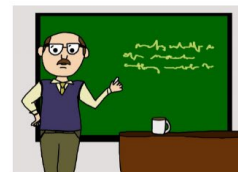
I use a Blackboard site for this course



I don't use a Blackboard site for this course, but I am able to create Blackboard sites



I haven't had the training, so I'm not able to create a Blackboard site



Professional Development for Assessment



What do I
really have
to do to
map?



Outcomes

Objective(s): Essential Learning Outcome Mapping

1. Outline the flow of historical events. 2. Recognize the contribu...

b. **Adding new Outcomes, ELO Mapping, and Objectives:** Click the + button next to open th Course Outcomes sub-form.

Course Outcome(s): Essential Learning Outcome Mapping

c. Edit or enter the Course Outcome in the first box. If it should be mapped to an Essential Learning Outcome, click the appropriate ELO box. (i.e. Critical Thinking)

Outcomes

Courses that map to an Essential Learning Outcomes (ELO) must have an assignment that can be used for assessment of the selected ELO. Please review the ELO Guides and Rubrics before mapping a course outcome to an ELO.

<http://www.tri-c.edu/Administrative-departments/learning-outcomes-assessment/essential-learning-outcomes.html>

Course Outcome(s): Write compositions using appropriate rhetorical strategies that may include but are not limited to summarizing, analysis, report, reflection, narration, proposal, persuasion, and argumentation, with opportunities for response and revision.

Essential Learning Outcome Mapping:

- Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
- Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.
- Oral Communication: Demonstrate effective verbal and nonverbal communication for an



In-person
training



Do you do offer in -person training?

Tell us:

<https://www.surveymonkey.com/r/IUPUI21>

Professional Development for Assessment



Present at Convocation
and Colloquium



Collaborative assessment culture



Continuous improvement



Tailored training and guides



Meet people where they are



Support



In-person training



Tell us:

Do you have a dedicated assessment office?

<https://www.surveymonkey.com/r/IUPU121>

Collaborative assessment culture



Continuous
improvement



Collaborative assessment culture



Tailored
training and
guides



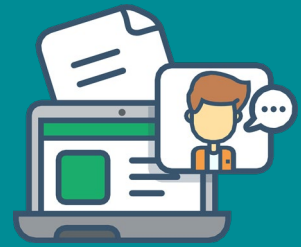
Collaborative assessment culture



Meet people
where they are



Collaborative assessment culture



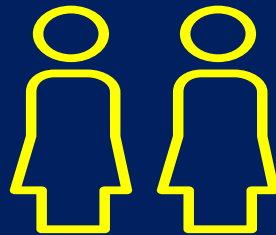
Support



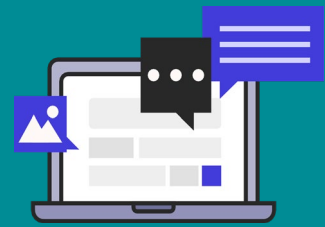
Collaborative assessment culture



In-person
training



Leverage existing technology to conduct assessment

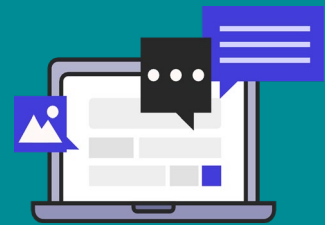


	Familiar technology	Easily accessible Demographic data	Student system familiarity	Ease of assessments	Useful reports	Great functionality/ input control
External Software	✗	✗	✗	✗	✗	✗
Internal LMS	✓	✓	✓	✓	✓	✓



Tell us:
What LMS do you use? <https://www.surveymonkey.com/r/IUPUI21>

Leverage existing technology to conduct assessment



Align it All

- Alignment participation struggles
- Possible due to Blackboard Outcomes(Bbo)
- Near universal Bbo site usage after Covid
- Contributes to culture of assessment
- In job description, and contracts



Summary



Shared governance = buy -in



Collaboration and support = culture of assessment



Professional development = knowledge and participation



Faculty -to -faculty outreach = faculty engagement



The right technology = effective implementation



Questions?

