

Assessment for Student Learning: Institutional-level Assessment
June 2015

DETAILED RESULTS

Communication

Table 1 summarizes student achievement with respect to Communication. Students are generally approaching or achieving these outcomes with the exception of creating writing samples that are substantially error-free. Specifically, only 30% of samples were free of grammatical and mechanical errors that impede meaning. Evaluators had difficulty rating comprehension of texts with writing samples, which is why Communication component C5 has a status of NA.

● Achieving	at least 75% of samples met criteria
● Approaching	at least 50% but less than 75% of samples met criteria
● Needs Improvement	less than half of samples met criteria

Table 1: Achievement of Institutional Student Learning Outcomes: Communication

Student Learning Outcome Components	Status
C1: Students will create texts that are clear (e.g., coherent and concise).	●
C2: Students will create texts that are substantially error-free.	●
C3: Students will identify the perspective (e.g., purpose or audience) of texts.	●
C4: Students will use appropriate formats and technologies to exchange ideas.	●/●
C5: Students will comprehend a variety of texts.	NA

Table 2 provides greater detail about student learning with respect to Communication, including the percentage of writing samples that met each checklist criteria used to evaluate the components of Communication.

Table 2: Detailed Communication Checklist Results

Checklist Criteria	% Meeting Criteria	Status
C1: Students will create texts that are clear (e.g., coherent and concise).		
The text is organized.	100%	●
The text generally conveys meaning.	90%	●
C2: Students will create texts that are substantially error-free.		
Errors in the text do not impeded meaning.	30%	●
Grammatical errors in the text (e.g., use of verbs, nouns/pronouns, adjectives/adverbs) do not impede meaning.	30%	●
Mechanical errors in the text (e.g., spelling, capitalization, punctuation, use of numbers and symbols) do not impede meaning.	50%	●

Table 3: Detailed Communication Checklist Results (continued)

Checklist Criteria	% Meeting Criteria	Status
C3: Students will identify the perspective (e.g., purpose or audience) of texts.		
The text demonstrates attention to the context surrounding the assigned task.	90%	●
The text demonstrates attention to the purpose for the assigned task.	80%	●
The text demonstrates attention to the audience for the assigned task.	NA	
C4: Students will use appropriate formats and technologies to exchange ideas.		
The format fulfills the assignment.	80%	●
The method of communication fulfills the assignment.	70%	●
Disciplinary conventions for organization/presentation are used.	NA	
C5: Students will comprehend a variety of texts.		
The student uses questioning to enhance comprehension.	NA	
The student uses prediction to enhance comprehension.	NA	
The student makes inferences and synthesizes information.	NA	
The student uses retelling to enhance comprehension.	NA	
The student makes connections to the text.	NA	
The student identifies information from text.	NA	

Analytic Reasoning

Table 4 summarizes student achievement with respect to Analytic Reasoning. In general, students are approaching achievement of AR2 and AR4. Specifically, 60% of writing samples included supporting information that addressed the topic, task, or problem. In addition, 70% of writing samples achieve the intended purpose of the task (e.g., solving a problem or drawing a conclusion). Evaluators had difficulty rating AR1 and AR3.

Table 4: Achievement of Institutional Student Learning Outcomes: Analytic Reasoning

Student Learning Outcome Components	Status
AR1: Students will identify the ideas, theories, or methods relevant to various topics, tasks, or problems.	NA
AR2: Students will select appropriate relevant information, resources, or technologies necessary to address various topics, tasks, or problems.	●
AR3: Students will analyze information, resources, technologies, or data.	NA
AR4: Students will apply an appropriate method, strategy, or plan of action to perform a task, resolve a problem, or draw a logical conclusion.	●

Table 5 provides greater detail about student learning with respect to Analytic Reasoning, including the percentage of writing samples that met each checklist criteria used to evaluate the components of Analytic Reasoning.

Table 5: Detailed Analytic Reasoning Checklist Results

Checklist Criteria	% Meeting Criteria	Status
AR1: Students will identify the ideas, theories, or methods relevant to various topics, tasks, or problems.		
The scope of the research question, thesis, project, or problem is identified by the student.	NA	
Key ideas, theories, or methods have been identified.	NA	
Ethical reasoning (i.e., reasoning about right and wrong human conduct) is used to identify relevant ideas, theories or methods.	NA	
AR2: Students will select appropriate relevant information, resources, or technologies necessary to address various topics, tasks, or problems.		
Supporting information has been selected to address the topic, task, or problem.	60%	●
Ethical reasoning is used when selecting information, resources, or technologies.	NA	
AR3: Students will analyze information, resources, technologies, or data.		
Information, resources, technologies, or data have been analyzed.	NA	
Awareness of assumptions related to information, resources, technologies, or data has been demonstrated.	NA	
Accuracy of information, resources, technologies, or data is questioned.	NA	
Ethical reasoning is used during analysis.	NA	
AR4: Students will apply an appropriate method, strategy, or plan of action to perform a task, resolve a problem, or draw a logical conclusion.		
A method, strategy, or plan of action has been applied.	NA	
The intended purpose of the task (e.g., to solve a problem or draw a conclusion) is achieved.	70%	●
Ethical reasoning is used during application of the method, strategy, or plan of action.	NA	

Global Awareness and Responsibility

Table 6 summarizes student achievement with respect to Global Awareness and Responsibility. Evaluators had trouble rating most components of Global Awareness and Responsibility because of the nature of the assignments in the sample. Many of the assignments collected did not require students to reflect on their interactions with the social and natural world. In anticipation of some difficulty, checklist items were not even developed for GAR7. Ratings for GAR4 were the most consistent and indicated that only 43% of writing samples identified social or environmental issues.

Table 6: Achievement of Institutional Students Learning Outcomes: Global Awareness and Responsibility

Student Learning Outcome Components	Status
GAR1: Students will recognize their own cultural rules and biases.	NA
GAR2: Students will describe diverse values and perspectives.	NA
GAR3: Students will distinguish between what is and what ought to be in social and natural contexts.	NA
GAR4: Students will analyze social and environmental issues in a variety of contexts.	●
GAR5: Students will analyze the reciprocal impact of individual and group behavior on the local, national, and global communities.	NA
GAR6: Students will identify behaviors related to civic engagement.	NA
GAR7: Students will work effectively in groups.	TBD

Table 7 provides greater detail about student learning with respect to Global Awareness and Responsibility, including the percentage of writing samples that met each checklist criteria used to evaluate the components of Global Awareness and Responsibility.

Table 7: Detailed Global Awareness and Responsibility Checklist Results

Student Learning Outcome Component	% Meeting Criteria	Status
GAR1: Students will recognize their own cultural rules and biases.		
One's own cultural rules or biases are identified.	NA	
GAR2: Students will describe diverse values and perspectives.		
Multiple perspectives or values are identified.	NA	
GAR3: Students will distinguish between what is and what ought to be in social and natural contexts.		
Differences between fact and opinion are recognized.	NA	
Descriptive (what is) and prescriptive (what ought to be) statements are used appropriately given the social or natural context.	NA	
GAR4: Students will analyze social and environmental issues in a variety of contexts.		
Social or environmental issues are identified.	43%	●
Potential solutions to social or environmental challenges are formulated.	NA	
GAR5: Students will analyze the reciprocal impact of individual and group behavior on the local, national, and global communities.		
Reciprocal impacts are identified.	NA	
Potential solutions are proposed.	NA	

Table 7: Detailed Global Awareness and Responsibility Checklist Results (continued)

Student Learning Outcome Component	% Meeting Criteria	Status
GAR6: Students will identify behaviors related to civic engagement.		
Behaviors related to civic engagement are identified.	NA	
Connections between personal behavior and civic engagement are articulated.	NA	
Connections between an academic discipline and civic engagement are articulated.	NA	
GAR7: Students will work effectively in groups.		
<i>An alternative assessment method and tool will be developed for group work.</i>		

Personal Responsibility

Table 8 summarizes student achievement with respect to Personal Responsibility. Checklist items were not developed for PR2 in anticipation that this component would require self-reflection or behavioral observation. In addition, evaluators had difficulty rating PR1. Results indicate that students need improvement recognizing consequences of their behavior and exhibiting adaptability to changing circumstances and environments. However, students were better able to identify behaviors associated with greater well-being.

Table 8: Achievement of Institutional Student Learning Outcomes: Personal Responsibility

Student Learning Outcome Components	Status
PR1: Students will recognize personal biases.	NA
PR2: Students will demonstrate civil, ethical, and professional behavior.	TBD
PR3: Students will recognize consequences of their behavior.	●
PR4: Students will identify behaviors associated with greater well-being (e.g., physical, emotional, intellectual).	●
PR5: Students will exhibit adaptability to changing circumstances and environments.	●

Table 9 provides greater detail about student learning with respect to Personal Responsibility, including the percentage of writing samples that met each checklist criteria used to evaluate the components of Personal Responsibility.

Table 9: Detailed Personal Responsibility Checklist Results

Student Learning Outcome Component	% Meeting Criteria	Status
PR1: Students will recognize personal biases.		
Personal biases are identified.	NA	
The origins of personal biases are analyzed.	NA	
PR2: Students will demonstrate civil, ethical, and professional behavior.		
<i>PR2 will be assessed using behavioral observation and/or self-reflection.</i>		
PR3: Students will recognize consequences of their behavior.		
A connection is made between one's own behavior and related consequences.	40%	●
PR4: Students will identify behaviors associated with greater well-being (e.g., physical, emotional, intellectual).		
Personal behavior is described.	64%	●
A future self is envisioned for either the individual or the individual as part of a collective group.	NA	
PR5: Students will exhibit adaptability to changing circumstances and environments.		
Previous experiences are identified.	48%	●