

## Estrella Mountain Community College

Last year, the Estrella Mountain Community College (EMCC) Learning Community made great strides in their assessment program. While still attending to documentation of course level assessment of student learning, EMCC's focus last year addressed Program Level Assessment, with specific emphasis on the General Education Program. Continuing to follow up on the recommendations made in spring 2007 by Dr. Henry Rinne, Higher Learning Commission Consultant Evaluator Team Leader, the EMCC Learning Community accomplished the following goals;

1. In response to the question "What do we want our graduates to know, think, and do?" EMCC faculty expanded and modified the EMCC General Education Program abilities and learning outcomes to form the 'Abilities Matrix'. The learning outcomes developed for each ability were modeled after Bloom's Taxonomy of Cognitive Learning. A copy of the Abilities Matrix is included with this document, and can also be found on our assessment page at; <http://www.estrellamountain.edu/academics/saac/abilitiesmatrix.asp>
2. In spring 2008, EMCC piloted the CBASE assessment tool, an academic achievement examination that evaluates knowledge and skills in English, mathematics, science and social studies. The primary objectives of the pilot were to establish initial data for EMCC's **writing outcome** and to develop best practices for the administration of CBASE in the future. These goals were achieved.
3. The results of the CBASE assessed the writing skills of the sophomore cohort of students and indicated the following;

a. **Table 1: Essay Rubric Score Distribution (based on a 6 point rubric)**

Raw Score	Frequency	Percent
1	3	1.33%
2	44	19.47%
3	152	67.26%
4	27	11.95%

- i. The data results are based on EMCC students who have successfully completed ENG101 or higher.
- ii. Overall results represent low-mid range scores.
- iii. The largest percentage (67%) of EMCC students scored a three on the six-point rubric scale.
- iv. No students scored a five or six on the rubric. Scores of five and six indicate good and excellent levels of writing proficiency.

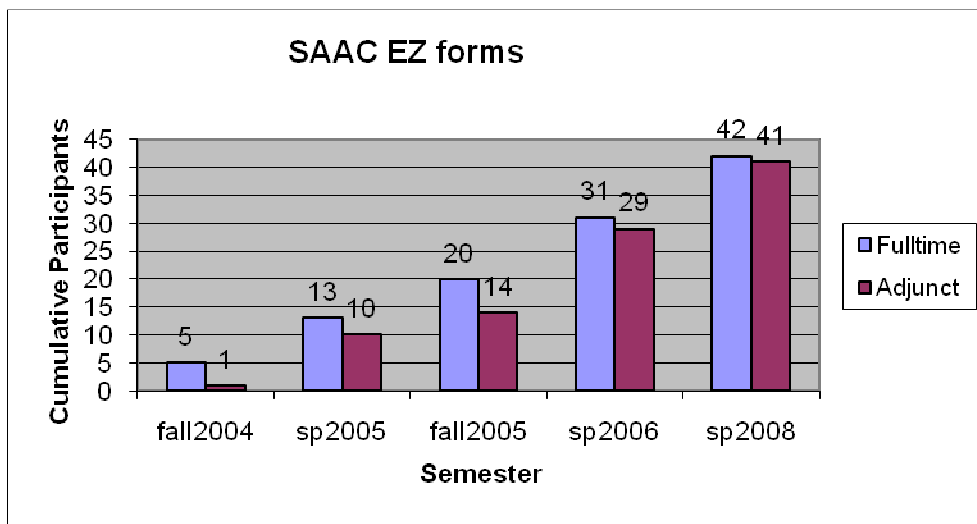
- b. **Table 2: Target Population English Results:** The English section of CBASE is divided into two clusters: (1) Reading & Literature and (2) Writing. Each cluster

has three skills sets which when combined provide a holistic assessment of the student. The clusters, skills, and results are presented below.

<b>English</b> Avg. 235 S.D. 50 N=226	<b>Reading &amp; Literature</b> Avg. 226 S.D. 61	High	Med	Low
		%	%	%
	Reading Critically	9%	48%	42%
	Reading Analytically	11%	35%	55%
	Understanding Literature	8%	39%	53%
	<b>Writing</b> Avg. 265 S.D. 40	High	Med	Low
		%	%	%
	Writing as a Process	19%	45%	36%
Conventions of Written English	1%	64%	35%	
Writing Exercise	0%	81%	19%	

- i. The data results are based on EMCC students who have successfully completed ENG101 or higher.
  - ii. The average English subject score (235) was lower than the CBASE average (300).
  - iii. The higher the standard deviation (S.D.), the greater the variance among students subject scores. In general terms, approximately 50% of students at EMCC scored above or below the college average score.
  - iv. Students also scored lower than the CBASE average (300) in both the Reading & Literature (226) and Writing (265) clusters of English.
  - v. Although lower than the CBASE average, EMCC students demonstrated stronger proficiency in the writing cluster.
4. As a result of the sophomore cohort writing assessment, faculty reviewed and analyzed the data, resulting in the development of an interdisciplinary writing rubric. This rubric will be piloted in fall08/spring 09 throughout all disciplines. This initiative was chaired by the Director of the Writing Center, Susan Malmø.
  5. Based on the success of the initial CBASE pilot, we are expanding the CBSAE assessment to include a freshmen cohort during fall 08, and a second sophomore CBSAE assessment in spring 09. So that we can institutionalize the process, going forward, all freshmen cohorts will be assessed the second week after Labor Day during the fall semester, and the sophomore cohort will be assessed the second week after spring break during the spring semester.

6. 'Assessment Happens'; continues every fall and spring semester during faculty accountability week. Assessment Happens is an all faculty flexible workshop, consisting of a formal meeting followed by a 'hands on' workshop where faculty plan, document, and or assess student learning. Administrators are encouraged to walk around and visit with faculty to see "assessment happening".
7. Continued expansion of the SAAC EZ form and database providing documented evidence of course level assessment of student learning, or as the Higher Learning Commission likes to say, 'closing the loop'. As residential faculty continue to use the SAAC EZ for the assessment component of their FEP, we have seen a dramatic increase in course level documentation; from approximately **30% in 06/07 to 62% in 07/08**.



8. Assessment Happens Newsletter; last year we published three Assessment Happens newsletters. The newsletter is our campus wide communication tool designed to inform the Estrella Learning Community of all the assessments efforts, results, and plans happening at EMCC. We also publish the Student Academic Achievement Committee, Assessment Happens, and Assessment Week dates in the newsletter to try and give everyone a heads up and to act as an open invitation to join in assessment activities.
9. Higher Learning Commission (HLC) Annual Meeting, spring 08; this past year a team of individuals representing faculty, administration, and institutional research attended the HLC annual meeting. Based on the experience and the information we were able to gather, we are recommending that a larger team attend the (HLC) annual meeting to continue to develop our assessment program and prepare for our accreditation visit in 2012.
10. Lastly, based on our experience with the CBASE assessment tool and cohort based assessment, the SAAC co-chairs will develop an assessment schedule which aligns with our abilities matrix so that we have a concept map of which abilities will be assessed, in what year(s), which cohort, and when we will have at least one completed 'closing the loop' cycle completed. This is the work for 08/09.

**Dynamic General Education Abilities Matrix DRAFT 1/22/08**

<b>ABILITIES</b>	<b>Comm</b>	<b>Critical and Creative Thinking</b>	<b>Composition/ Writing</b>	<b>Numeracy</b>	<b>Scientific Inquiry</b>	<b>Information and Technological Literacy</b>	<b>Social, Civic, and Global Responsibility</b>
<b>Remember</b> basic components	Know appropriate presentation vocabulary and conventions.	Identify and define basic components of a discipline	Know writing conventions.	Recall principles, procedures and correct terminology	Remember basic components of science	Know how to access sources and retrieve objects created.	Identify current social, civic and global issues.
<b>Understand</b> components in context of relationships	Articulate an understanding of content by expressing the idea in your own words. Identify key concepts of a presentation.	Describe relationships between basic components.	Demonstrate an understanding of content by describing it in your own words. Identify purpose of paper.	Draw conclusions and justify methods and procedures.	Understand science in context	Understand issues affecting the use of information and/or technology while observing laws, regulations and institutional policies	Discuss and interpret social, civic and global issues.
<b>Apply</b> knowledge and comprehension of components to various situations	Presents information using appropriate language and delivery through a variety of techniques	Exhibit knowledge of components through presentation, performance and solutions in a new context.	Apply knowledge of topic content to a given scenario using appropriate writing convention terms	Apply a strategy for a solution	Apply knowledge and comprehension of science components to various situations	Use information for a specific purpose. Use various software and hardware to complete tasks	Apply knowledge of global, social and civic mores to current situations.
<b>Analyze</b> information using knowledge of components	Analyze and adapt a presentation for a particular audience	Uses critical and creative thinking skills to analyze materials and/or products.	Demonstrate ability to compare and contrast perspectives using appropriate writing conventions Deconstruct....	Determine relevant information, appropriate mathematical concepts and logical/reasonable responses.	Analyze data and techniques using knowledge of components	Analyze information needs to determine best sources. Organize electronic information so that it may be retrieved.	Differentiate social, global and civic practices from an ethnocentric perspective.
<b>Evaluate</b> information using knowledge of components	Organize information for a presentation. Critique a presentation according to specified criteria	Evaluates information to reach reasonable conclusions	Evaluate the strengths and/or weaknesses of a topic to support a judgement by referencing appropriate sources using writing	Verify a procedure using concrete models	Evaluate data and conclusions using knowledge of components	Evaluate sources and content. Evaluate software and hardware to meet needs.	Evaluate and consider change in perspective from a social, civic and global viewpoint.
<b>Create</b> materials or a product using components	Prepare and deliver a presentation on a given topic.	Create materials and or products that demonstrate critical thinking.	Compose a piece of writing to create a new perspective or argument.	Integrate parts into something new to form a new product.	Create materials or products using scientific components and relationships	Construct research question and searching strategy. Create objects with appropriate software.	Construct a model which integrates social, civic and/ or global engagement.

