CIS 200 Assessment Alignment Improvement Project

Assessment Grant Final Report

1/11/2018

Participants: Andrew Albritton, Richard Burton, Jennifer Lowenthal-Hershey, Jo Lynne Stalnaker, Cathy Van Landuyt

After learning on 6/26/17 that the grant proposal was accepted for funding, the participants met 3 times formally, and numerous times informally to discuss and plan the assessment project goals and implementation. An assessment rubric, based on AAC&U and MSU value rubrics, was developed and implemented using assignments discussed during the 3rd meeting. The new rubric and reporting grid were distributed for use for Fall 2017. Because some assignments had already been completed by that point in the semester, some goals were assessed with the assignments in place for the previous assessment process.

Included in this report are minutes of each of the formal meetings, the current version of the revised assessment rubric, the assessment reporting grid form, and the compiled results of assessment using the rubric and revised form in Fall 2017. The participants will meet again in late January or early February 2018 to discuss the results (including by modality) and forms, making additional revisions as called for by the results and experiences using the revised rubrics, assignments, and reporting format.

Participants determined this to have been a very worthwhile and valuable project, improving assessment toward achievement of the General Education course goals and the learning experience and outcomes for the students.

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| **Date/Time:** | July 11, 20179:30-10:30 am |
| **Purpose:** | * To review assessment project goals and specific required actions.
* To initiate project implementation.
* To review and identify applicable Association of American Colleges & Universities (AAC&U) value rubrics and determine alignment with individual CIS 200 Student Learning Objectives (SLOs).
* To agree on project next steps.
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| **Present:** | Cathy Van Landuyt, Jo Lynne Stalnaker, Jennifer Lowenthal-Hershey Andrew Albritton, Richard Burton |
| **KeyActions:** |  |
| * Project Goals: Specific learning needs were reviewed as stated in the project grant proposal:

*Accurate alignment of assessment assignments with SLOs for critical thinking, problem solving, and decision support skills and consistent implementation of course objectives and assessment across all course sections.*By meeting these needs, the project is expected to result in the following outcomes:*Consistency of CIS 200 assessment rubrics with University assessment instruments; continuous improvement in assessment process; and enhanced student learning.** ACC&U Value Rubrics: Following a review of the 16 ACC&U value rubrics, the team discussed their applicability to overall course content and SLOs. These were then categorized into 4 tiers ranked in order of their direct application to the course, as shown below. The 5 value rubrics in Tier 1 were determined to be most directly applicable to course SLOs and will be used for course assessment purposes. The 4 value rubrics in Tiers 2 and 3 were determined to be less directly applicable to course SLOs, but are relevant to other hard/soft skills and public affairs concepts addressed in course materials. As such, they may be helpful in instructor assessment of individual course assignments. The remaining rubrics in Tier 4 were determined to be not directly applicable to the scope of the course.

TIER 1* + Creative Thinking
	+ Critical Thinking
	+ Problem Solving
	+ Information Literacy
	+ Civic Engagement
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| TIER 2* + Teamwork
	+ Quantitative Literacy

TIER 3* + Intercultural Knowledge and Competence
	+ Ethical Reasoning

TIER 4* + Foundations and Skills for Lifelong Learning
	+ Global Learning
	+ Integrative Learning
	+ Inquiry and Analysis
	+ Reading
	+ Oral Communication
	+ Written Communication
* Course SLOs: The team reviewed the 8 identified SLOs for the course and discussed and determined the “best” alignment of the 5 Tier 1 value rubrics with individual objectives, as shown below. While there may be some overlap between multiple rubrics on an individual SLO, it was agreed that a single “best” aligned rubric should be used to assess a specific objective.

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| **SLO** | **Statement** | **Value Rubric** |
| Goal 1, SLO 1.1 | Identify and follow through on personally and socially relevant problems and reasonable solutions to those problems. | Problem Solving |
| Goal 1, SLO 1.3 | Justify conclusions reached in the analysis of information. | Critical Thinking |
| Goal 1, SLO 1.4 | Analyze evidence, statements, alternative viewpoints, graphics, and other forms of information. | Information Literacy |
| Goal 2, SLO 2.1 | Develop creative and novel solutions to personally and socially relevant problems. | Creative Thinking |
| Goal 2, SLO 2.2 | Take account of novel, alternative, contradictory, and even radical viewpoints in creating new ideas, products, or solutions appropriate to the domain or subject matter. | Creative Thinking |
| Goal 12, SLO 12.2 | Recognize some of the rights and responsibilities you have in your community and broader society in this course though the examples and case studies. | Civic Engagement |
| Goal 12, SLO 12.3 | Use knowledge from many academic fields (areas of knowledge) when you study and work to solve personally relevant and public affairs problems in this course. | Information Literacy |
| Goal 12, SLO 12.4 | To recognize the needs of communities to which you belong and understand how to address those needs through the problem solving techniques used in this course. | Problem Solving |

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| * Learning Assessment: The team discussed the use of each value rubric in assessing student performance and learning on specific course assignments. Because the student target for the course is in the freshman or early sophomore year, it was agreed that anticipated assessed performance would generally be at the Benchmark level. However, performance at the higher Milestones and Capstone levels would be possible among a segment of enrolled students.
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| **Next Steps:** |  |
| * Course Assignments: The team will review individual course assignments previously used for assessment of each of the SLOs relative to the determined AAC&U value rubrics. It will meet in early September 2017 to discuss each assignment’s sufficiency within the context of the SLO and its associated value rubric. Any identified need for revision or replacement of specific assignments can be addressed in time for implementation during the Fall 2017 Semester.
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| **Date/Time:** | September 6, 201710:00-11:00 am |
| **Purpose:** | * To review previous course assignments used for assessment of each of the SLOs relative to the determined AAC&U value rubrics.
* To determine course assessment assignments for each of the SLOs consistent with the specific AAC&U value rubrics.
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| **Present:** | Cathy Van Landuyt, Jo Lynne Stalnaker, Jennifer Lowenthal-Hershey Andrew Albritton, Richard Burton |
| **Key Actions:** |  |
| * Assessment Assignments: We discussed each of the previous course assessment assignments relative its SLO. We noted that the comprehensive Community Focus Report project final report was used as the assessment assignment for a majority of the individual SLOs. With further discussion, we agreed that we should identify and develop (as required) a more targeted analysis or exercise tool for each SLO assessment. It could be a component of the project final report or a focused assignment assessing core course concepts in line with the specific SLO.

Following the discussion on the previous course assessment assignments, we determined that we would use the assignments outlined below as the new assignment for the course SLOs.

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| **SLO** | **Statement** | **Value Rubric** | **Assignment** |
| Goal 1, SLO 1.1 | Identify and follow through on personally and socially relevant problems and reasonable solutions to those problems. | Problem Solving | Alternative Solutions Analysis |
| Goal 1, SLO 1.3 | Justify conclusions reached in the analysis of information. | Critical Thinking | Project Conclusion Statement or Executive Summary |
| Goal 1, SLO 1.4 | Analyze evidence, statements, alternative viewpoints, graphics, and other forms of information. | Information Literacy | Root Cause Analysis |
| Goal 2, SLO 2.1 | Develop creative and novel solutions to personally and socially relevant problems. | Creative Thinking | Brainstorming Exercise |
| Goal 2, SLO 2.2 | Take account of novel, alternative, contradictory, and even radical viewpoints in creating new ideas, products, or solutions appropriate to the domain or subject matter. | Creative Thinking | Mind Map Exercise (Not necessarily group project specific) |

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| **SLO** | **Statement** | **Value Rubric** | **Assignment** |
| Goal 12, SLO 12.2 | Recognize some of the rights and responsibilities you have in your community and broader society in this course though the examples and case studies. | Civic Engagement | Community Engagement Reflection Assignment |
| Goal 12, SLO 12.3 | Use knowledge from many academic fields (areas of knowledge) when you study and work to solve personally relevant and public affairs problems in this course. | Information Literacy | Final Project |
| Goal 12, SLO 12.4 | To recognize the needs of communities to which you belong and understand how to address those needs through the problem solving techniques used in this course. | Problem Solving | Problem Definition |

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| **Next Steps:** |  |
| * Assignment Implementation: The team will review and further development the specific objectives, instructions, and assessment evaluation needs of individual course assignments listed above. Specifically, we need to agree on evaluation standards for each assessment consistent the MSU General Education assessment scale (Capstone, Milestone, and Benchmark). The assignments should be available for implementation in Fall 2017.
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| **Date/Time:** | November 8, 201710:00-11:00 am |
| **Purpose:** | * To review and reach final agreement on previously determined SLOs, associated value rubrics (AAC&U and/or MSU), and course assignments to be used for on-going Assurance of Learning assessment.
* To determine and define assessment performance levels to be included within each SLO.
* To reach agreement on next steps for implementing the course assessment model resulting from the CIS 200 Assessment Alignment Improvement Project.
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| **Present:** | Cathy Van Landuyt, Jo Lynne Stalnaker, Jennifer Lowenthal-Hershey, Lacey Geiger, Andrew Albritton, Richard Burton |
| **Key Actions:** |  |
| * We reviewed and reached final agreement on the SLOs, value rubrics, associated value rubrics, and course assignments for on-going course Assurance of Learning Assessment, as determined in the project’s meeting on 9/16/17).
* We agreed that each SLO would be assessed across three alternative performance levels, consistent with current AAC&U and MSU value rubrics. These include **Benchmark**, **Milestone**, and **Capstone**. In addition, we determined it necessary to include an **Incomplete** performance level to account for students who did not complete or submit an assignment for a specific SLO.
* We reviewed definitions for the three performance levels within the associated AAC&U value rubrics, as well as currently available and approved MSU rubrics. We agreed on the following performance level definitions for each SLO.

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| **SLO** | **Value Rubric** | **Source** | **Performance Definition \*** |
| Goal 1, SLO 1.1 | Problem Solving | AAC&U | Evaluate potential solutions |
| Goal 1, SLO 1.3 | Critical Thinking | AAC&U | Conclusions |
| Goal 1, SLO 1.4 | Information Literacy | AAC&U | Use information effectively |
| Goal 2, SLO 2.1 | Creative Thinking | AAC&U | Innovative thinking |
| Goal 2, SLO 2.2 | Creative Thinking | AAC&U | Embrace Contradictions |

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| **SLO** | **Value Rubric** | **Source** | **Performance Definition \*** |
| Goal 12, SLO 12.2 | Civic Engagement | MSU | As approved |
| Goal 12, SLO 12.3 | Information Literacy | MSU | As approved |
| Goal 12, SLO 12.4 | Problem Solving | MSU | As approved |

**\* See AAC&U and MSU value rubrics.*** Upon final development of the assessment instrument model incorporating the direction above, we agreed to implement it as a “test” assessment for CIS 200 sections for Fall 2017. This newly aligned assessment model will formally adopted for Spring 2018, pending key learnings from the Fall 2017 assessment “test.”.
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| **Next Steps:** |
| * Complete development of the CIS 200 assessment instrument model based on agreed-to SLOs, associated value rubrics, performance level definitions, and specific assessment assignments.
* Distribute the final CIS 200 assessment instrument model to all course instructors for submission of Fall 2017 results by the beginning of Spring 2018.
* Submit the CIS 200 Assessment Alignment Improvement Project final report to the MSU Office of Assessment.
* Compile and submit CIS 200 assessment results for Fall 2017 to the MSU Office of Assessment.
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**Revised CIS 200 Assessment Rubric**

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| Goal, SLO | Incomplete | Benchmark | Milestones | Capstone |
| 1, 1.1Identify and follow through on personally and socially relevant problems and reasonable solutions to those problems. |  | Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. | Evaluation of solutions is adequate or brief (for example, contains thorough explanation or lacks depth) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. | Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. |
| 1,1.3 Justify conclusions reached in the analysis of information.  |  | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. | Conclusion is logically tied to a range of information, including opposing viewpoints; some related outcomes (consequences and implications) are identified clearly.OR Conclusion is logically tied to information (because information is chosen to fit the desired conclusion).  | Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. |
| 1, 1.4 Analyze evidence, statements, alternative viewpoints, graphics, and other forms of information. |  | Communicates information from sources. The information is fragmented and/ or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. | Communicates, organizes and may synthesize information from sources. Intended purpose is, or may not yet be, fully achieved. | Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth. |
| 2, 2.1 Develop creative and novel solutions to personally and socially relevant problems. |  | Reformulates a collection of available ideas. | Creates, or experiments with creating, a novel or unique idea, question, format, or product. | Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. |
| 2, 2.2 Take account of novel, alternative, contradictory, and even radical viewpoints in creating new ideas, products, or solutions appropriate to the domain or subject matter. |  | Acknowledges (mentions in passing) alternative, divergent, or contradictory perspectives or ideas. | Incorporates, includes, or recognizes the value of, alternate, divergent, or contradictory perspectives or ideas in an exploratory way or a small way. | Integrates alternate, divergent, or contradictory perspectives or ideas fully. |
| 12, 12.2 Recognize some of the rights and responsibilities you have in your community and broader society in this course though the examples and case studies. |  | Recognizes the ways in which they can exercise their rights and responsibilities. | Compares ways in which they can exercise their rights and responsibilities. | Cites evidence of experience in the ways in which they have exercised their rights and responsibilities.  |
| 12, 12.3 Use knowledge from many academic fields (areas of knowledge) when you study and work to solve personally relevant and public affairs problems in this course. |  | Identifies knowledge from academic fields and how it connects to civic and/or political participation. (may be general or vague in nature). | Shows how knowledge from academic fields connects to civic and political participation.  | Applies knowledge from academic fields to makes relevant connections to civic and political participation.  |
| 12, 12.4 To recognize the needs of communities to which you belong and understand how to address those needs through the problem solving techniques used in this course. |  | Recognizes the needs of the communities to which they belong. | Recognizes the needs of the communities to which they belong and states how to address those needs.  | Assesses the needs of the communities in which they belong and addresses those needs.  |

Rubrics used for Goals 1 & 2 SLO's based on AAC&U Value Rubrics

Rubrics used for Goals 12 SLO's are the rubrics developed and provided by the MSU Office of Assessment

Revised Fall 2017

**Assessment Reporting Grid**

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|  | **Fall 2017** | **CIS 200: Critical and Creative Thinking Using Information TechnologyMSU General Education Program Assessment FormGeneral Education Category: Public Affairs–Public Issues** |
|  | **Section ### Instructor** | **Goal 1, SLO 1.1** | **Goal 1, SLO 1.3** | **Goal 1, SLO 1.4** | **Goal 2, SLO 2.1** | **Goal 2, SLO 2.2** | **Goal 12, SLO 12.2** | **Goal 12, SLO 12.3** | **Goal 12, SLO 12.4** |
|  |   | Identify and follow through on personally and socially relevant problems and reasonable solutions to those problems. | Justify conclusions reached in the analysis of information.  | Analyze evidence, statements, alternative viewpoints, graphics, and other forms of information. | Develop creative and novel solutions to personally and socially relevant problems. | Take account of novel, alternative, contradictory, and even radical viewpoints in creating new ideas, products, or solutions appropriate to the domain or subject matter. | Recognize some of the rights and responsibilities you have in your community and broader society in this course though the examples and case studies | Use knowledge from many academic fields (areas of knowledge) when you study and work to solve personally relevant and public affairs problems in this course.  | To recognize the needs of communities to which you belong and understand how to address those needs through the problem solving techniques used in this course. |
|  | Assignment options used to assess achievement of goals: | Alternative Solutions Analysis, Weighted Criteria Analysis | Project Conclusion Statement or Executive Summary | Root Cause Analysis, Annotated Bibliography, Problem Definition Statement | Brainstorming Exercise | Mind Map Exercise - individual then with group collaboration (not necessarily Community Focus project specific) | Community Engagement Reflection Assignment, Public Affairs Week Participation reflection | Final Project | Problem Definition |
|   | **Student Name or Number**Indicate level achieved with a 1 in the box | Incomplete | Benchmark | Milestone | Capstone | Incomplete | Benchmark | Milestone | Capstone | Incomplete | Benchmark | Milestone | Capstone | Incomplete | Benchmark | Milestone | Capstone | Incomplete | Benchmark | Milestone | Capstone | Incomplete | Benchmark | Milestone | Capstone | Incomplete | Benchmark | Milestone | Capstone | Incomplete | Benchmark | Milestone | Capstone |
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