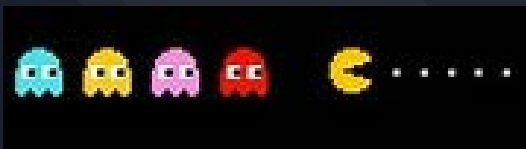


PAC Team Presentation



Provost's Assessment Committee (PAC)
Fall Convocation 2018
University of Alaska Southeast



Introduction

Goal of the Provost's Assessment Committee

- Create a set of Learning Outcomes for the general education program
- Receive approval from faculty for the General Education Learning Outcomes (GELO) proposed by the committee
- Create a system of assessment for the approved GELOs



Process for reaching the PAC goals

- Attended training
- Following training worked in committee to create UAS specific Learning Outcomes for general education courses
- Proposed GELOs to Faculty Senate (FS)
- Received approval from FS for UAS GELOs
- Created rubrics for assessing artifacts from general education courses
- Completed a workshop with faculty testing the rubrics



Three Stages of Assessment Process

1. Selecting Learning Artifacts
2. Forming Assessment Teams
3. Conducting the Assessment Workshop



Stage 1: Selecting Learning Artifacts

- Selected two GELOs to assess in 1st year -
Effective Communication and Critical Thinking
- Solicited two learning artifacts per GELO from
faculty
- Randomly selected 10 student work samples
per learning artifact



Stage 2: Forming Assessment Teams

- Solicited faculty to participate in assessment workshop
- Created teams with four faculty volunteers and seven PAC team members

Effective Communication Team:

Andrea Dewees

Julie Hamilton

Richard Simpson

Math Trafton

Ali Ziegler

Critical Thinking Team:

Susan Andrews

Robin Gilcrist

Chris Hay-Jahans

Alberta Jones

Jonas Lamb

Colleen McKenna



Stage 3: The Assessment Workshop

- Time and location
- Scoring and Norming of Scores
- Practice document for scoring, using the rubrics
- Two slightly different assessment methods
 - Effective Communication group (consulted during each artifact assessment)
 - Critical Thinking group (consulted after each artifact was completely assessed)



Scoring and Norming Workshop Process

- Slight inconsistencies in scoring with indicators
 - Half points (1.5, 2.5, etc) with one group
 - Criteria cell met if *at least one or two* boxes were checked
- Pre-scoring practice and norming discussion was effective with each group prior to the official scoring based on consistency of scores

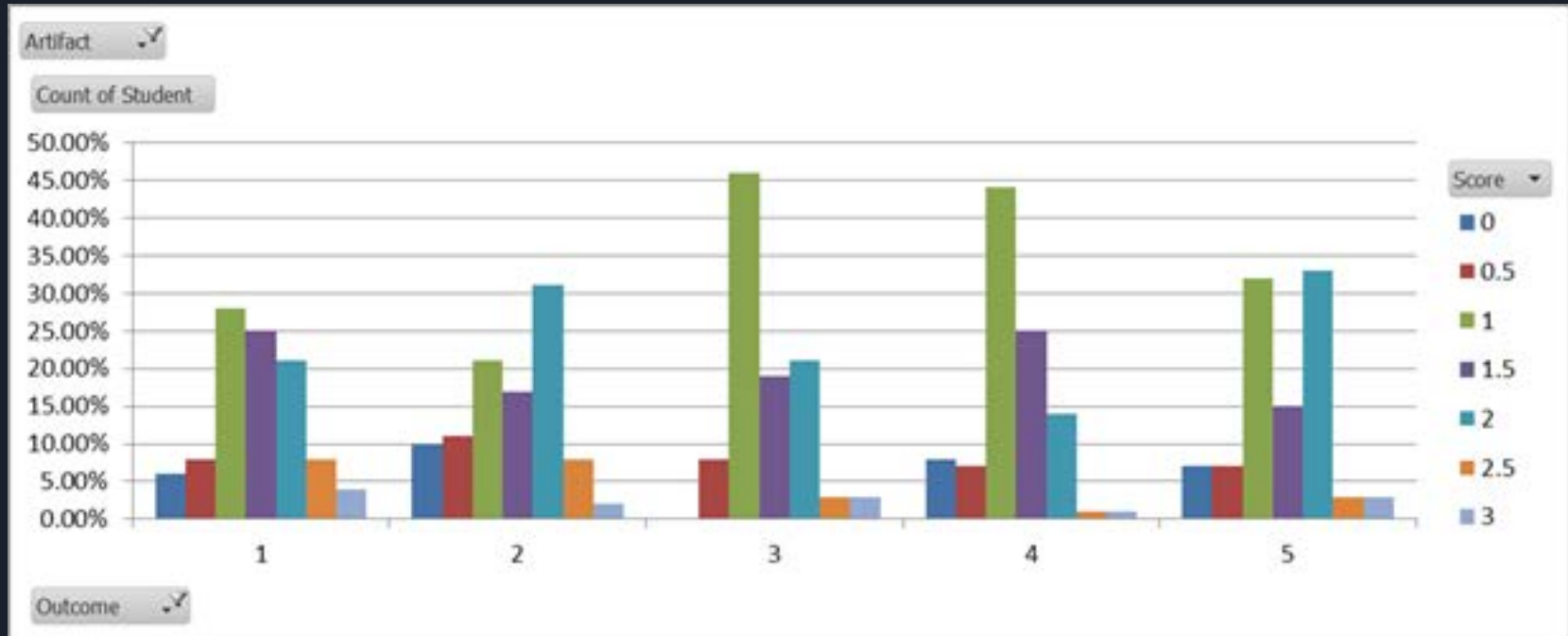
Note: While scores assigned by evaluators did vary, there was a fair degree of consistency

III. Results - Effective Communication

| | Score \geq 1 (Beginning) | Score \geq 2 (Proficient) | Score \geq 3 (Mastery) | Mean | Standard Deviation |
|----------------------------------------|-------------------------------|--------------------------------|-----------------------------|------|-----------------------|
| 1. Context | 86.0% | 33.0% | 4.0% | 1.44 | 0.71 |
| 2. Arrangement of Material | 79.0% | 41.0% | 2.0% | 1.40 | 0.77 |
| 3. Content Material | 92.0% | 27.0% | 3.0% | 1.37 | 0.55 |
| 4. Supporting Material and Evidence | 85.0% | 16.0% | 1.0% | 1.19 | 0.55 |
| 5. Use of Language | 86.0% | 39.0% | 3.0% | 1.41 | 0.70 |
| Overall Summaries | 85.6% | 31.2% | 2.6% | 1.36 | 0.67 |

III. Results - Effective Communication

Distribution of scores assigned within each of the five GELOS for Effective Communication

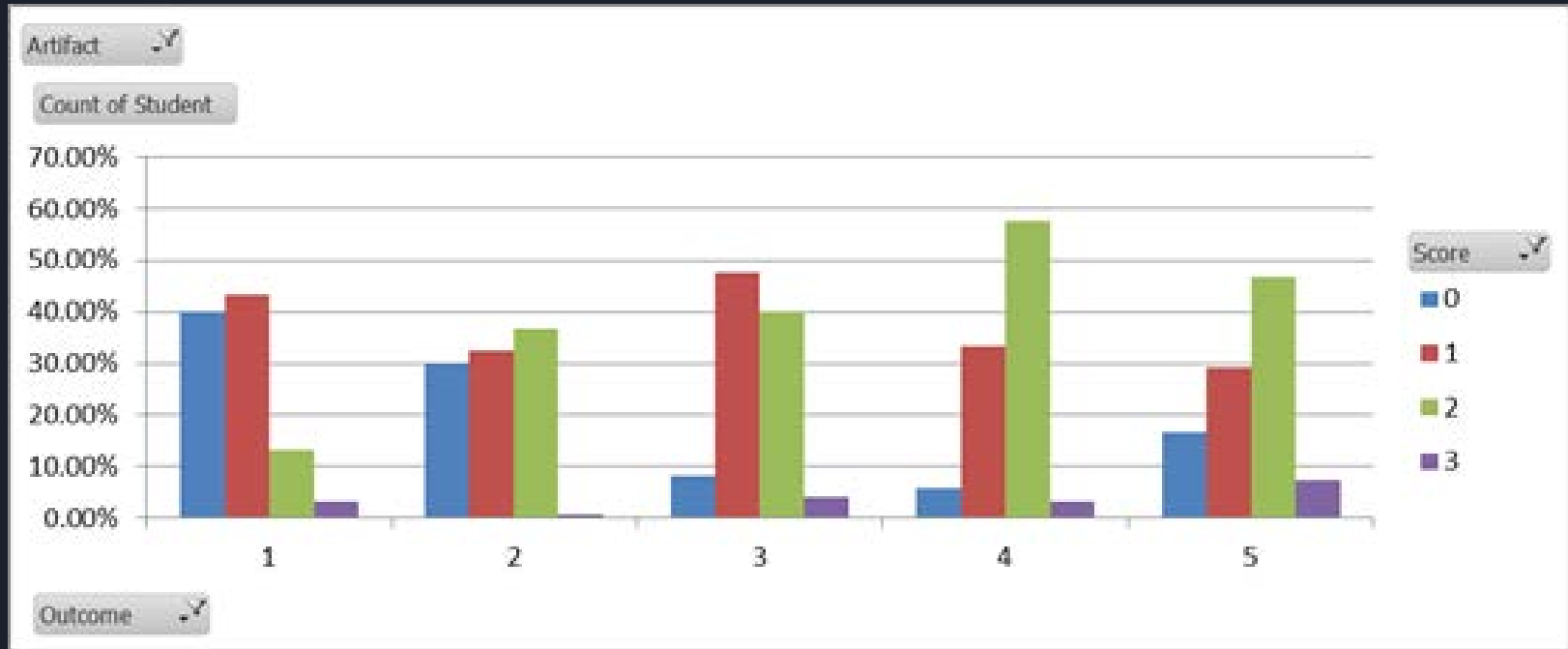



III. Results - Critical Thinking

| | Score \geq 1 (Beginning) | Score \geq 2 (Proficient) | Score \geq 3 (Mastery) | Mean | Standard Deviation |
|------------------------------|-------------------------------|--------------------------------|-----------------------------|------|-----------------------|
| 1. Student Position | 60.0% | 16.7% | 3.3% | 0.80 | 0.80 |
| 2. Student Assumptions | 70.0% | 37.5% | 0.8% | 1.08 | 0.84 |
| 3. Issue or Problem | 91.7% | 44.2% | 4.2% | 1.40 | 0.70 |
| 4. Info. from Sources | 94.2% | 60.8% | 3.3% | 1.58 | 0.66 |
| 5. Conclusion or Outcomes | 83.3% | 54.2% | 7.5% | 1.45 | 0.88 |
| Overall Summaries | 79.8% | 42.7% | 3.8% | 1.31 | 0.81 |

III. Results - Critical Thinking

Distribution of scores assigned within each of the five GELOS for Critical Thinking





III. Results - Observations and Comments

1. Scores were largely consistent ...
 - a. ..across artifacts' scores,
 - b. ...across assessors' scoring, and
 - c. ...across learning outcomes.
2. Some learning outcomes did not have a natural fit for assessing the artifact.
3. Most work samples could not be placed into the Mastery level because the artifacts' assignments did not seem to require it.



IV. Lessons Learned and Next Steps

1. Artifact Selection
2. Rubrics
3. Assessment Teams
4. Scoring and Norming of Scores
5. Using Results
6. Formal Assessment Plan



IV. Lessons Learned and Next Steps

1. Artifact Selection

2. Rubrics
3. Assessment Teams
4. Scoring and Norming of Scores
5. Using Results
6. Formal Assessment Plan



IV. Lessons Learned and Next Steps

1. Artifact Selection
- 2. Rubrics**
3. Assessment Teams
4. Scoring and Norming of Scores
5. Using Results
6. Formal Assessment Plan



IV. Lessons Learned and Next Steps

1. Artifact Selection
2. Rubrics
- 3. Assessment Teams**
4. Scoring and Norming of Scores
5. Using Results
6. Formal Assessment Plan



IV. Lessons Learned and Next Steps

1. Artifact Selection
2. Rubrics
3. Assessment Teams
- 4. Scoring and Norming of Scores**
5. Using Results
6. Formal Assessment Plan



IV. Lessons Learned and Next Steps

1. Artifact Selection
2. Rubrics
3. Assessment Teams
4. Scoring and Norming of Scores
- 5. Using Results**
6. Formal Assessment Plan



IV. Lessons Learned and Next Steps

1. Artifact Selection
2. Rubrics
3. Assessment Teams
4. Scoring and Norming of Scores
5. Using Results
- 6. Formal Assessment Plan**