**To:** Dr.Linda Elliott-Nelson, Division Chairs, Dr. Mary Schaal

**Cc:** GECC

**Re:** Quantitative Analysis Assessment Report

**Date:** March 11, 2018

**Overview:** In the Fall of 2012 and Spring of 2013, following the establishment of the General Education Curriculum Committee (GECC), the GECC revamped the AWC GE purpose & philosophy statements, expanded GE Focus Areas from four to five (adding Civic Discourse), and created student learning outcomes for each of the Focus Areas. In Fall 2013 Division faculty matched Focus Area outcomes to courses, and the Curriculum & Articulation Office added identified Focus Area outcomes to GE course syllabi effective Spring 2014. The GECC then worked to update ACRES forms, identify assessment opportunities (Spring 2014 was the 1st year the Student Showcase became a GE-organized event), and created occasions to promote the GE curriculum to students (sunglasses, cups, beach balls, lanyards).

**Assessment Design:** Beginning academic year 2015/16, the GECC designated a GE Focus Area for promotion and Assessment (attached). Additionally, each year WI is assessed by members of the Writing Curriculum Committee (a sub-committee of the GECC) and WI faculty. Quantitative Analysis is the focus for 2017/18.To facilitate QA assessment,theGECC

* Developed and distributed to all faculty a QA rubric (attached)
* Requested 10% random sample of QA students through IR
* Students identified=635
* 35 withdrew
* 14 in mis-identified courses
* N=586
* Requested faculty of those students submit:
	+ assignment & rubric
	+ student artifact
	+ brief evaluation of assignment effectiveness

Once the GECC received these materials (N=129), the GECC compiled, redacted, and scanned as needed materials and posted in a BB shell dedicated to GE Assessment (67/129 met the request for submission). Materials were split among 3 assessment teams of 3 cross-disciplinary faculty each from the GECC. GECC teams met Jan 11th, 2018 to norm the rubric. Team members then completed individual assessments of their materials, then met for consensus, which was submitted by March 5th. The GECC then met as a committee to analyze results overall and make recommendations for future GE assessments.

**Process:** During our norming session, prior to any evaluation of artifacts, there was rich discussion about what we would be looking for as evidence of student learning, particularly after a flawed rubric experience during last year’s assessment. Further, the redacting & scanning of materials was time-consuming so before we even got the actual assessment it was clear that we need a more uniform collection format.

**Analysis:** The GECC reviewers agreed that in many cases the Needs Improvement score (1-1.5) was based on “weak presentation,” representation or mis-representation of data. Reviewers agreed that additional specificity of directions, as well as examples/models for students, might contribute to a better outcome. Students scoring in the Meets range tended to successfully complete the assignment (2.0), and in some cases completed the assignment with “nice work in representation and drawing of data” (2.5). Few students earned an Exceeds (3) but those who did showed “excellent graphic display of information” and could serve as “potential future models for other QA assignments.” The table below reflects how the artifactsscored overall.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds(3) | Meets(2-2.5) | Needs Improvement(1-1.5) | Unable to Determine |
| Quantitative Analysis assignment components and expectations | **8%** | **28%** | **60%** | **2%** |

**Recommendations:** The GECC will again suggest that Divisions revisit both outcomes & identified courses for all Focus Areas, providing faculty the opportunity to make sure their course designations are appropriate. Additionally, the GECC has agreed that:

* successful assessment requires all components (assignment/rubric/student artifact/faculty comments)
* there should be a uniform submission requirement (pdf, redacted, etc.)
* faculty should identify when the assignment appears in the course (scaffolding)
* assessment across the GE & WI spectrum could be made much simpler & more engaging with a capstone course that requires a portfolio of materials from students, which are then assessed by cross-disciplinary faculty.

 

**AWC General Education Assessment Plan Academic Year 2017/18**

**Purpose:** To establish guidelines for and consistency of assessment of the AWC general education curriculum.

**Long-term Plan:**

* Each academic year the GECC will promote awareness of at least one area of the GE curriculum:
* 2017/2018 Quantitative Analysis
* 2018/2019 Communication
* 2019/2020 Scientific Literacy
* 2020/2021 Civic Discourse
* 2021/2022 Digital Literacy
* Each academic year GE assessment will focus on collecting 4 types of artifacts:
* Assignments, rubrics, student grade results, and summary/recommendations from faculty teaching courses identified in the GE areas above [submit to Assessment Office]
* Specific student work for that year’s focus area, random selection though IR [GECC will develop rubric for evaluation and assess via Tk20]
* Student Showcase participation and scholarship essays/interviews
* Informal student written responses based on prompt from promotional events [i.e., sunglasses, tumblers, lanyards]
* GE faculty will be encouraged to develop an annual assessment plan for their GE course(s) in Tk20 to increase the collection, measurement, and results of GE student artifacts
* Each year the Writing Curriculum Committee (WCC) will administer assessment of Writing Intensive (WI) classes
* CCSSE survey 2018 will include specific GE questions developed by GECC and approved by VPLS, IR

**2017/18 Plan: Quantitative Analysis**

* August Share Quantitative Analysis assessment protocol/rubric with Division faculty
* September: 1. Ensure course focus area mapping spreadsheet is accurate and up-to-date

2. Ask Divisions to review GE course focus area designations and update as needed

3. Request from IR random selection of students in GE courses designated Quantitative Analysis

* October: Send all final Focus Area changes to Divisions for approval, then to Curriculum Committee (by Aug 15th)
* November: 1. Request faculty teaching Quantitative Analysis courses submit
* an assignment/rubric that helps develop one designated area
* a student artifact correlating to the assignment
* a brief statement about how well this assignment worked, how it applies to QA, what changes will be made for next time

 2. Participate in Family Night

* December: 1. Collect assessment materials above; create statement of compiled results & post on webpage

2. Secure Showcase scholarship funding

* January: GECC conducts Quantitative Analysis assessment, submits report to Tk20
* February: Session during PDD [based on Assessment results from Fall]
* March: Announce Student Showcase & scholarship applications
* April: Scholarship Committee reviews applications, selects and interviews finalists
* May: Student Showcase, scholarship recipients announced

**Planning for GE Assessment/Faculty**

The GECC wants to make collection of [Quantitative Analysis](https://www.azwestern.edu/instruction/general-education/focus-areas#Quantitative) assessment materials as easy as possible for faculty, but we realize that there are still several steps in the process. Please use the steps below as a guide.

1. Review your GE [course syllabi](https://www.azwestern.edu/academics/syllabus) and identify any courses you teach that include the Quantitative Analysis Focus Area (typically immediately following the course outcomes on the syllabus)

2. Choose at least one Quantitative Analysis student learning outcome to assess.

3. Identify an assignment in that course curriculum that helps achieve that outcome.

4. Identify a rubric you use to assess that assignment.

5. Look for an email from your Division Chair in late September/early October identifying randomly selected students in your courses whose work will be assessed

6. By November 15th, please electronically submit the following to GenEdCommittee@azwestern.edu

* an assignment/rubric that helps develop one Quantitative Analysis outcome
* a student artifact correlating to the assignment
* a brief statement about how well this assignment worked, how it applies to QA, what changes will be made for next time

7. That’s it!

The GECC will conduct its assessment in early Spring 2018, and present the results of that assessment during Professional Development Day in February [NOTE: this presentation is actually through the CTE Tuesday, March 13th).

General Education Curriculum Committee, 2017/18

|  |  |
| --- | --- |
| *Composition*  | *Membership*  |
| Faculty – Social Sciences  | Ben Behunin  |
| Faculty – Career and Technical Education  | Norberto Alvarado  |
| Faculty – Communications  | Ellen Riek, Chair  |
| Faculty – Science  | Fred Croxen  |
| Faculty – Business/CIS  | PaulRobert Bruce |
| Faculty – Fine Arts  | Deltrina Grimes  |
| Faculty – Modern Languages | Earl Smith  |
| Faculty – at large with assessment expertise/WCC Chair | open  |
| Curriculum Committee Representative  | open  |
| Curriculum and Articulation  | Elaine Groggett  |
| Mathematics Center  | Sotero Alvarado  |
| Writing Center  | Clayton Nicholls  |
| South County | open  |