

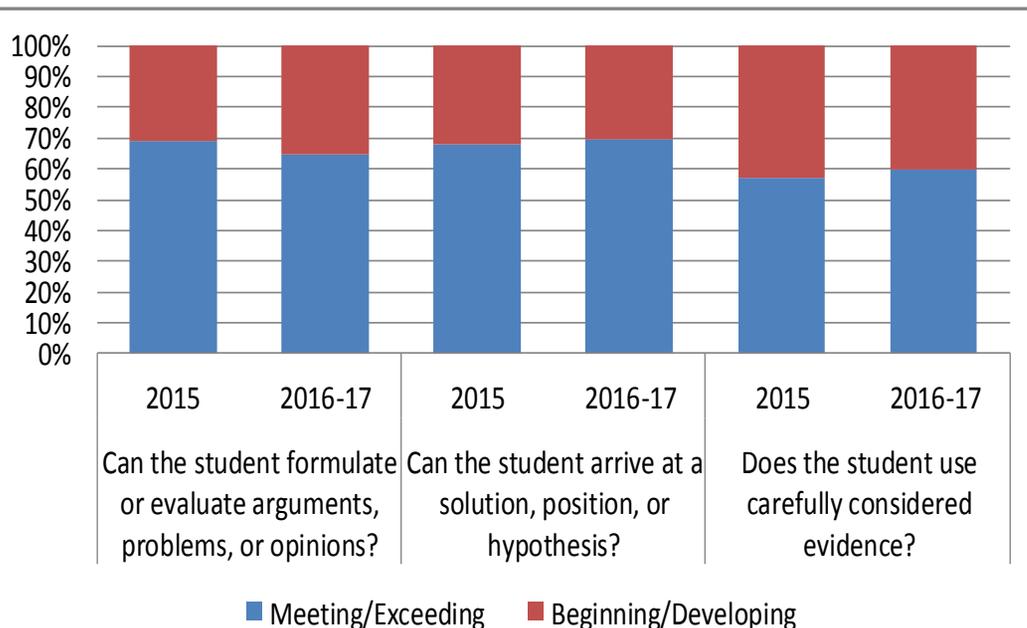
## SYNOPSIS OF 2016-17 ASSESSMENT

Students will formulate or evaluate arguments, problems or opinions and arrive at a solution, position or hypothesis based on carefully considered evidence.

2016-2017 Critical Analysis & Reasoning assessment involved:  
 74 course sections, 1469 assessments of students, and 56 faculty

### Findings

The Critical Analysis and Reasoning rubric identified three standards to assess for critical analysis and reasoning: ability to formulate or evaluate argument/problem/opinion, arrive at a solution/position/hypothesis, and use of carefully considered evidence. The graphic indicates the percentage of students either meeting or exceeding the standard compared to the percentage of students who either did not meet the standard or at beginning stages of development.



### Methodology of Assessing Institution-level Student Learning Outcomes (ISLOs)

Program chairs identified courses in their program that support development of oral communication and selected one of the courses for assessment in 2016 – 2017.

Departmental faculty responsible for identified courses were consulted. Program chairs worked with departmental faculty to assure cooperation and agreement.

Faculty teaching the courses in the finalized list of courses met for a workshop in May 2016 and a follow-up in January 2017.

During the academic year, data was gathered using SurveyGizmo and TracDat. At the end of the academic year, the data was downloaded and tabulated, statistical analyses were performed.

In August, a faculty workshop was held to discuss the draft report prepared by the Faculty Assessment Leader. Faculty were able to continue discussion and offer edits through email with the final report submitted on October 1.

### Conclusions and Recommended Actions

#### Improve reliability.

Emphasize that assessment doesn't have to be based on a single assignment but could be drawn from combination of items.

Inform faculty that grades can be used if the grade is a direct reflection of each of the stated objectives of the learning outcome (formulate argument/problem, arrive at solution/position, use carefully considered evidence).

Prior to next year of assessment, faculty discuss setting assignment guidelines by discipline and level for faculty to apply in course sections participating in assessment of ISLO6.

Faculty discuss further clarification of descriptors for "exceeds", "meets", "developing", and "does not meet standard" to be applied consistently regardless of student and/or course level.

#### Develop plan to improve students' proficiency in using evidence.

Ask DAC, PCC, CSLA, and ISC to lead faculty in discussions during 2017 – 2018 concerning the new Information Literacy and Technological Competency ISLO and consider the relationship to Using Evidence criterion.

Library staff continue developing means to support faculty and student in information literacy.

Discuss with Writing Center Director possibilities of working with Writing Center to assist in initiative.

Ask OAA to consider authorizing class size reductions in courses with highest class maxima and that are currently identified as developing critical thinking skills on the ISLO curriculum map.