

# Assessment Task Force 2021-2022 Report

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## Course Outcomes

The year started with an emphasis on course outcome assessment. The Assessment Task Force (ATF) held an In-Service presentation during the Fall that emphasized the reasons for and benefits of outcome assessment, we discussed planning assessments in advance, and we began a college-wide discussion about which courses has cultural awareness within their outcomes for a course, in order to target courses for the CILO-Cultural Assessment rubric. We also had a breakout session where faculty were asked to align their course outcomes assessment with their program/discipline outcomes. Another In-Service presentation was held in the Spring to demonstrate how to do course outcomes assessment with a fake course (Underwater Basket Weaving.) We showed how to align an assignment that appropriately measures the outcome, how to create a rubric for ranking students demonstrated ability according to the categories OCCC has adopted (emerging, developing, competent, and proficient), and we recorded the demonstration for those who were unable to attend.

Additionally, the chair of ATF met with as many faculty one-on-one to discuss how prepared they were for conducting the course outcomes assessment and to see if they had aligned their program/discipline outcomes to their course outcomes. Videos were provided to faculty who could not meet with the chair. These videos explained why we assess outcomes and how to use our JotForm assessment tool. Both videos can be found under the Assessment tab on the Instructional Resources page of the OCCC website.

Last we followed up with email. The first reminded faculty about completing course outcomes assessment. The second targeted faculty who had not completed their assessments by the end of the term.

Our Assessment data is on the following pages.

# OCCC Course Assessment Collection Data for the 2021-2022 Academic Year

<b>Fall 2021</b>	
Total Classes:	96
Total Classes Participating in Outcome Assessment:	75
Total Completed:	31
Percent Complete:	41%

Total Classes Excluded from Outcome Assessment:	21
Total Classes Completing Outcome Assessment Separately:	8
Total Dual Credit Classes:	2
Total Dual Credit Classes Completing Outcome Assessment:	0

Total Instructors:	45
Total Instructors Participating in Outcome Assessment:	18
Percent Who Participated:	40%

Combined Percent that Completed Outcome Assessment:	47%
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<b>Winter 2022</b>	
Total Classes:	79
Total Classes Participating in Outcome Assessment:	59
Total Completed:	25
Percent Complete:	42%

Total Classes Excluded from Outcome Assessment:	16
Total Classes Completing Outcome Assessment Separately:	4
Total Dual Credit Classes:	16
Total Dual Credit Classes Completing Outcome Assessment:	4

Total Instructors:	37
Total Instructors Participating in Outcome Assessment:	9
Percent Who Participated:	24%

Combined Percent that Completed Outcome Assessment	46%
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<b>Spring 2022</b>	
Total Classes:	90
Total Classes Participating in Outcome Assessment:	63
Total Completed:	27
Percent Complete:	43%

Total Classes Excluded from Outcome Assessment:	18
Total Classes Completing Outcome Assessment Separately:	8
Total Dual Credit Classes:	21
Total Dual Credit Classes Completing Outcome Assessment:	5

Total Instructors:	38
Total Instructors Participating in Outcome Assessment:	15
Percent Who Participated:	39%

Combined Percent that Completed Outcome Assessment:	49%
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## **Program Outcomes**

As previously mentioned, faculty were asked to align their course outcomes with their program outcomes at our Fall 2021 In-service. This academic year was the first year we asked faculty to include assessment of program/discipline outcomes in their annual program review (SPARE) and four-year (SPARC) reviews. With the exception of Nursing and their related programs, to complete this assessment, faculty requested course assessment data for the program/discipline from the chair of ATF and used the aligned course outcomes to determine whether program outcomes were met.

*We may want to ask for some data on from the SPARE/SPARC on the specific program outcomes (i.e. what percent were meeting their outcomes) and what percent of programs/disciplines have submitted one.*

Additionally, faculty were able to use this assessment to help make budget requests for their programs.

## **Comprehensive Institutional Learning Outcomes**

ATF successfully finished adapting the AAC&U Value Rubrics to align with OCCC in the areas of Communication, Cultural Awareness, Personal Responsibility, and Problem Solving. All final drafts were brought to College Council (CoCo) for reading and comments.

In Spring quarter, the committee created a JotForm for Comprehensive Institutional Learning Outcomes (CILO) assessments. The chair of ATF with the assistance of the Vice President of Academic Affairs identified specific courses to pilot the JotForm submission for the classes that aligned with the 4 CILO areas. A detailed email explained the need for assessing the CILOs and how to holistically assess students in the four categories.

Thirty-seven courses were selected to assess only one of the four categories which was 39 actual classes and of those classes 28 completed it which was approximately 72% of the classes asked to participate. Initially 11 courses were asked to complete the rubric for communication and 9 completed it; 4 courses for cultural awareness and 4 completed it; 4 courses for personal responsibility and 3 completed it; 20 courses for problem solving and 2 completed it. A total of 272 students were evaluated.

The following data shows the results of the data collected by the four categories, summarized as the average score by assigning a numerical value to each of the four rubric levels.

## CILO Data for Spring 2022 by Category

The numerical assignment for the rubric levels is as follows:

- 1 = emerging
- 2 = developing
- 3 = competent
- 4 = proficient

Communication	
Subcategory	Avg. Score
Context of and Purpose for Communication	3.41
Content Development	3.38
Sources and Evidence	3.33
Control of Syntax and Mechanics	3.39
Delivery (for Oral Communication)	3.29
Total	3.36
83% of students scored between 3 and 4	

Cultural Awareness	
Subcategory	Avg. Score
Cultural self- awareness	3.16
Knowledge of cultural worldview frameworks	2.97
Verbal and nonverbal communication	3.21
Curiosity and Empathy	3.24
Openness	3.15
Total	3.15
79% of students scored between 3 and 4	

Personal Responsibility	
Subcategory	Avg. Score
Ethical Self-Awareness	2.79
Understanding Different Ethical Perspectives/Concepts	3.15
Ethical Issue Recognition	3.00
Application of Ethical Perspectives/Concepts	2.85
Evaluation of Different Ethical Perspectives/Concepts	2.88
Total	2.94
75% of students scored between 3 and 4	

Problem Solving	
Subcategory	Avg. Score
Define Problem	3.18
Identify Strategies	3.19
Propose Solutions/ Hypotheses	3.16
Evaluate Potential Solutions	3.10
Implement Solution	3.10
Evaluate Outcomes	3.06
Total	3.13
76% of students scored between 3 and 4	