

AGENDA ITEM B3: STUDENT DEVELOPMENT

BOARD RULE 400.0100.00

ASSESSMENT OF STUDENT CORE LEARNING OUTCOMES: LEARN ACTIVELY

BOARD OF TRUSTEES MEETING: OCTOBER 25, 2012

There are four Core Learning Outcomes (CLOs) assessed in academic programs. They include: *Communicate Effectively; Think Critically and Creatively; Learn Actively; and Accept Accountability*. Over the past two years, *Learn Actively* has been measured in first and second level courses across programs. Rubrics were used to directly measure the effectiveness of active learning strategies in student academic achievement. Faculty members analyze the assessment data to understand strengths and weaknesses of student learning methodologies for enabling student learning, and then make improvements in the curriculum and delivery methods to optimize student academic achievement and learning.

Presentation of Data

Table 1, *Learn Actively, performance assessment in 1st and 2nd level courses*, displays data results from selected programs. Reading from left to right, the table shows: programs of study; assessment levels (1st or 2nd year course) and courses where rubric assessments were conducted; the number of students who participated in the assessment; the average rubric score for all students in the course; and the benchmark against which scores are compared at each of the levels.

Table 1, *Learn Actively, performance assessments in 1st and 2nd level courses*

Program	Assessment level	Course	Number of students	Average rubric score	Benchmark
Child Development	1st	<i>Intro to Child Development</i>	24	2.98	2.0
	2nd	<i>Child Development Seminar</i>	13	3.55	3.0
Mental Health	1st	<i>Interviewing Techniques</i>	9	3.15	2.0
	2nd	<i>Mental Health & Family</i>	13	3.61	3.0
EMT/Fire Science	1st	<i>Ohio Basic EMT</i>	6	2.64	2.0
	2nd	<i>Paramedic Practicum</i>	6	3.68	3.0
Computer Science	1st	<i>Routers and Routing</i>	18	3.11	2.0
	2nd	<i>Computer Capstone</i>	22	3.39	3.0
Interactive Media; Microcomputer Applications; Programming	1st	<i>Visual Basic Programming</i>	11	2.67	2.0
	2nd	<i>Computer Capstone</i>	23	3.39	3.0
Practical Nursing	1st	<i>Practical Nursing III</i>	60	3.26	2.0
	2nd	<i>Practical Nursing Seminar</i>	25	3.38	3.0
Radiology	1st	<i>Ethics and Law in Radiology</i>	9	3.62	2.0
	2nd	<i>Digital Imaging</i>	10	3.6	3.0

Students in each program were measured on each of five criteria against a rubric using a scale from one through four. A College-wide benchmark for achievement of the aggregate

groups of students' scores across criteria for level one assessment was 2.0. The College-wide benchmark set for second level courses was 3.0.

Rubric performance criteria in programs for the *Learn Actively* CLO are:

- 1 – Active participation;
- 2 – Teamwork and making collective decisions;
- 3 – Quality of product and relevance of quantity of information resources;
- 4 – Cognitive level of task;
- 5 – Professional attitude, punctuality, and work ethic.

Data Highlights

1. Faculty members reviewing student level scores in courses examined how well students are performing in each area of the five criteria, and how well courses are preparing students to move from the first to the second level. In each course and at each level, the average rating for all students in the courses met the 1st and 2nd level benchmarks.

Conclusions and Targets for Improvement

1. Although the benchmarks have been met in the study, faculty will focus on criterion #3 and work to improve teaching and learning methodologies that will enhance students' project/product quality, and the quality of students' information/resource literacy. This is a thread across all curriculums that will be further strengthened, because, although the benchmarks were met, this criterion was "borderline" in one-half of the reporting programs.
2. In the next assessment cycle of *Learn Actively*, >50% of the programs will participate in the assessment.