

AGENDA ITEM B3: STUDENT DEVELOPMENT

BOARD RULE 400.0100.00

ASSESSMENT OF STUDENT CORE LEARNING OUTCOMES: ACCEPT ACCOUNTABILITY

BOARD OF TRUSTEES MEETING: SEPTEMBER 25, 2014

There are five General Education or Core Learning Outcomes (CLOs) built into all Belmont College curriculum. These outcomes are assessed in all academic programs. The CLOs are curriculum threads (otherwise known as “soft skills”) that encourage: 1.) The ability to function in an employment situation and in the world at large; 2.) Personal and professional growth; 3.) Community service; and 4.) Good citizenship. CLOs include: *Communicate Effectively; Think Critically and Creatively; Learn Actively; Accept Accountability; and Build Global/Multicultural Diversity Awareness.*

Over the past two years, *Accept Accountability* has been measured in first and second level courses in all programs to assess the extent to which students have learned this educational outcome. *Accept Accountability* is defined in the Belmont College catalog as taking responsibility for current and lifelong learning, developing proficiency in self-evaluation through introspection and reflection, and participating in the college assessment process.

This report explains the process for assessing *Accept Accountability*, provides examples of related results, and shows how results are used to improve the teaching and learning of *Accept Accountability*.

Presentation of Data

To measure the core learning outcome of *Accept Accountability*, a rubric was developed by faculty that measures three skills or essential elements of *Accept Accountability*: **1) self-understanding; 2) classroom behavioral ethics; and 3) effort.** The faculty rate these skills in the rubric on a scale of *poor, fair, good, or excellent.* *The ratings have descriptions for each skill.* The rubric faculty use to assess students’ skills is found in Attachment #1.

A student self-assessment tool was adapted from Texas A&M University¹ to provide an opportunity for students to participate in reflection about their ability to accept accountability within their program of study. This tool is found in Attachment #2, and includes the categories of **1) preparedness, 2) focus, 3) quality, 4) collaboration, and 5) problem solving.** Each of these categories is rated by the students on a scale of one to four with one being the lowest score and four being the highest. Two open-ended questions are also included in the student self-assessment tool. These questions ask students to describe the importance of individual accountability as it relates to their program of study, and ways they could improve their individual accountability. Students’ self-assessment data is used, in part, by faculty to evaluate *Accept Accountability.*

To begin the assessment process, faculty chose a first level and a second level course in each program. The Student Self-Assessment was distributed to students during the last two weeks of the semester in which the chosen course for assessment was taught. The students completed the self-assessment and submitted it to the instructor either in the classroom or online as appropriate for online courses. Students’ responses on this self-assessment were used by

¹ Adapted from Aggie Science, Technology, Engineering and Mathematics “Individual Accountability Rubric (2011).”
[Http://aggie-stem.tamu.edu](http://aggie-stem.tamu.edu)

faculty to evaluate the students' self-understanding of *Accept Accountability*. Faculty also observed students in the classroom to determine their level of participation and ethical behavior. They evaluated the completeness and accuracy of students' works and collaborative behaviors in the classroom.

The faculty member then completed the Faculty Rubric for each student to determine the level of performance being demonstrated by each student in the course. The faculty analyzed the rubric assessment data to determine if the students assessed in the course met the college wide benchmark. **The benchmark for the first level course is that 50% or more of the student group will score fair (2) or better on the rubric. The benchmark for the second level course is that 50% or more of the students will score good (3) or better on the rubric.** After determining if the benchmark was met, the faculty identified the strengths and weaknesses of the student group and made improvements in the curriculum and delivery methods to optimize student academic achievement and learning related to the core learning outcome. A summary of results were recorded and can be seen in Attachment #3, *Accept Accountability Summary of Results and Improvement Strategies*.

An example of the results from the Business Management Program indicates that 12 students participated in the assessment in the first level course *Introduction to Business*. All of the students scored fair (2) or better on the three skills being assessed on the faculty rubric. During the second level course assessment process, over 50% of the students scored good (3) or better on the faculty rubric. However, two students had poor performance with one not attending classes and another failing to submit the final report. A recommendation to improve performance of students in the second level course is to add additional technical skills throughout the program to help students better present their capstone project.

Another example of results is from the Child Development Program. Thirteen students in the first level course *Introduction to Child Development* met the benchmark with 100% scoring fair (2) or better on the faculty rubric. Twelve students were assessed in the Seminar/Practicum course at the second level of the program. This group met the benchmark with 58% scoring good (3) or better on the rubric. A recommendation by faculty is to prepare students for the 280 hour practicum earlier in the program and to require weekly lesson plans to enhance their learning.

Results from the student self-assessment tool indicate that Belmont students have an awareness of the importance of accountability which supports verification of the effectiveness of the curriculum in enabling students to learn *Accept Accountability*. Student comments to the open-ended questions include the following:

Question One: How important is Individual Accountability in your program of study?

- "Huge, if you aren't responsible and take initiative in your schooling you will not make it through."
- "Individual accountability is key to this program. You must be able to work on your own and manage your own time. Working together is also important; however individual is more relevant."
- "Being accountable is very important because you are responsible for the well-being of someone else's children. Being accountable means being trustworthy. Being accountable for your actions demonstrates value of life, friendships, and families."

Question Two: In what ways can you improve your Individual Accountability?

- "I don't always bring my book to class. Usually on days it would've helped. I need to work on staying focused on what needs done-that's my weakest area. There's so much to do I have a hard time focusing on some days."

- “I feel that I am pretty good at individual accountability. My grades reflect my ethics. I consistently finish my work ahead of time, prepare for class by reading ahead of time, and participate in class.”
- “I can improve by accepting criticism and growing from my mistakes. And I need to learn how to spell.”

Conclusions and Targets for Improvement

1. A recommendation two years ago was for greater than 50% of the programs to participate in CLO measurement. All programs participated in the assessment of this CLO *Accept Accountability*.
2. All programs met the first and second level course benchmarks except for the Library Paraprofessional Program. In this program, not all students completed the self-evaluation which lowered the group score.
3. The Criminal Justice, Cyber Security and Business Leadership Programs were just at the benchmark of 50% scoring good (3) or better for the second year course measure. In these programs “effort” was identified as the skill with the lowest score. Faculty plan to make curriculum and instruction changes to improve this skill by emphasizing the importance of “effort” in coursework.
4. The college-wide benchmarks will need to be evaluated to determine if an increase is warranted due to most programs exceeding the first and second level benchmarks.

BELMONT COLLEGE FACULTY ASSESSMENT OF STUDENTS

CLO: Accept Accountability Rubric

Course Number _____ Course Name _____ Instructor _____

Student Name _____ ID # _____ Date _____

Performance Indicators	Poor	Fair	Good	Excellent
#1. Self Understanding	No interest in self-improvement. No awareness of need for evaluating one's strengths and weaknesses. Individual Accountability Rubric not submitted; no self reflection evident. <input type="checkbox"/>	Some interest in self-improvement and helping others. Unaware of personal strengths and weaknesses. Inability to evaluate ineffective methods. Minimal self reflection on Individual Accountability rubric. <input type="checkbox"/>	Recognizes obligation to assist others and to improve self. Understands personal strengths and weaknesses. Ability to evaluate methods. Moderate self reflection on Individual Accountability Rubric with identification of strengths and weaknesses. <input type="checkbox"/>	Extends self to help others and actively seeks ways for self-improvement. Working realistically within framework of personal strengths and weaknesses. Evaluates and implements effective methods. Extensive self-reflection on Individual Accountability rubric including plans for improvement. <input type="checkbox"/>
#2. Classroom Behavioral Ethics	Lacks awareness of need for ethical behavior in the classroom. Participates in unethical behavior. <input type="checkbox"/>	Lacks understanding of appropriate classroom behavior. <input type="checkbox"/>	Recognizes appropriate classroom behavior as stated in the Belmont Student Handbook. Recognizes and understands the consequences of unethical behavior as stated in the Belmont Student Handbook. <input type="checkbox"/>	Practices appropriate classroom behavior as stated in the Belmont Student Handbook. Practices ethical behavior in the classroom. <input type="checkbox"/>
#3. Effort	Not attending class or attends class but puts forth no effort to learn or improve work. Doesn't turn in assignments. <input type="checkbox"/>	Little effort. Turns in low quality work, sporadically, careless. Lack of contribution to group. Lack of group collaboration. <input type="checkbox"/>	Developing effort. Turns in average quality work, consistently. Awareness of individual's impact on group success. <input type="checkbox"/>	Careful attentive work. Consistent valuable classroom participation. Proactively participates in groups. Values collaboration. <input type="checkbox"/>

Belmont College Individual Accountability Rubric

Student Self-Assessment Tool

Student Name _____ Course _____ Date _____

	1	2	3	4
Preparedness <input type="checkbox"/>	I rarely bring needed materials. I am rarely ready to work.	I sometimes bring needed materials. I am sometimes ready to work.	I usually bring needed materials. I am usually ready to work.	I consistently bring needed materials. I am always ready to work.
Focus <input type="checkbox"/>	I rarely stay focused on the tasks that need to get done. I rarely use my time well. The group has had to adjust deadlines or responsibilities three or more times due to my participation.	I sometimes stay focused on tasks that need to get done. I sometimes use my time well. The group has had to adjust deadlines or responsibilities twice due to my participation.	I usually stay focused on tasks that need to get done. I usually use my time well. The group has had to adjust deadlines or responsibilities once due to my participation.	I consistently stay focused on tasks that need to get done. I routinely use my time well. The group does not have to adjust deadlines or responsibilities due to my participation.
Quality <input type="checkbox"/>	I usually produce work that has to be checked or redone by other group members to ensure quality. I usually produce work that shows very little effort.	I sometimes produce work that has to be checked or redone by other group members to ensure quality. I usually produce work that shows some effort.	I usually produce work of high quality. I usually produce work that shows strong effort.	I consistently produce work of the highest quality. I routinely produce work that shows my best effort.
Collaboration <input type="checkbox"/>	I rarely listen, share, and support the efforts of others. I often do not work well with the group.	I sometimes listen, share, and support the efforts of others. Occasionally, I do not work well with the group.	I usually listen, share, and support the efforts of others. I do not cause tension in the group.	I consistently listen, share, and support the efforts of others. I routinely keep people working together well.
Problem-solving <input type="checkbox"/>	I rarely look for and suggest solutions to problems or try to refine the solutions of others. In fact, most of the time, I let others do the work.	I sometimes look for and suggest solutions to problems as well as try to refine the solutions of others. However, most of the time, I simply go along with the solutions of others.	I usually look for and suggest solutions to problems. However, most of the time, I refine solutions suggested by others.	I consistently look for and suggest solutions to problems.

Directions

A. Place the number that best represents your behavior in the box under the category heading. After you have completed each category, total your score and place it in the box below.

Total Score

B. Answer the following questions:

1. How important is Individual Accountability in your program of study?

2. In what ways can you improve your Individual Accountability?

What your score means:

5-8 You are demonstrating a low level of Individual Accountability in your program of study. You can improve your accountability substantially by taking more responsibility for your work.

9-15 You are demonstrating a commendable level of Individual Accountability. Improvement will make you a stronger and more reliable team player and worker.

Over 15 You are demonstrating exemplary traits of Individual Accountability. Your behavior is one of a leader in your program of study and role model for others.

Belmont College

Accept Accountability Summary of Results and Improvement Strategies

Program of Study	Course Level	Course Title	Number of Students Assessed	Benchmark Achievement	Curriculum/Instruction Changes/Comments
Accounting	First level	Managerial Accounting	28	Yes, 90% scored fair or better on all three skills	No changes in curriculum or instruction needed at this time
	Second level	Quickbooks	8	Yes, 100% scored good or better on all three skills	Upgrade software to Quickbooks 2014
Associate of Arts	First level	Composition II	23	Yes, 74% scored fair or better on all three skills	More conferencing ; revamp structure of online course; incorporate more self-analysis
	Second level	Humanities	7	Yes, 75% scored good or better on all three skills	Be clear about expectations and stick to syllabus; change the reading assignments
Associate of Science	First level	Composition II	4	Yes, 50% scored fair or better on all three skills	Intervene via email to express concerns regarding success
	Second level	College algebra	3	Yes, 66% scored good or better on all three skills	Incorporate more self-reflection after assignments and tests
Building Preservation	First level	Historic Preservation	14	Yes, 85% scored fair or better on all three skills	None at this time; however only 5 of the 14 students continued to the next semester
	Second level	Preservation Capstone	4	Yes, 75% scored good or better on all three skills	Students at this level know what it takes to succeed and are accountable
Business Administration	First level	Introduction to Business	12	Yes, 100% scored fair or better on all three skills	Will seek IS department for assistance with real-time stock market transactions
	Second level	Business Decision Making	10	Yes, 50% scored good or better on all three	Lowest scores were for <i>self-understanding</i> and <i>effort</i> . Will add more technical skills for capstone project presentation.
Civil Engineering	First level	Computing for Engineers	24	Yes, 100% scored fair or better on all three skills	Develop new lab exercises/topics
	Second level	Soil Mechanics	3	Yes, 100% scored good or better on all three skills	No changes at this time; students were mature and performed well

Criminal Justice	First level	Introduction to Criminal Justice	6	Yes, 100% scored fair or better on all three skills	No changes needed; all participated in out-of-classroom activities
	Second level	Criminal Procedure	12	Yes, 50% scored good or better on all three skills	Students scored exactly 50% on <i>effort</i> ; will develop student effort and emphasize impact of success on others in the course
Cyber Security	First level	Cyber Law and Ethics	14	Yes, 92% scored fair or better on all three skills	No changes at this time; Most students seem to care about learning
	Second level	Capstone	6	Yes, 50% scored good or better on all three skills	At the benchmark for <i>effort</i> so will push future students harder
Child Development	First level	Introduction to Child Development	13	Yes, 100% scored fair or better on all three skills	No changes needed
	Second level	Seminar	12	Yes, 58% scored good or better on all three skills	Prepare students earlier for 280 hour practicum; require weekly lesson plans
Electronic Media	First level	Visual basic	42	Yes, 65% scored fair or better on all three skills	Students either accepted accountability or did nothing which lowered the group average
	Second level	Capstone	10	Yes, 100% scored good or better on all three skills	Provide more information in first year of being a student
EMS	First level	Introduction to ALS Care	3	Yes, 66% scored fair or better on all three skills	Affective evaluations added to program; students identify need to improve on accountability
	Second level	Capstone	4	Yes, 75% scored good or better on all three skills	Affective evaluation will be evaluated at end of program
Fire Science	First level	Introduction to Technical rescue	6	Yes, 82% scored fair or better on all three skills	Update curriculum when the Ohio Division of EMS provides standards
	Second level	Public Safety Capstone	8	Yes, 100% scored good or better on all three skills	Purchase new equipment to meet standards of Ohio Division of EMS; update curriculum to 2014 standards
Industrial Electronics	First level	Fundamentals I	17	Yes, 81% scored fair or better on all three skills	No changes needed
	Second level	Capstone	8	Yes, 74% scored good or better on all three skills	Importance of <i>accept accountability</i> will be addressed in all courses

Practical Nursing	First level	Family Nursing	41	Yes, 90% scored fair or better on all three skills	No changes at this time
	Second level	Seminar	15	Yes, 100% scored good or better on all three skills	No changes at this time
HVAC	First level	Welding fundamentals	6	Yes, 100% scored fair or better	No changes at this time
	Second level	Project Design	5	Yes, 80% scored good or better on all three skills	No changes at this time
Radiology	First level	Medical Terminology	8	Yes, >50% scored fair or better on all three skills	Students understood obligation to assist others
	Second level	Ethics and Law	9	Yes, 95% scored good or better on all three skills	One student counseled due to low scoring on the rubric for <i>effort</i>
Library Paraprofessional	First level	Foundations of Library Service	13	Yes, 92% scored fair or better on all three skills	No changes at this time
	Second level	Seminar	5	No, 40% scored good or better on all three skills	Not all students submitted the self-evaluation online; provide more time to submit evaluation in the future to increase <i>self-understanding</i>
Welding	First level	Oxyacetylene Fuel and Shielded Metal Arc	33	Yes, 94% scored fair or better on all three skills	Help students understand accountability better
	Second level	Welding Fabrication	16	Yes, 74% scored good or better on all three skills	Help students understand accountability better
Medical Assisting	First level	Medical Assisting II	23	Yes, 95% scored fair or better on all three skills	No changes needed
	Second level	Medical Practicum	21	Yes, 95% scored good or better on all three skills	No changes needed
Mental Health	First level	Introduction to Social Services	32	Yes, 81% scored fair or better on all three skills	APA added new this fall to aid transfer to 4 year college
	Second level	Mental Health Seminar	23	Yes, 74% scored good or better on all three skills	No changes needed
Networking	First level	Networking Basics	21	Yes, 82% scored fair or better on all three skills	Cisco is revamping curriculum for next year
	Second level	Capstone	8	Yes, 100% scored good or better on all three skills	Everyone had a good understanding of the field

Office Administration	First level	Advanced Word Processing	3	Yes, 100% scored fair or better on all three skills	No changes needed
	Second level	Document design	4	Yes, 100% scored good or better on all three skills	More collaborative learning and individualized instruction
Associate Degree Nursing	First level	Nursing Care of Adults	94	Yes, 97% scored fair or better on all three skills	Additional group activities and active learning; more information about social media policy
	Second level	Transition to Professional Role	87	Yes, 91% scored good or better on all three skills	New course in curriculum so no changes needed; will evaluate curriculum