

LEARNING TO ASSESS

Spring 2015

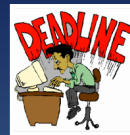
New Assessment Option

GEA Pre/Post

Use 'Tab' key to switch between fields quickly.

Return to Student List

Dimension	Student Score	Scores=2: meets or exceeds standards for competency	Scores=1: needs improvement	Scores=0: does not meet minimum standards for competence
Comprehension	Pre-Score: <input type="text" value="0.00"/> GEA Score: <input type="text" value="1"/> Single entry use GEA Score only, Pre/Post test use Pre-Score for Pre-test and GEA Score for Post-test.	Thoroughly explains the topic and main idea(s) and accurately identifies most or all of the details/evidence that support the main idea(s).	Somewhat explains the topic and main idea(s) and accurately identifies some of the details/evidence that support the main idea(s).	Does not explain the topic and main idea(s) and inaccurately identifies the details/evidence that support the main idea(s).
Explication (to explain in detail, make something clear)	Pre-Score: <input type="text" value="0.00"/> GEA Score: <input type="text" value="0.00"/> Single entry use GEA Score only, Pre/Post test	Accurately explains ideas from the text and makes specific/appropriate connections to discipline or course content.	Accurately explains ideas from the text and makes general or vague, but appropriate connections to discipline or course content.	Does not accurately explain ideas from the text and/or makes inappropriate connections or does not make connections to discipline or course content.



Tips

GEA : Spring classes will be available in GEA starting January 20. Fall data needs to be entered by this date.



Keep Adjuncts in the Loop:

It's a great idea to work as a department to create a common assessment project.

Announcements



CAT Update: This semester we are completing phase two of the longitudinal study using the Critical Thinking Assessment Test.



HLC: AAT met with the HLC visiting team in November. We received positive feedback and look forward to the final report. Thank you for supporting the assessment process.

This fall the new pre/post option was made available in the GEA online tool. Faculty can select dimensions from one or more of the general education rubrics for a pre/post assessment project. A pre-test can be administered at the beginning of the semester or at the start of a unit and the score is entered in GEA. The next step is to review the results in GEA, identify areas of weakness, and determine a strategy/treatment to improve learning. After implementing the treatment, faculty should administer a post-test and record the score in GEA. Please remember that all three parts of the assessment form need to be completed in order to track assessment projects.



Keeping students in the loop

- Give out copies of the rubrics and review them as a class
- Use language consistent with the rubrics
- If possible, match GEA rubric dimensions to assignment rubrics
- Share assessment project results with students

For more information about assessment visit the Assessment of Learning website <http://www.pvc.maricopa.edu/AL> or contact your AAT Division Rep or the AAT Co-Chairs christine.tabone@paradisevalley.edu or felicia.ramirez@paradisevalley.edu

Your AAT Co-Chairs are wondering...



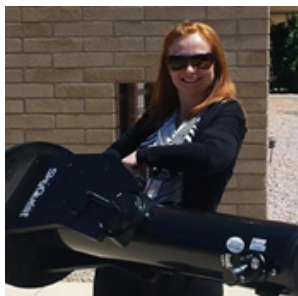
Which rubrics do you use most often? Why?

Can you explain the difference between a course assessment and a general education assessment?

Can you describe the three phases of the assessment process?

Are you currently using or considering using the pre/post option? If so, please describe your project.

Featured Course Assessment



Faculty Member: Jennifer Weitz

Department: Astronomy

Division: Science



Term: Fall 2014 **Course Type:** In Person, Online **Courses Assessed:** AST101, AST111, AST112

Are you working with others? Yes, Adjuncts Wickett, Sherry, and Ewing

Type of Assessment: Course

Assessment Project Description: Five embedded questions on the final that come from a nationally used astronomy knowledge inventory, TOAST.

Planned time to administer assessment: Final

Summarize your results: Several students in all classes missed the embedded question about the H-R diagram. From 120 students, only 48% selected the letter of the correct answer choice.

Changes made based on your results: We changed how the H-R diagram is presented. We now work with students to clarify different versions of the plot, what the units on the chart mean, and examples of where certain stars would be located.

Did strategies work? How do you know? The strategies worked. We saw an improvement in the scores for Spring. Out of 134 students, 84% answered the H-R Diagram embedded question correctly. This is a significant increase from the 48% in the Fall. (It was also noted that in-person classes saw more improvement on average than the online courses.)