

St. Philip's College Annual Assessment Day Showcase Report

The purpose of the Assessment Day Showcase is to highlight Institutional Student Learning Outcomes assessment results for the 2018-2019 academic cycle and to develop strategies to improve results.

March 22, 2019



**St. Philip's College
Annual Assessment Day Showcase Report
March 22, 2019**

Introduction:

The St. Philip's College Assessment Day Showcase took place on March 22, 2019. The purpose of the Showcase is to highlight Institutional Student Learning Outcomes assessment results for the 2018-2019 academic cycle and to develop strategies to improve results by making the process more efficient and effective. The event provided faculty with the opportunity to reflect on Assessment Day activities, review results and accomplishments, share assessment best practices and recommend improvements.

Participation:

The Vice President of Academic Success invited the Academic Success Council to the Assessment Day Showcase and an invitation was sent to instructional deans and faculty. An announcement regarding the Showcase was distributed to faculty assessors who participated in Assessment and Calibration Days and an announcement went out in the QEP Weekly Report and announced at the QEP Core and Implementation Team meetings. Sign-in monitors tracked participation and recorded attendance. Sign-in records indicate that 50 participants attended, of which 3 were administrators, 41 were faculty and 6 were staff. Administrators in attendance included the Vice President of Academic Success, Dean of Arts & Sciences and Vice President of College Services. Faculty in attendance were primarily from the division of Arts & Sciences.

Agenda:

The agenda (Appendix A) included a welcome by the Vice President of Academic Success, a presentation of Assessment Day results by the Dean of Arts & Sciences, presentations by Arts & Sciences chairs and a group discussion activity. Results of the group discussions were entered in an electronic database and reported by table leaders to the group. The discussions centered on successes, opportunities for improvement and teaching best practices as presented in the Showcase Faculty Response Report 2019 (Appendix B)

Assessment Day Results 2018-2019:

The Dean of Arts and Sciences presented an overview of Institutional Student Learning Outcomes including a discussion of Assessment Day results for Cycle II 2018-2019 for Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility. The summary PowerPoint was distributed to Showcase participants. In addition, this report includes a comparison of Face-to-Face to Distance Learning classes.

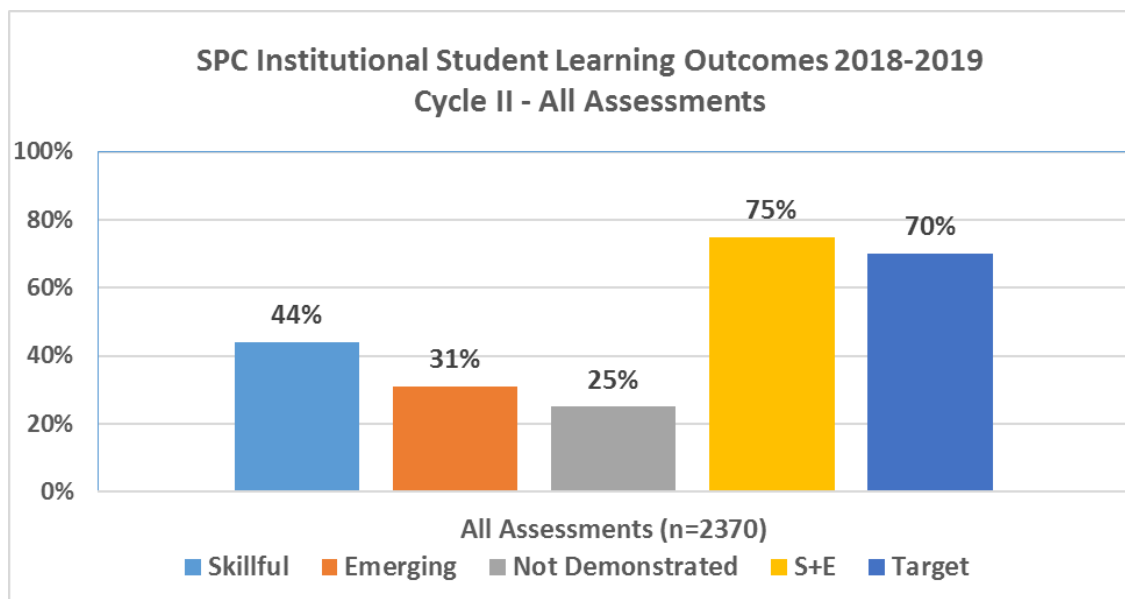
Institutional Process:

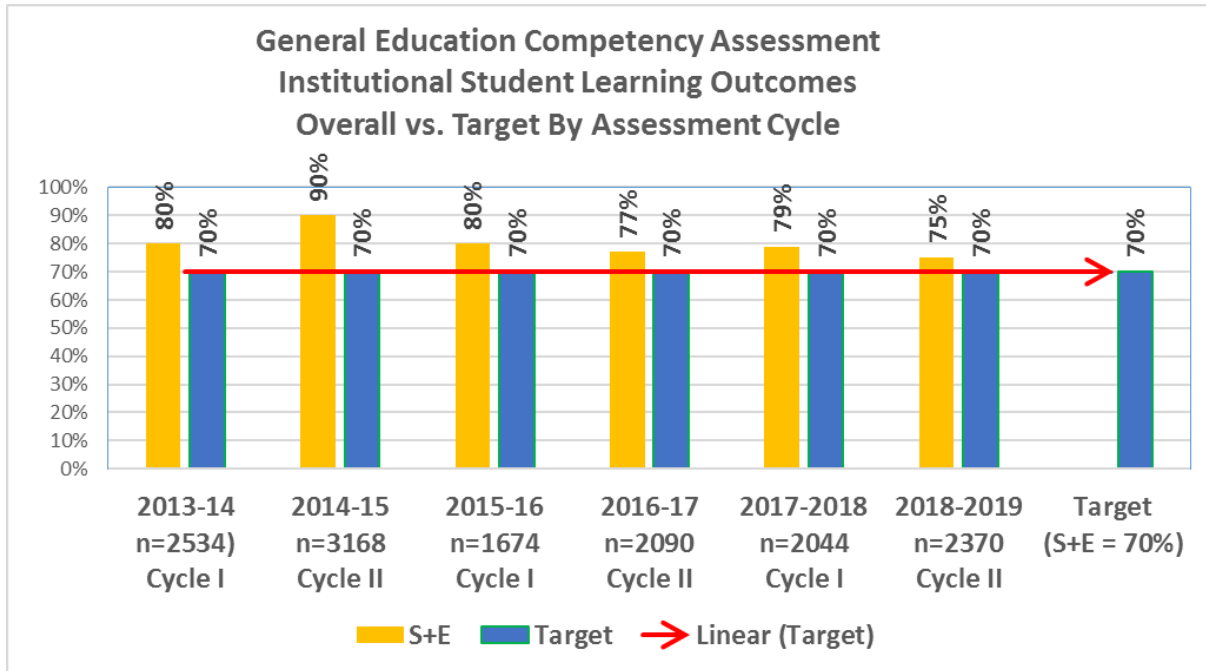
Student artifacts were developed in Fall 2018 and assessed in Spring 2019. Courses were selected for assessment based on a random sample of Fall 2018 core course sections. Faculty assessors from the Arts & Sciences Division performed the assessments. Four Institutional Student Learning Outcomes were assessed in 2018-2019:

- ▶ **Empirical & Quantitative Skills:** Ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.
- ▶ **Teamwork:** Ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- ▶ **Social Responsibility:** Ability to demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.
- ▶ **Personal Responsibility:** Ability to connect choices, actions and consequences to ethical decision-making.

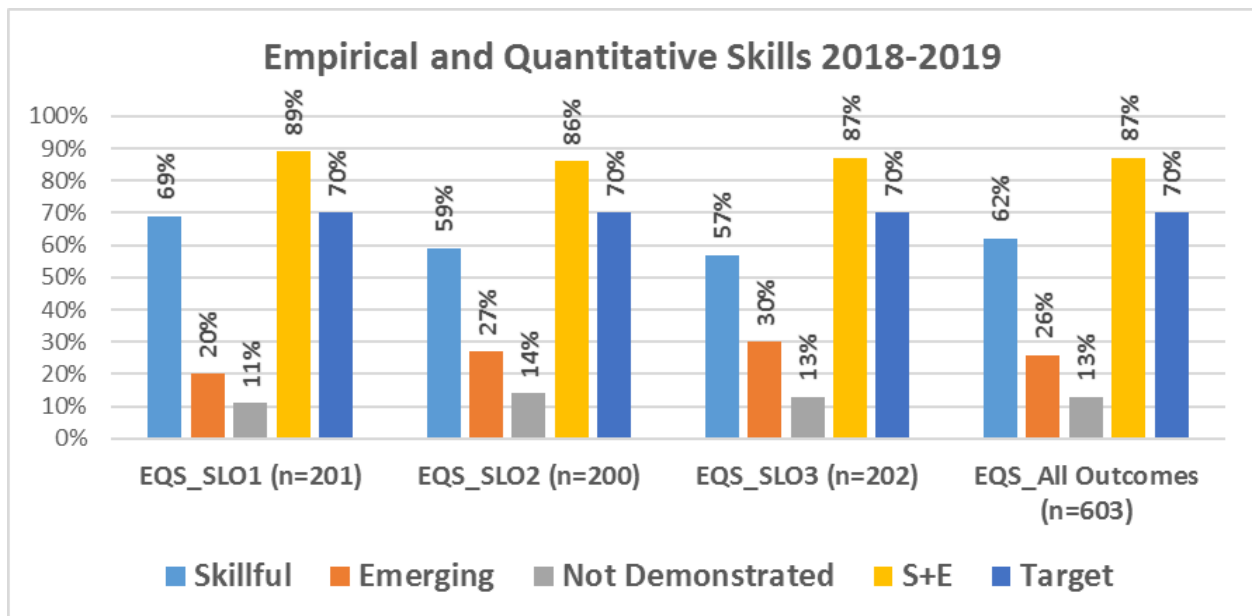
2018-2019 (Cycle II) Overall Results:

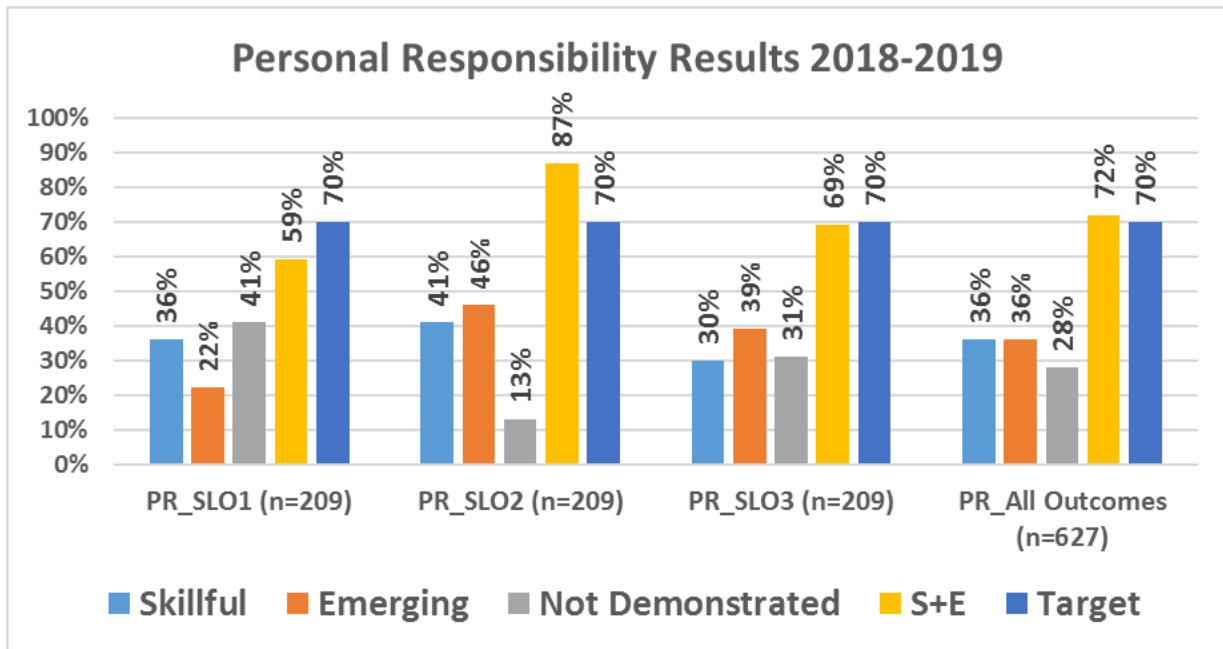
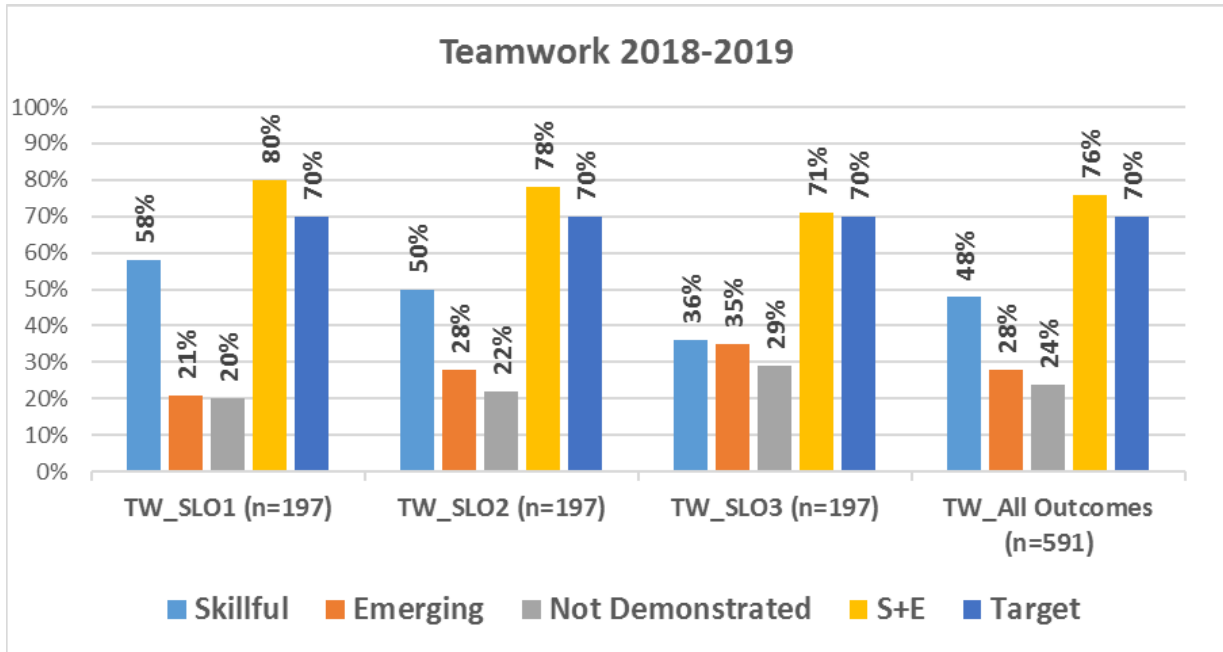
Overall, 2018-2019 results indicate that student artifacts achieved 75% Skillful plus Emerging scores, exceeding the College target of 70% by 5%. The College has exceeded this target each assessment cycle for the past six years.

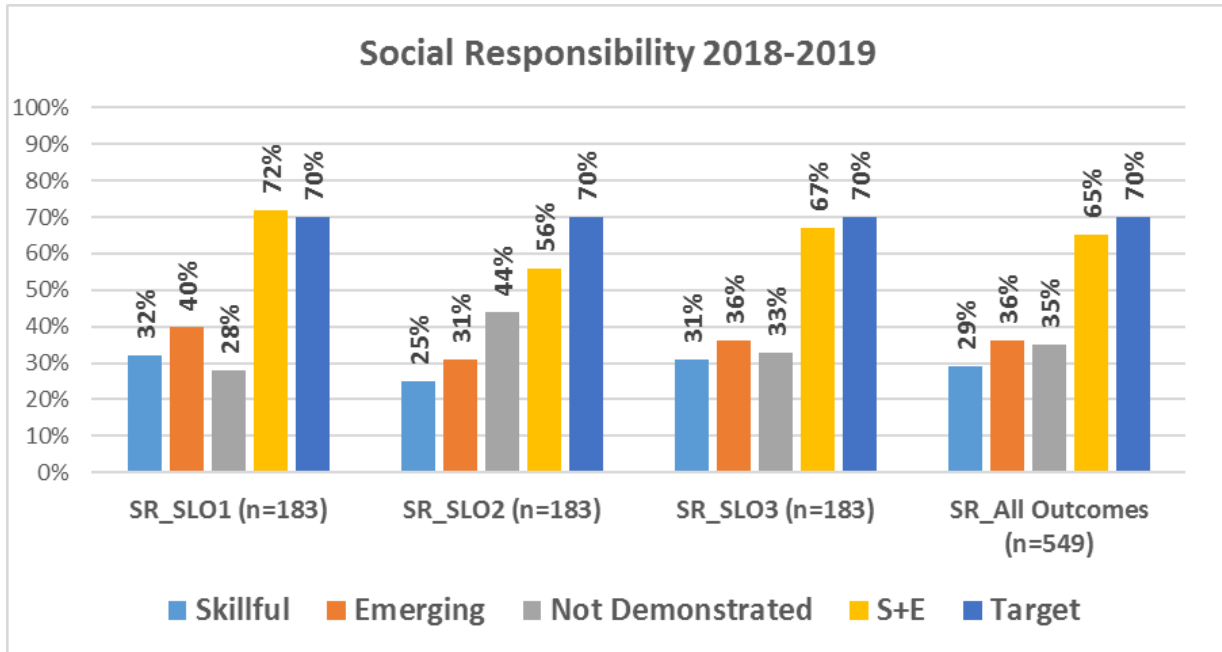




By Institutional Student Learning Outcome, results indicate that three outcomes exceeded the College target of 70% Skillful plus Emerging (Empirical and Quantitative Skills, by 17%; Teamwork, by 6%; and Personal Responsibility, by 2%). Social Responsibility did not meet the target.

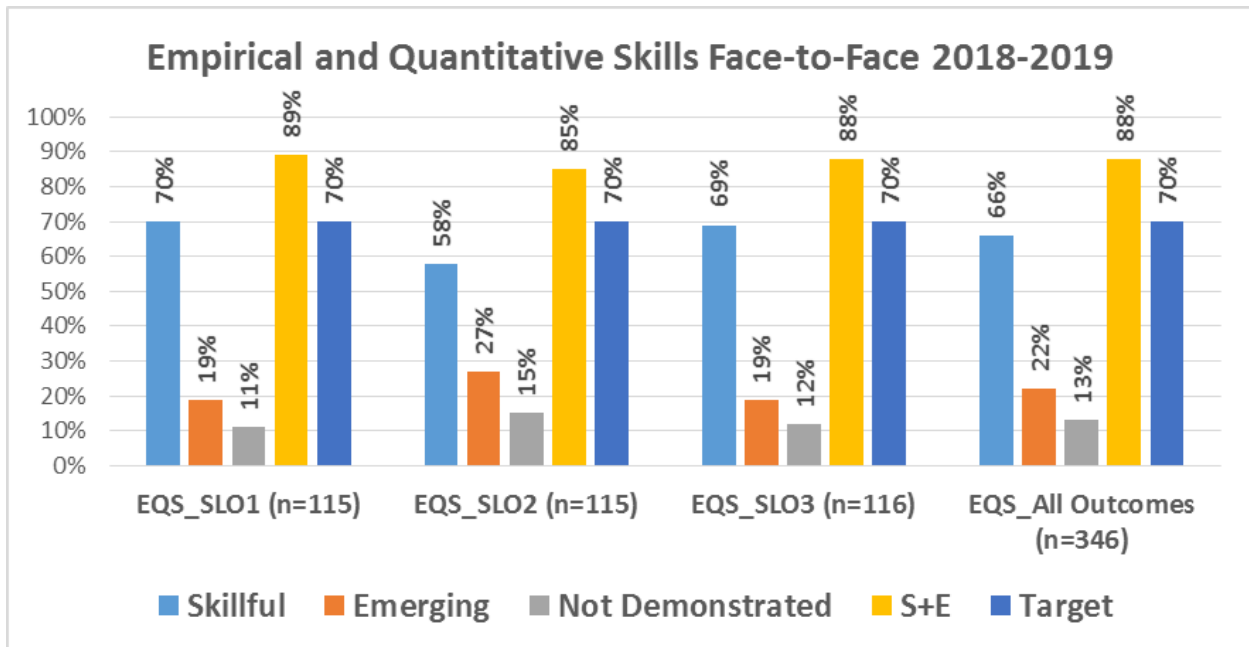


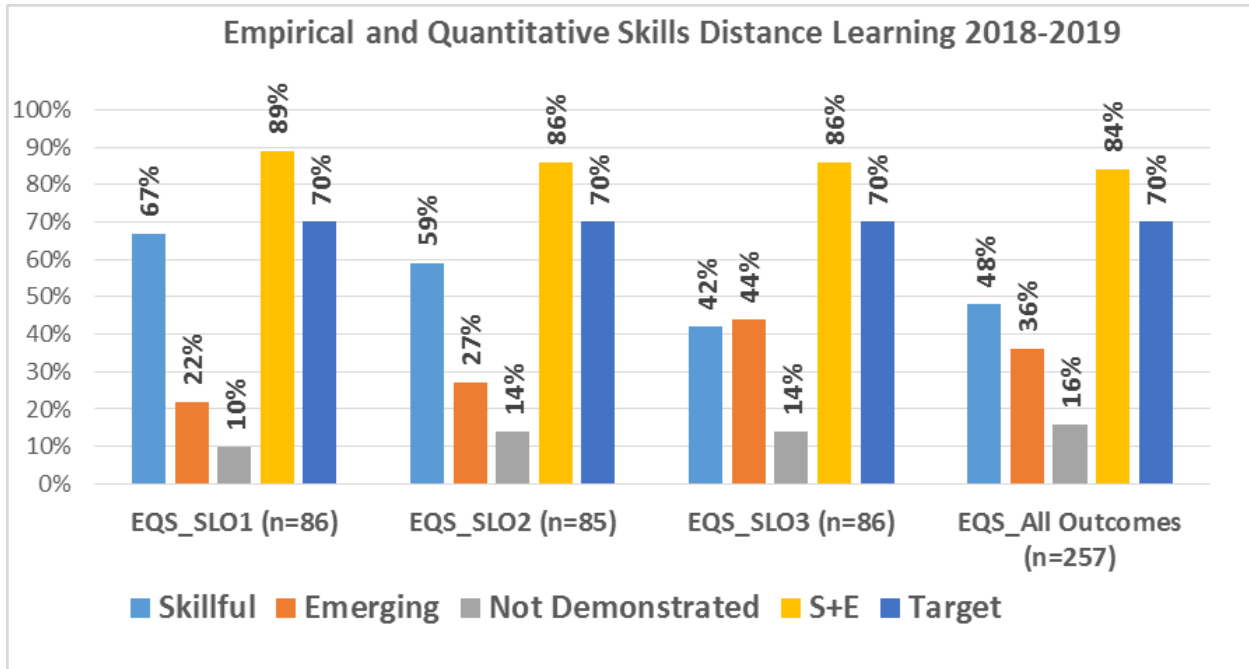




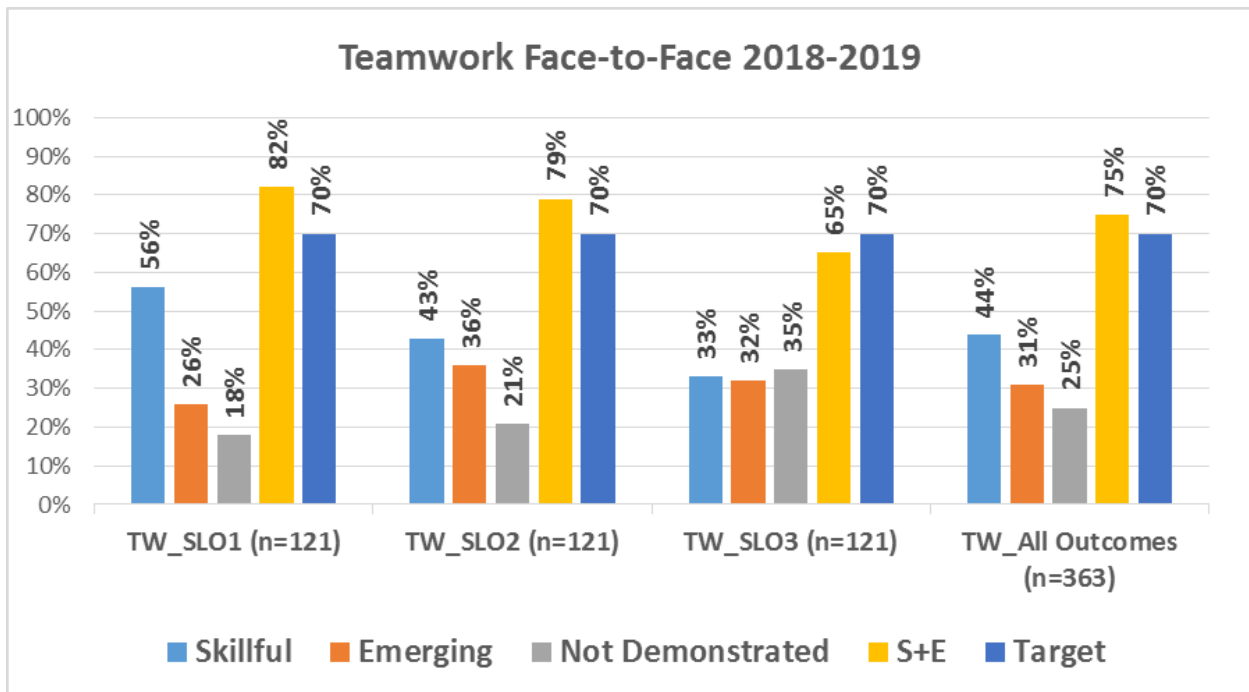
Distance Learning vs. Face-to-Face

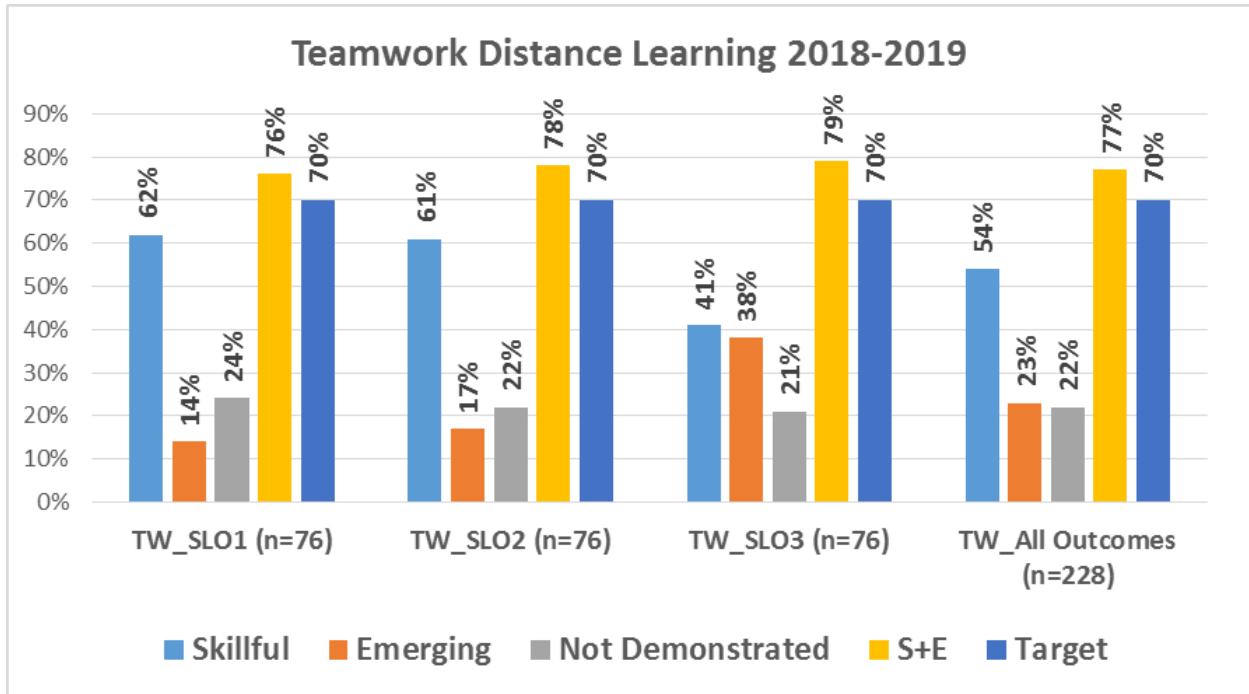
Empirical and Quantitative Skills face-to-face classes scored 4% higher than distance learning classes across all three SLOs (F2F, 88%; DL, 84%).



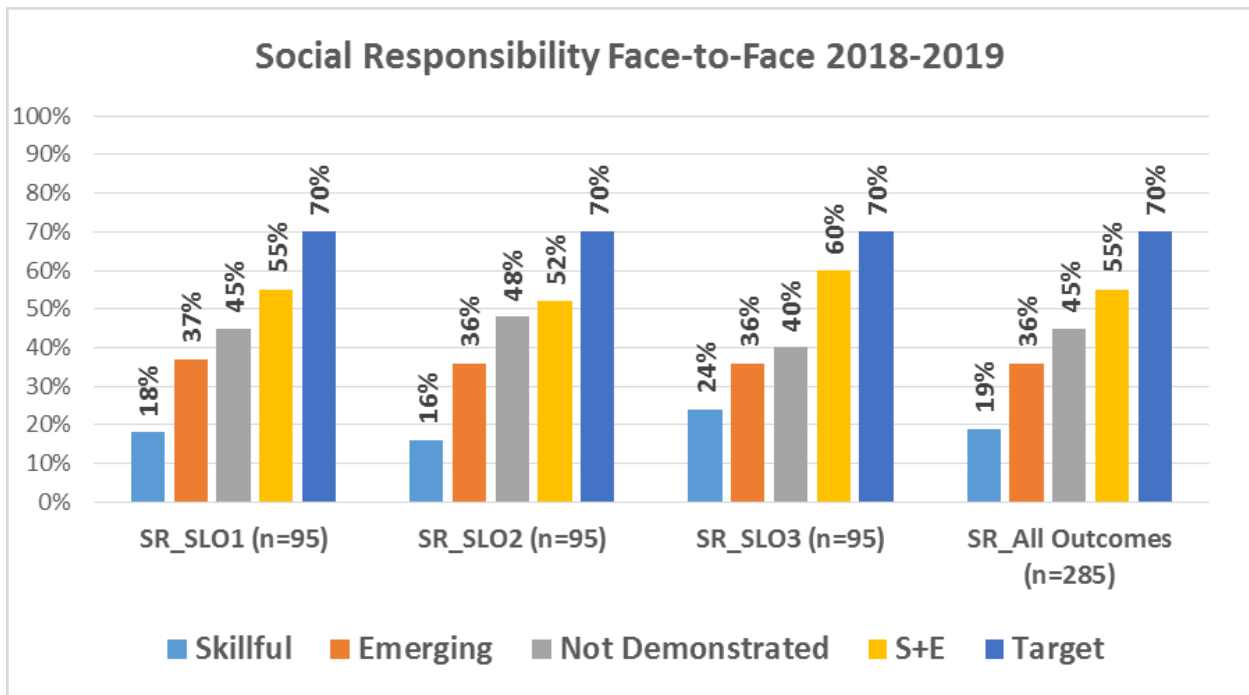


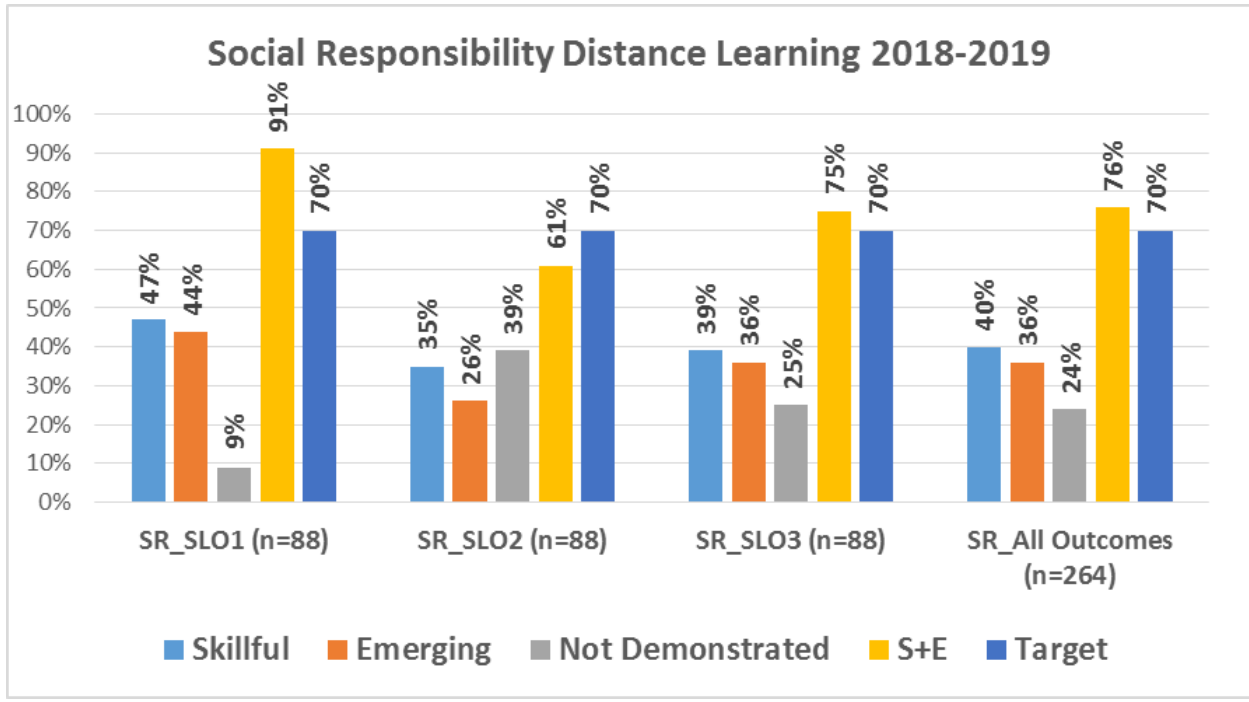
Teamwork distance learning classes scored 2% higher than face-to-face classes across all three SLOs (DL, 77%; F2F, 75%).



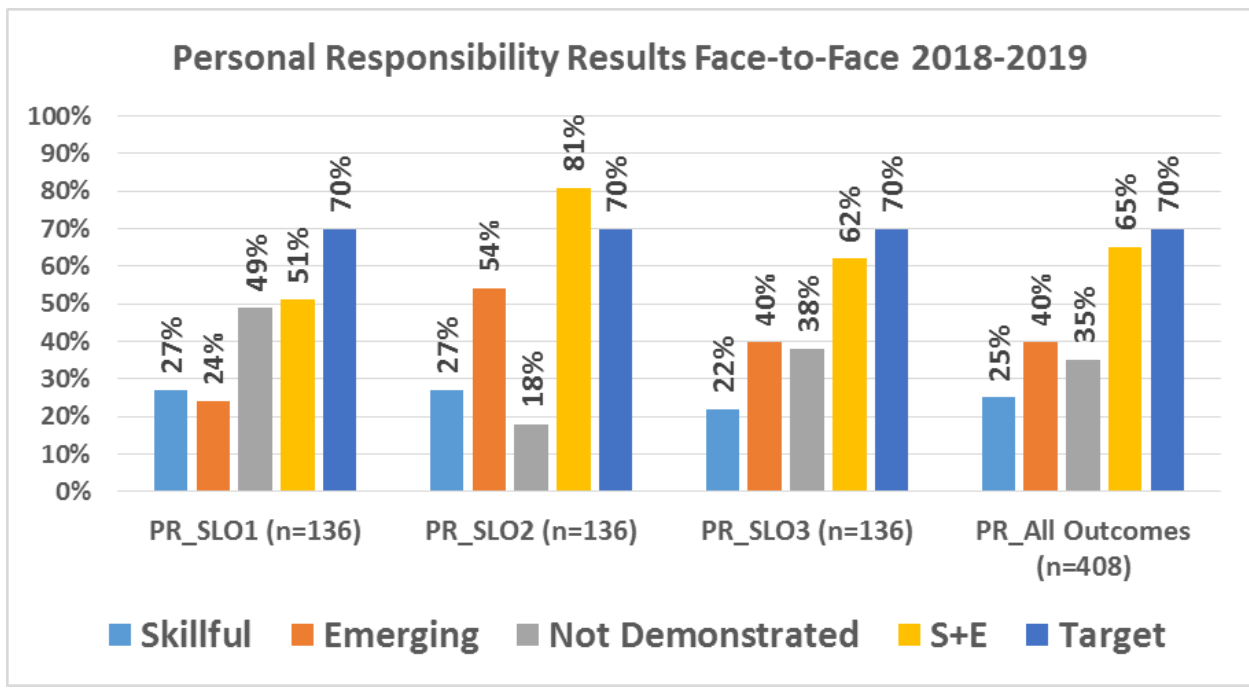


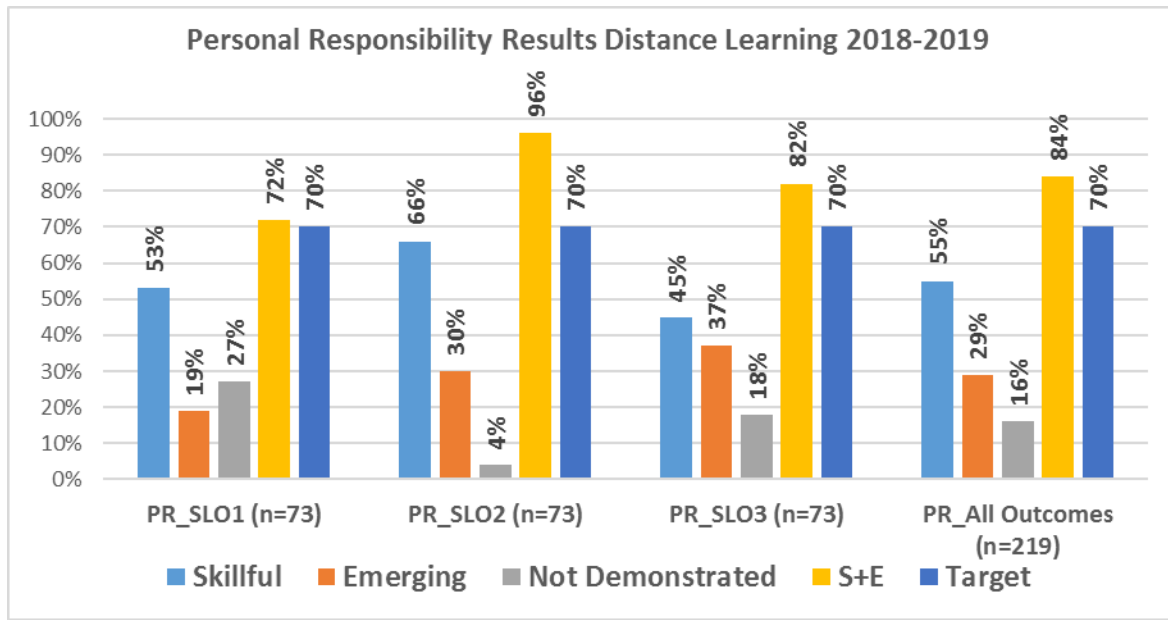
Social Responsibility distance learning classes scored 21% higher than face-to-face classes across all three SLOs (DL, 76%; F2F, 55%).





Personal Responsibility distance learning classes scored 19% higher than face-to-face classes across all three SLOs (DL, 84%; F2F, 65%).





Except for Empirical and Quantitative Skills, where face-to-face classes scored 4% higher than distance learning classes; by far, the performance exhibited by distance learners far exceeded that of face-to-face students. These results are significant and worthy of further examination by the SLO Committee, especially for Social Responsibility and Personal Responsibility.

Guided Activity Discussion and Results:

Faculty were asked to review the 2018-2019 (Cycle II) Overall Results PowerPoint and respond to the following three questions. Responses were captured electronically and common themes were identified leading to formal recommendations.

1. Name two successes you identified in your data review.
2. Name two opportunities for improvement you identified in your data review.
3. Name two teaching and learning practices you have found to be successful in the classroom.

Assessment Day Showcase Faculty Response Report 2019:

Responses captured in the Showcase Faculty Response Report 2019 (Appendix B) indicated a variety of approaches for improvement and agreed overall that improvements are necessary to improve student learning. Faculty identified three major themes as opportunities for improvement.



1. Improve outcomes for Teamwork, Social Responsibility and Personal Responsibility, particularly SLOs 3.
2. Review rubrics for validity and better alignment with SLOs.
3. Provide faculty training for development of assignments that align with rubrics.

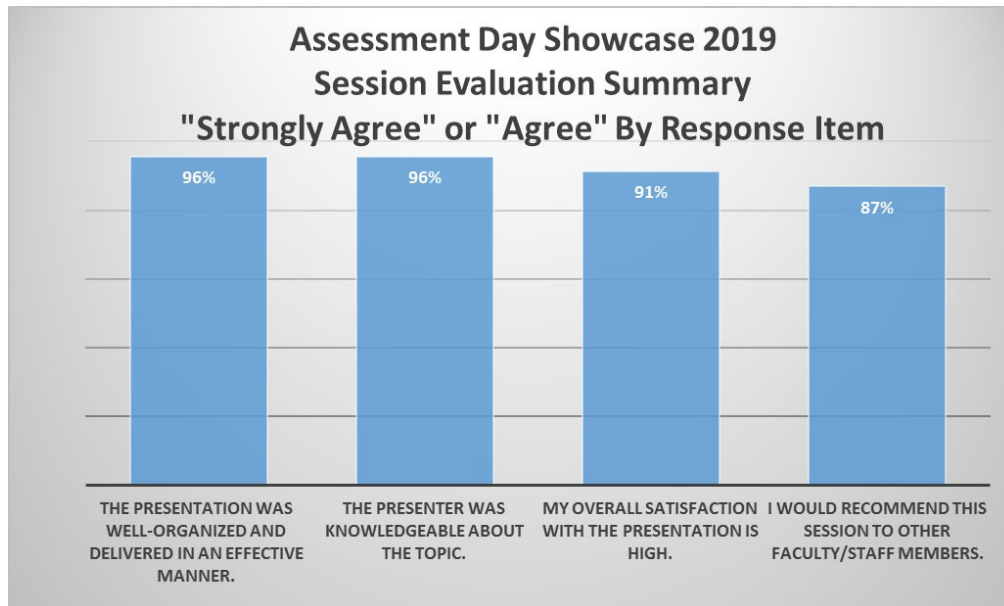
Successful Classroom Assessment Practices:

Showcase participants discussed and shared successful teaching and learning strategies, including

1. Promoting the practice of students helping students.
2. Encouraging online discussions.
3. Covering material and not teaching the rubric.
4. Showing students samples of successful artifacts.
5. Asking open-ended questions and using crossword puzzles.
6. Sharing clear expectations in syllabi.
7. Employing cooperative learning, modeling, active learning and group activities.
8. Providing transparency and flexibility in curriculum.
9. Utilizing case studies, clear rubrics, debriefing and reflection.
10. Communicating to students that they are free to express their opinion, not just provide the right answer.
11. Defining and identifying for students what ethics and values are.

Assessment Day Showcase Session Evaluation Summary (Appendix C):

Of the 50 participants, 23 session evaluations were received. Seventeen were from full-time faculty, one from adjunct faculty, 3 from staff and 2 non-designated. Session evaluation responses indicated that 96% strongly agreed or agreed that “The presentation was well organized and delivered in an effective manner” and that “The presenter was knowledgeable about the topic.” Responses also indicated that 91% felt overall satisfaction with the presentation was high, and 87% would recommend this session to other faculty/staff members.



Overall, the Showcase met its objectives.

1. Review 2018-2019 Institutional Student Learning Outcomes assessment results.
2. Reflect on Assessment Day activities and accomplishments.
3. Share successful teaching and assessment practices.
4. Recommend strategies for improvement of process and outcomes.

APPENDIX A
Showcase 2019 Agenda



AGENDA

March 22, 2019 – Bowden Alumni Center, 2:00 – 4:00 p.m.

- 2:00 pm **Welcome**
Randall Dawson, Vice President of Academic Success
- 2:10 pm **Overview: Assessment Day Results 2018-2019**
George Johnson III, Dean of Arts & Sciences
- 2:30 pm **Q&A: Assessment Day Results 2018-2019**
George Johnson III, Dean of Arts & Sciences
- 2:40 pm **Assessment Day Reflection - Arts and Sciences Department Chairs**
Vincent Hardy, Dr. Balog, Renita Mitchell, Dr. Gavin, Dr. Kendall
- 2:50 pm **Instructions for Group Discussion and Google Docs**
Diana Dimas, Coordinator, Instructional Innovation Center
- 3:00 pm **30-Minute Guided Activity***
- 3:30 pm **Group Table Reports**
- 3:45 pm **Evaluations/Adjourn**



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

APPENDIX B

Showcase 2019 Faculty Response Report

Showcase 2019 Faculty Responses

Name Two Successes Identified in Data Review

1. met our targets. 2. identified rubric needs to be simplified.

Empirical and Quant skills, Teamwork

Empirical and Quantitative Skills

Empirical & quantitative skills and personal responsibility

empirical and quantitative skills and teamwork

1) Personal Responsibility-87% successfully identified the dilemma and facts involved. 2) Teamwork-80% were able to identify the ways in which they contributed to a team.

Name Two Opportunities for Improvement Identified in Data Review

1. Rubric validity 2. Better training. 3. Sample is too small only 400 of 12000 students were assessed. One class of 40 students x 3 outcomes = 120 out of 600 = 20% of the sample. 4. Pre and post test in same class to have results that are more valid.

Social responsibility, personal responsibilities

Social Responsibility and Personal Responsibility

Social Responsibility, Overall Teamwork

social responsibility and personal responsibility

1) Questions that departments ask are not always aligned with the rubric on which they are based. 2) Social Responsibility-2nd and 3rd areas were very low.

Name Two Teaching and Learning Practices You Have Found to be Successful

1. Students like team work. (think pair share) One student helps an other student. online discussions used to develop collaboration. 2. Look over iSLO and rubric outcomes before semester, cover materials in order to prepare students for the Artifacts. (We should not teach the rubric). 3. Show student samples of skillful, and emerging. 4. Ask open ended questions similar to the artifact. For example crossword puzzles.

Clear expectations in syllabii, rubrics, cooperative learning, modeling of SLOs

Active Learning and Group Activities

Transparency and flexibility with curriculum/assessment

case study assignment. Having clear rubrics are beneficial. Debriefing after case study to encourage student reflection

1) Communicate to students that they are free to express their opinion. Many feel that they have to provide the "right" answer. 2) Defining and identifying for the students what ethics and values are.



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

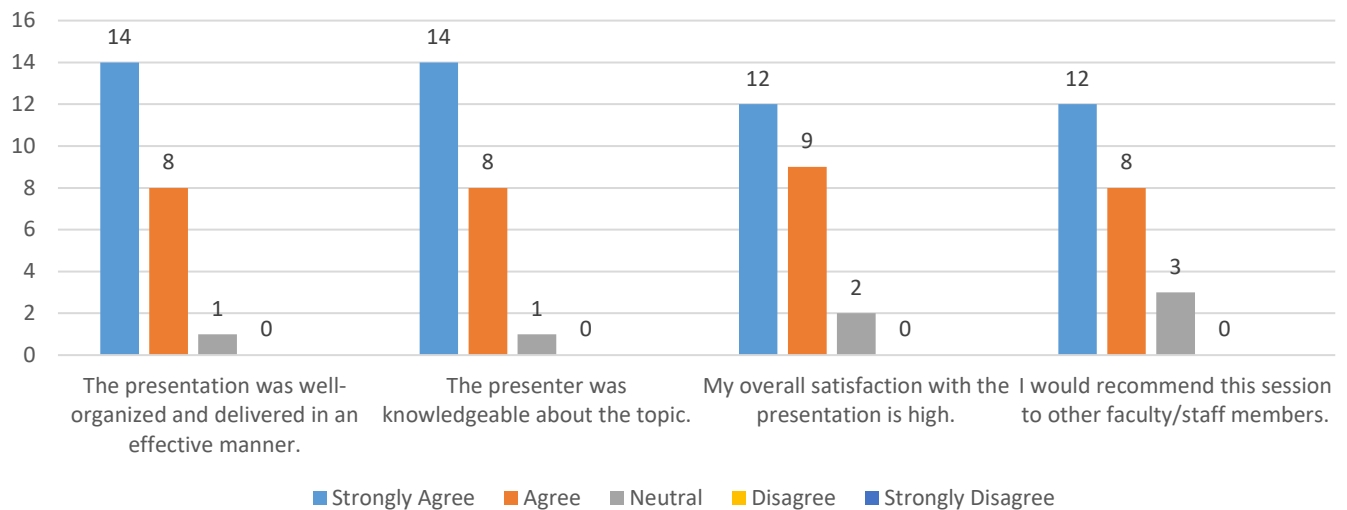
APPENDIX C

Showcase 2019 Session Evaluation Summary

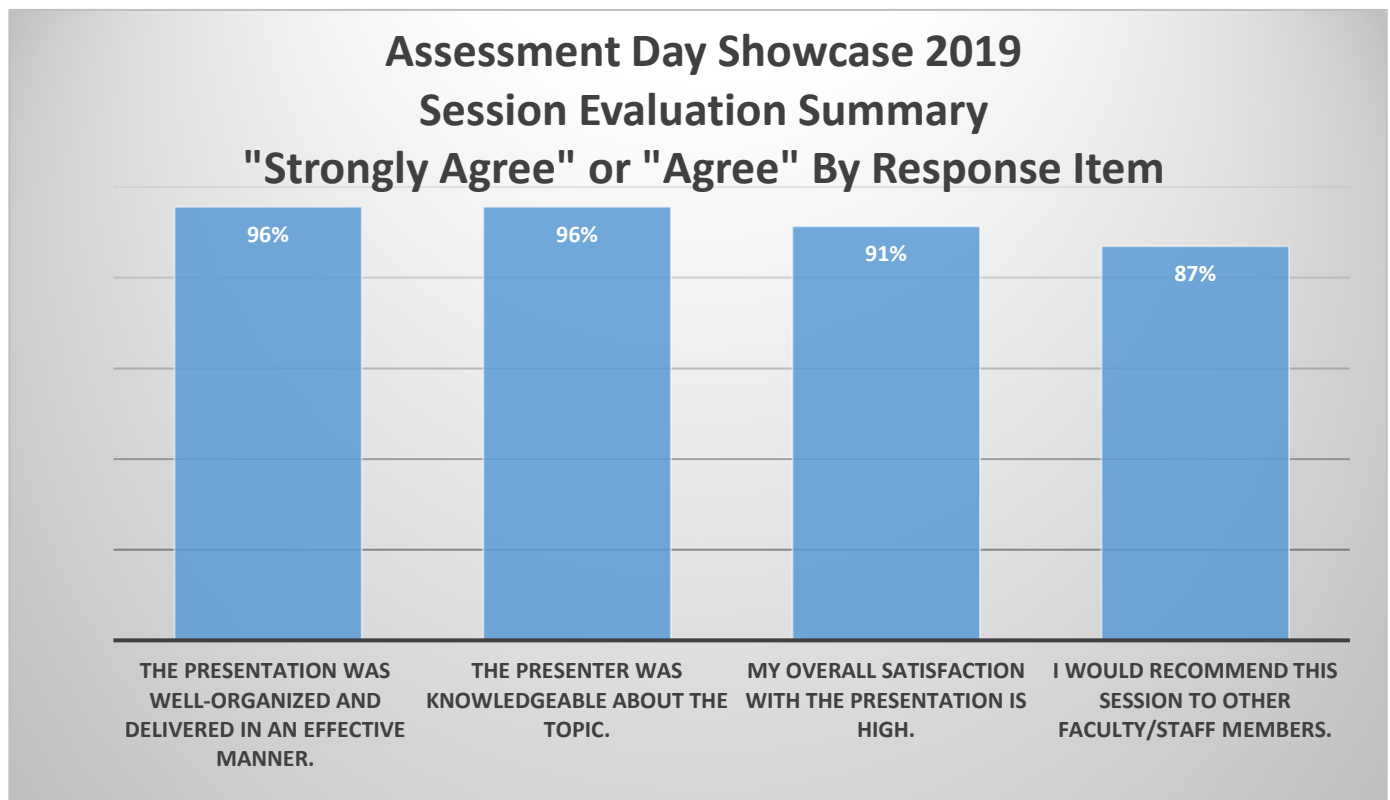
Assessment Day Showcase 2019 Session Evaluation Responses

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The presentation was well-organized and delivered in an effective manner.	14	8	1	0	0
The presenter was knowledgeable about the topic.	14	8	1	0	0
My overall satisfaction with the presentation is high.	12	9	2	0	0
I would recommend this session to other faculty/staff members.	12	8	3	0	0

Assessment Day Showcase Evaluations 3-22-19



	Strongly Agree/Agree	Percent Agree/Strongly Agree	Neutral	Strongly Disagree/Disagree	Total Responses
The presentation was well-organized and delivered in an effective manner.	22	96%	1	0	23
The presenter was knowledgeable about the topic.	22	96%	1	0	23
My overall satisfaction with the presentation is high.	21	91%	2	0	23
I would recommend this session to other faculty/staff members.	20	87%	3	0	23



Sonia Valdez
Coordinator of Measurement and Evaluation
St. Philip's College
1801 Martin Luther King Dr. | San Antonio, Texas 78203
210-486-2348 / svaldez@alamo.edu