



# Assessment of Student Learning Handbook

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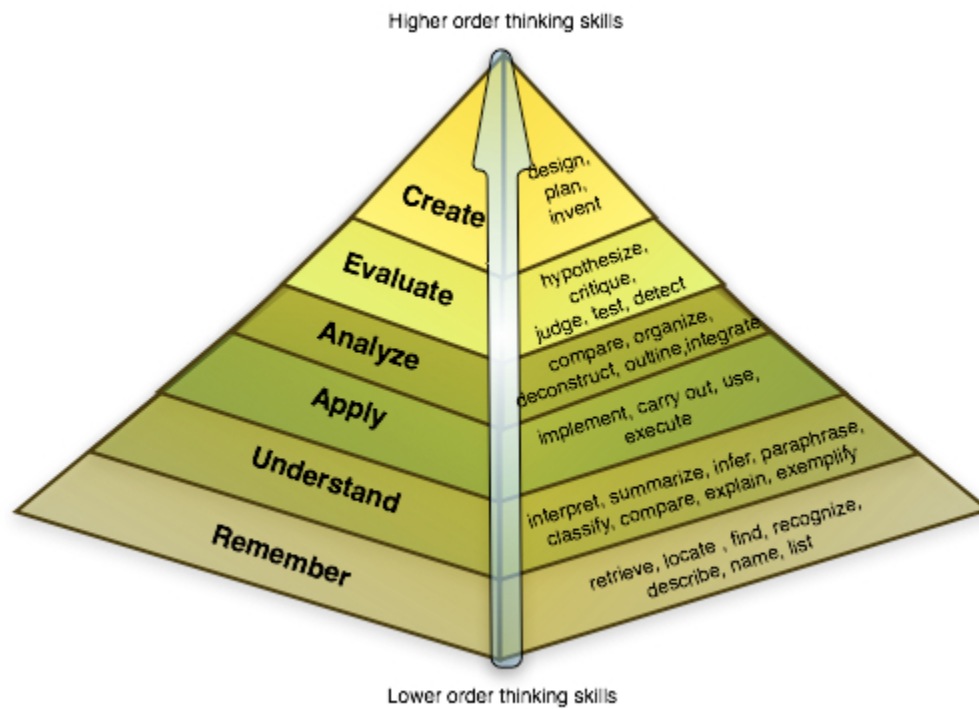
**Fall 2013**

The purpose of assessment is to improve student learning. Faculty members use evidence obtained during assessment activities to monitor student achievement and then to adjust curriculum and/or instruction to improve student learning. This handbook provides guidelines that faculty members may use to facilitate assessment in their classrooms, courses, and programs.

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## Bloom's Taxonomy Pyramid:



Representation of Bloom's Taxonomy (Revised)

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## Glossary of Assessment Terms

**Assessment:** At Connors State College, the process of collecting both direct and indirect evidence of student achievement in and out of the classroom, analyzing the evidence, and taking action in order to improve student learning everywhere on campus.

**Direct assessment:** Assessment approaches that tell “what” the students have learned.

**Indirect assessment:** Assessment approaches that tell “why” student have or have not learned.

### Direct Assessments:

- Embedded assessment
- Assignments
- Questions
- Tests
- Projects
- Portfolios
- Pre-Post tests
- Student recitals, exhibitions, and performances
- Capstone Courses
- CAAP Tests

### Indirect Assessments:

- Course Grades
- Surveys
- Interviews
- Student Evaluations of faculty
- Focus Groups

**External influences:** Any individual, group of individuals, or entity from outside the institution that has a governing, accrediting, or personal interest in and that has some power to impact the institution.

**Internal influences:** Any individual or group within the institution that has personal interest in and has some power to impact the institution.

### External Influences:

- OSRHE
- OSU A & M Board of Regents
- NCA/Higher Learning Commission
- Licensing Boards
- Parents
- Employers
- Other institutions

### Internal Influences:

- Students
- Faculty
- Staff
- Administration

**Stakeholder:** A person, group, organization or system who affects or can be affected by an organization’s actions.  
A stakeholder is one who defines oneself as such.

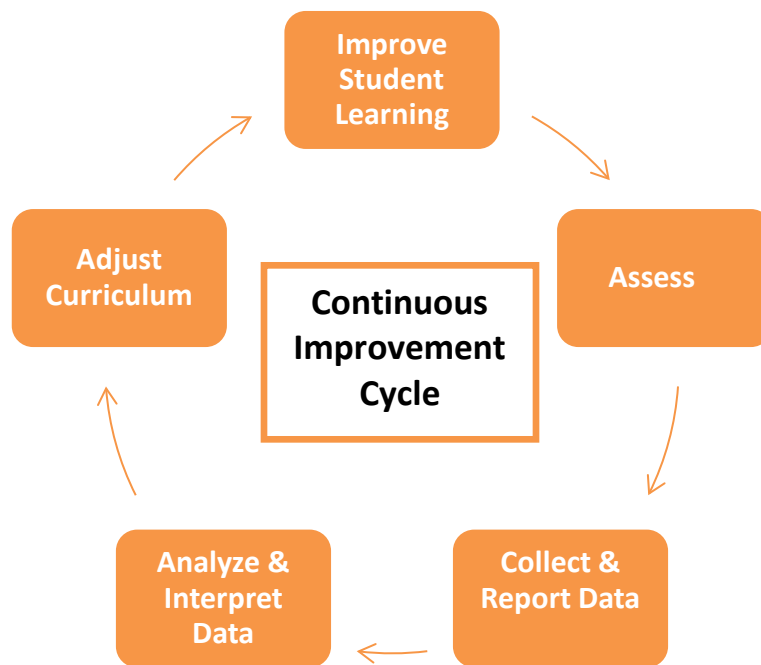
## Assessment at Connors State College

### Purpose:

The purpose of assessment at Connors State College (CSC) is to improve student learning.

### The Cycle of Continuous Improvement:

The CSC Assessment Plan is a cycle of continuous improvement.



### Communication:

Communication is an essential element for the success of assessment processes. Course Instructors, Academic Divisions, the Assessment Committee, the Curriculum Committee, and Academic Council all communicate with each other, as well as with other internal and external stakeholders, throughout all the assessment processes toward the ultimate goal of improving student learning.

### Action:

Faculty take action to ensure that progress is made toward continuous improvement.

## **Levels of assessment conducted at CSC:**

- Entry-level Assessment
- General Education Assessment
- Course-level Assessment
- Program-level Assessment
- Student Satisfaction Assessment

### **Entry-level Assessment**

Entry-level assessment includes all testing required for admission to Connors State College and for placement into appropriate courses. And, if necessary, includes the progression through the developmental course work and into college-level courses.

### **Primary Testing:**

ACT Test Scores must be submitted by all students who are younger than 21 years of age. Anyone 21 years or older are not required to submit ACT scores, but must participate in secondary testing for placement purposes.

### **Secondary Testing (or, Placement Testing):**

Any student who scores less than a 19 on the Writing Skills, Mathematics, or Reading tests on the ACT test must take that portion of the COMPASS test. Students are placed into the appropriate level course based on the COMPASS cut-scores.

### **Developmental Courses:**

#### **Three Developmental English Classes:**

Developmental Reading 1, ENGL 0003  
Developmental Reading 2, ENGL 0013  
Fundamentals of English, ENGL 0123

#### **Three Developmental Math Classes:**

Basic Math, MATH 0013  
Elementary Algebra, MATH 0113  
Intermediate Algebra, MATH 0123

## General Education Assessment:

### *8 General Education Outcomes:*

- 1) Writing Skills
- 2) Reading
- 3) Mathematics
- 4) Science
- 5) Computer Skills
- 6) Citizenship
- 7) Critical Thinking
- 8) Global Awareness

### Writing Skills:

The Writing Skills outcome is assessed using different assessment tools: the ACT/CAAP Writing Objective test and the Final Essay Rubric applied to students at the end of the English Composition II course, ENGL 1213. Beginning in the fall 2013 semester, the CAAP Writing Objective test will no longer be given and the Writing Essay test will be given in its place.

**The CAAP Writing Skills Objective Test** is a 72-item, 40 minute test that measures understanding of the conventions or standard written English: punctuation, grammar, sentence structure, strategy organization, and style.

The test consists of six passages, each accompanied by a set of multiple-choice questions. A range of passages is used to provide a variety of text that is similar to the writing commonly found in college courses.

The test questions fall into two major categories: Usage/Mechanics and Rhetorical Skills. These categories and sub-skills are described below:

Usage/Mechanics: Test questions measure usage and mechanics skills and offer alternative responses, including “NO CHANGE” to underlined portions of the passage. One must decide which answer option best fits the context. Specific skills tested:

- Punctuation – Use and placement of commas, colons, semicolons, dashes, parentheses, apostrophes, and quotation, question, and exclamation marks.
- Grammar – Adjectives and adverbs, conjunctions, and agreement between subject and verb and between pronouns and their antecedents
- Sentence Structure – Relationships between/among clauses, placement of modifiers, and shifts in construction

Rhetorical Skills: Test questions measure rhetorical skills and may refer to an underlined portion of the passage (e.g., sentence), a passage section (e.g., paragraph) or the passage as a whole. One must decide which answer option is most appropriate for a given situation.

Specific skills tested:

- Strategy – Appropriateness of expression for audience and purpose, supporting material to strengthen writing, effective choice of theme or purpose statements
- Organization – Organization of ideas, relevance of statements (order, coherence, unity)
- Style – Precision and appropriateness of word choice, effective management of sentence elements, avoidance of ambiguous pronoun references, economy in writing

**The CAAP Writing Essay Test** is a 40-minute test that consists of two, 20-minute writing tasks. Each of the two 20-minute writing tasks identifies a specific hypothetical situation or issue and audience. One must take a position on the issue and explain to the audience why the position taken is the better (or best) alternative. In order to clearly define the writing task and the intended audience, each task specifies the basis upon which the audience (e.g., “College Dean”) will make its decision. CAAP Writing Essay Tests are evaluated according to how well one:

- Formulates an assertion about a given issue
- Supports that assertion with evidence appropriate to the issue, position taken, and audience
- Organizes and connects major ideas

**The Writing Skills Rubric (Final Essay Score Sheet)** is used to assess the students’ Final Essay in English Composition II. It assesses the following criteria:

- 1) Title
- 2) Introduction
- 3) Thesis statement
- 4) Topic sentence
- 5) Linkage to topic sentence/thesis statement
- 6) Quotations
- 7) Citation
- 8) Content
- 9) Sentence structure
- 10) Sentence mechanics



## Reading:

**The CAAP Reading Objective Test** is a 36-item, 40-minute test that measures reading comprehension as a combination of referring and reasoning skills.

- Referring test questions pose questions about material explicitly stated in a passage
- Reasoning test questions assess the ability to make appropriate inferences, to demonstrate a critical understanding of text, and to determine meanings of difficult, unfamiliar, or ambiguous words used in context.

CAAP Reading passages come from four general areas:

- Prose Fiction – Excerpts from short stories or novels
- Humanities - Art, music, philosophy, theater, architecture, dance
- Social Studies: History, political science, economics, anthropology, psychology, Sociology
- Natural Sciences - Biology, chemistry, physics, physical sciences

## Mathematics:

The CAAP Mathematics Test is a 35-item, 40-minute test that measures the ability to solve the types of problems typically encountered in college-level mathematics courses and upper division courses in mathematics and other disciplines. The CAAP Mathematics Test emphasizes quantitative reasoning rather than the memorization of formulas. Specific areas tested:

- Pre-algebra – Includes operations with whole numbers, decimals, and fractions; order concepts; percentages; averages; exponents; scientific notation
- Elementary Algebra – Includes basic operation with polynomials, setting up equations, and substituting values into algebraic expressions; may also require solution of linear equations in one variable and related topics
- Intermediate Algebra – Includes exponents, rational expressions, and systems of linear equations; quadratic formula and absolute value inequalities may also be tested
- Coordinate Geometry – Includes graphing in standard coordinate plane or the real number line, graphing conics, linear equations in two variable, graphing systems of equations
- College Algebra – Includes advanced algebra such as rational exponents, exponential and logarithmic functions, complex numbers, matrices, inverses of functions, domains and ranges
- Trigonometry – Include concepts such as right triangle trigonometry, graphs of trigonometric functions, basic trigonometric identities, trigonometric equations and inequalities

## Science:

**The CAAP Science Test** is a 45-item, 40-minute test that measures knowledge and skills in the biological sciences (e.g., biology, botany, and zoology), chemistry, physics, and the physical sciences (e.g., geology, astronomy, and meteorology). The test emphasizes scientific knowledge and reasoning skills.

The CAAP Science Test consists of eight passages, each of which contains scientific information and a set of multiple-choice questions. A passage may focus on data representation (e.g., graph reading, interpretation of scatter plots, interpretation of information presented in tables, diagrams, and figures), research summaries (e.g., design of experiments and interpretation of results), or conflicting viewpoints (e.g., hypotheses or views that are mutually inconsistent owing to different premises, incomplete data, or differing interpretations). Test questions fall into three major categories that focus on an important element of scientific inquiry:

- Understanding – Identify and evaluate scientific concepts, assumptions, and components of an experimental design or process; identify and evaluate data presented in graphs, figures, or table; translate given data into an alternate form
- Analyzing – Process information needed to draw conclusions or formulate hypotheses; determine whether information provided supports a given hypothesis or conclusion; evaluate, compare, and contrast experimental designs or viewpoints; specify alternative ways of testing hypotheses or viewpoints.
- Generalizing – Extend information given to a broader or different context; generate a model consistent with given information; develop new procedures to gain new information; use given information to predict outcomes

**The Development of a Common Science Rubric, or 5 Common Science Questions**, to assess the Science outcome is still in progress.

## Computer Skills:

Computer skills competency is assessed at the end of the semester in two CSC courses: Fundamentals of Computer Usage, COMS 1133; Microcomputers in Agriculture, AGRI 2113. Based on classroom performance, students may achieve through four levels of competency. Students who achieve competency level 3 or higher are considered to be successful. The Computer Skills Competency Rubric assesses these specific skills:

- 1) Demonstrate basic operating system functions including file management
- 2) Access and navigate the internet
- 3) Demonstrate email skills
- 4) Prepare professional documents using a Word Processing application
- 5) Create professional spreadsheets using a Spreadsheet application
- 6) Create & maintain database utilizing a Database application
- 7) Create a presentation using a Presentation application

## Citizenship:

Citizenship Skills assessment is embedded in courses (see Embedded Assessment Form). Students who have developed citizenship skills will be able to demonstrate **at least** one of the following:

- Formulate independent opinions based on careful evaluation of information
- Analyze the operations of the political process
- Analyze the functions of the governmental structure
- Describe how local government operates
- Describe how national government operates
- Communicate ideas and opinions effectively
- Demonstrate commitment to values inherent in the Bill of Rights

## Critical Thinking:

Critical Thinking assessment is embedded in courses (see Embedded Assessment Form). Students who have developed critical thinking skills will be able to demonstrate **at least** one of the following:

- Comprehend complex ideas, data, concepts, judgments, beliefs, rules, procedures, and complex forms of visual and graphic representation
- Make inferences based on careful observation
- Make judgments based on specific and appropriate criteria
- Solve problems utilizing specific processes and techniques
- Develop new ideas by synthesizing related and/or fragmented information
- Apply knowledge and understanding to different contexts, situations, and/or specific endeavors
- Deduce the meaning of data, statements, principles, beliefs, concepts, questions, or judgments
- Recognize the need to acquire new information
- State the result of one's reasoning

## Global Awareness:

Global Awareness assessment is embedded in courses (see Embedded Assessment Form). Students who have developed global awareness will be able to demonstrate at least one of the following:

- Knowledge of the geography, history, culture, values, and/or language of another country
- Knowledge of the impact of economic, political, health, environmental, and/or technological changes on people around the world
- Knowledge of how the American culture has been impacted by other cultures
- Knowledge of contributions made by other cultures to the scientific world, to medicine, to the arts and humanities, to education, to business, and other areas of study
- Recognize relationships between the arts, culture, and societies around the world
- Participation in an activity that has the potential to increase awareness of another culture

**Course-level Assessment - Under Construction:**

**Program-level Assessment - Under Construction:**

**Student Satisfaction Assessment - Under Construction:**

# **Assessment Forms**

## ENGLISH COMPOSITION II – Writing Skills Rubric and Reporting Form

(FINAL ESSAY SCORE SHEET)

(0-3) \_\_\_\_ **Title**

### **Introductory Paragraph:**

(0-10) \_\_\_\_ Introductory statements linking topic to today’s world

(0-3) \_\_\_\_ Thesis statement

### **Body Paragraph 1:**

(0-6) \_\_\_\_ Topic sentence (title, author, link to thesis)

Quotes: (2 required) (0-6) \_\_\_\_  
\_\_\_\_ Appropriate (0-8) \_\_\_\_ Smoothly integrated (0-6) \_\_\_\_ properly documented

Supporting details:

(0-16) \_\_\_\_ Complete ( 8 well-developed sentences)

(0-8) \_\_\_\_ Appropriate (linked to topic sentence/thesis)

### **Body Paragraph 2:**

(0-6) \_\_\_\_ Topic sentence (title, author, link to thesis)

Quotes: (2 required) (0-6) \_\_\_\_  
\_\_\_\_ Appropriate (0-8) \_\_\_\_ Smoothly integrated (0-6) \_\_\_\_ properly documented

Supporting details:

(0-16) \_\_\_\_ Complete ( 8 well-developed sentences)

(0-8) \_\_\_\_ Appropriate (linked to topic sentence/thesis)

### **Concluding Paragraph:**

(0-12) \_\_\_\_ Concluding details; restatement of thesis

(0-12) \_\_\_\_ Works Cited page

**Content score (140 points possible)** \_\_\_\_\_

(0-5) \_\_\_\_ Use of 3<sup>rd</sup> person

(0-5) \_\_\_\_ Use of present tense

Sentence structure score (18 points possible) \_\_\_\_\_  
(-3 points each—fragments, comma splice/run-on sentence)

Mechanics score (32 points possible) \_\_\_\_\_  
(-1 point each—spelling; -2 points each—grammar and usage)

**Total Essay Score (200 points possible)** \_\_\_\_\_

A total of 140 points (70%) demonstrates proficiency at the level defined by the English Department for General Education writing competency.

## English Composition 1213 Assessment Report Form

**Instructor** \_\_\_\_\_

**Semester** \_\_\_\_\_

Section <i>(Ex. ENGL 1213 W01)</i>	Number enrolled	Number completed & assessed	*Number demonstrated proficiency

\*Scored 70% or higher on final essay graded according to departmental scoring rubric

**Describe any changes made to the course based on the results of this assessment:**

## Computer Skills Competency Rubric and Reporting Form

<b>Connors State College Computer Skills Competency Rubric</b>				
<b>Performance Factor</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
1) Demonstrate basic operating system functions including file management	Student cannot power on the computer and peripherals cannot start an application or use features of an application.	Student can power on a computer and peripherals. Student can start an application and use basic features of an application.	Student can use the mouse and keyboard commands on a computer as well as maintain files on various drives.	Student uses a multiple number of keyboard shortcuts and the mouse to accomplish a variety of tasks on a computer as well as can find files within a directory. Student can also backup data and identify the importance of electronic file management.
2) Access and Navigate the Internet	Student cannot access or navigate the Internet.	Student exhibits limited web search engine skills, requires remediation to perform basic tasks.	Student conducts web searches for information/ research and can download files. The student can utilize search engine skills and uses a variety of search engines determining which are best suited for each individual search.	Student uses advanced features of selected search engines and appropriately revises and refines searches by using selection criteria. Additionally, the student can acquire and download information that is relevant and valid.
3) Demonstrate email skills	Students cannot utilize email applications.	Student sends and receives email.	Student sends and receives email with attachments.	Student sends and receives email with attachments and demonstrates appropriate email etiquette. Student Manages mailboxes organizing email in appropriate folders and can utilize email features such as reply requested, return receipt and out of office notices.
4) Prepare professional documents using a Word Processing application	Students cannot produce a professional document.	Student produces a simple document with a Word Processor.	Student produces formatted documents with a Word Processor applying some formatting and defaults.	Student produces professional documents with advanced formatting functions. Student can incorporate bulleted/numbered lists, tables, graphics, layout features, and headers/footers.



**Connors State College  
Computer Skills Competency Rubric (Continued)**

<b>Performance Factor</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
5) Create professional spreadsheets using a Spreadsheet application	Students cannot create or navigate a basic spreadsheet.	Student can create and navigate a basic spreadsheet and use it to include values.	Student can use spreadsheet in application that requires formatting, formulas and cell references.	Student can use spreadsheets in applications that require formulas, functions and converting the data to charts/graphs. Student can apply complex formatting and specify page layouts techniques.
6) Create & maintain a database utilizing a database application	Student cannot create, navigate or maintain a database.	Student can create and navigate a basic database.	Student can create and maintain a database including basic queries, reports, and forms.	Student can create and maintain a complex database including advanced queries, advanced reports. Students can perform searches and filters for records, update table design, format datasheets, action queries to update records, specify validation rules, default values and formats. Student can utilize Lookup fields, specify referential integrity and use sub datasheets.
7) Create a Presentation using a Presentation application	Student cannot generate a presentation	Student can generate a basic presentation utilizing a template.	Student can create an presentation from a blank slide and include basic slide designs, graphics, slide transitions, and animations.,	Student can create a presentation from a blank slide and can integrate slide designs, graphics, images, and slide transitions, custom animations with timings, slide designs and modification of various shapes. Student can modify slide master.

## Computer Skills Competency Assessment Report Form

**Instructor** \_\_\_\_\_

**Semester** \_\_\_\_\_

Section <i>(Ex. COMS 1133 W01 or AGRI 2113 W02)</i>	Number enrolled	Number completed & assessed	*Number demonstrated proficiency

\*Scored at Level 3 or higher on all 7 Performance Factors by utilizing the Connors State College Computer Skills Competency Rubric.

**Describe any changes made to the course based on the results of this assessment:**

## Embedded Assessment Overview, Instructions, Objectives and Reporting Form

### Embedded Assessment Overview:

Connors State College expects students to have achieved success in eight general education outcomes upon graduation. These are: Writing Skills, Reading, Mathematics, Science, Computer Skills, Citizenship, Critical Thinking, and Global Awareness. The last three outcomes: Citizenship, Critical Thinking, and Global Awareness, are assessed within courses by considering student achievement on class activities. Assessing outcomes through class activities is **Embedded Assessment**.

Each faculty member is asked to share the results of student achievement for an activity that is conducted in class each semester. The results that the faculty member shares is used in reports to the Oklahoma State Regents for Higher Education and to the Higher Learning Commission. These results are used to tell our story of how we are all striving to improve student learning.

Some courses have been designated to assess one of the three embedded assessment outcomes (see outcomes and courses below). If a course is not designated by outcome, then the instructor may decide to report on the outcome that best applies to an activity conducted in class.

### Embedded Assessment Instructions:

- Please use a font **color other than black** for typing entries
- Please submit your Embedded Assessment Report **electronically** to:  
[debara.corrado@connorsstate.edu](mailto:debara.corrado@connorsstate.edu)
- Please attach a copy of the assignment and instructions/hand-outs to your report
- Deadline for submission of Embedded Assessment Report: **Monday, December 16th, at 12:00noon**

### Selecting the Outcome to Embed and Assess in Your Course:

If your course is not listed by outcome below, then you may decide which outcome fits with an activity that you conduct in class. Activities for these outcomes may be embedded in any course. Below are the embedded outcome categories and the courses that have typically reported student achievement for class activities for the associated outcome:

**Citizenship:** POLS 1113

**Critical Thinking:** BIOL 1113, BIOL 1114, BIOL 1314, BIOL 1324, GPS 1103,  
CHEM 1315, MATH 1513, MATH 1493

**Global Awareness:** GEOG 2243, HUMN 1113, HUMN 1123, HUMN 2113, HUMN 2223,  
HUMN 2300, HUMN 2413/ENGL 2413, NURS 1117

## Objectives for Embedded Assessment Outcomes:

### *Citizenship Objectives:*

Students who have developed citizenship skills will be able to demonstrate **at least** one of the following:

1. Formulate independent opinions based on careful evaluation of information
2. Analyze the operations of the political process
3. Analyze the functions of the governmental structure
4. Describe how local government operates
5. Describe how national government operates
6. Communicate ideas and opinions effectively
7. Demonstrate commitment to values inherent in the Bill of Rights

### *Critical Thinking Objectives:*

Students who have developed critical thinking skills will be able to demonstrate **at least** one of the following:

1. Comprehend complex ideas, data, concepts, judgments, beliefs, rules, procedures, and complex forms of visual and graphic representation
2. Make inferences based on careful observation
3. Make judgments based on specific and appropriate criteria
4. Solve problems utilizing specific processes and techniques
5. Develop new ideas by synthesizing related and/or fragmented information
6. Apply knowledge and understanding to different contexts, situations, and/or specific endeavors
7. Deduce the meaning of data, statements, principles, beliefs, concepts, questions, or judgments
8. Recognize the need to acquire new information
9. State the result of one's reasoning

### *Global Awareness Objectives:*

Students who have developed global awareness will be able to demonstrate **at least** one of the following:

1. Knowledge of the geography, history, culture, values, and/or language of another country
2. Knowledge of the impact of economic, political, health, environmental, and/or technological changes on people around the world
3. Knowledge of how the American culture has been impacted by other cultures
4. Knowledge of contributions made by other cultures to the scientific world, to medicine, to the arts and humanities, to education, to business, and other areas of study
5. Recognize relationships between the arts, culture, and societies around the world
6. Participation in an activity that has the potential to increase awareness of another culture

**Embedded Assessment Reporting Form**  
**Due Date: 12:00pm, Monday, December 16<sup>th</sup>, 2013**

Course Number, Section, and Course Title	Assessment Period (Semester / Year)
Instructor submitting this report	Date submitted

**Embedded Assessment Outcome:** \_\_\_\_\_  
(Citizenship, Critical Thinking, or Global Awareness)

**Name/Title of Citizenship Exercise/Activity:** \_\_\_\_\_

**State the Outcome Objective(s) covered in this Exercise/Activity:** \_\_\_\_\_  
\_\_\_\_\_

**Means of Assessment and Criteria for Success:**

1. Describe the activity you used in your classroom to assess this outcome. (The activity can be a report, a case study, a portfolio, an essay question, or any assignment appropriate for measuring this outcome.)
  
  
  
  
  
  
  
  
  
  
2. Designate how you assessed this activity. What specific criteria were used to determine successful completion of this activity? (If a grade/score is the outcome, what criteria did you use to assign the particular grade/score?)

**Embedded Assessment Results:**

3. How many students successfully demonstrated citizenship skills based on your criteria? \_\_\_\_\_
4. How many students did you assess (how many participated in this activity)? \_\_\_\_\_
5. What was the percent success rate of the students who participated in this activity? \_\_\_\_\_
6. How many students were enrolled in the class? \_\_\_\_\_

