RECOGNIZING BEST PRACTICES: EXEMPLARY PROJECTS

2019-20 Exemplary Learning Outcome Assessment Projects

Plan Reports

ARH 201 and ARH 202 (/departments/instruction/instructional-assessment/reports/general-education/files/arh-201-dal-1920-plan-feedback.docx) (General Education) Projects--Jason Lamb

- For an exemplary general education assessment plan report.
- Specifically, for engaging with your colleagues to develop an efficient project.
- For developing a plan that represents an improvement to prior methods.
- For an example of meaningful assessment work.

HS 224 (/departments/instruction/instructional-assessment/reports/general-education/files/hs-224-dsl-1920-plan.docx) (General Education) Project—Rebecca Walker-Sands

- For an exemplary general education assessment plan report.
- Specifically, for developing a complex and ambitious project.
- For providing exceptional clarity in your report.

HUM 268 (/departments/instruction/instructional-assessment/reports/general-education/files/hum-268-al-1920-plan.docx) (General Education) Project—Jacob Agatucci

- For an exemplary general education assessment plan report.

- Specifically, for developing a rubric that provides a clear connection of the student work and achievement of the outcome.
- For use of an existing grading rubric in which specific criteria are identified which clearly align to the general education outcomes.

Massage Therapy Two-year Certificate of Completion (/departments/instruction/instructional-assessment/reports/cte-program/files/lmt-cc2-1920-plan.docx) _(CTE) Project—Alan Nunes_

- For an exemplary career and technical education assessment plan report.
- Specifically, for a plan that reflects meaningful evidence of student learning aligned with your outcomes.
- For development of learning outcomes that are clearly reflected in the areas evaluated in the exam.
- For a project that represents a spirit of continuous improvement towards meaningful assessment.

Analyze Reports

_MTH 252 (/departments/instruction/instructional-assessment/reports/general-education/files/mth252-fma-1920-analyze.docx)__(General Education) Project—Becky Plassmann, Jessica Giglio, Liz Coleman_

- For an exemplary general education assessment analyze report.
- Specifically, for producing an analyze report that is clear yet concise.
- For identifying classroom improvements to learning.
- For going full circle and addressing course outcomes to better incorporate general education outcomes.

CIS Web Development AAS (/departments/instruction/instructional-assessment/reports/cte-program/files/cis-webdevo-aas-1920-analyze.docx) _(CTE) —Ken Swartwout_

- For an exemplary career and technical education assessment analyze report.
- Specifically, for an honest and courageous evaluation of the results.
- For a clear plan for both major and minor changes to improve learning.

Closing the Loop Report

BI 211 (/departments/instruction/instructional-assessment/reports/general-education/files/bi-211-dsl-1920-closing-the-loop.pdf) _(General Education)—Merideth Humphries_

- For an exemplary general education assessment closing the loop report.
- Specifically, for an exceptionally clear explanation of the project beginning with a description of the alignment of general education outcomes to course work, including the comprehensive rubric, and summarizing the findings in a very clear graph.
- For a clear and comprehensive identifications of improvements applied in the classroom.
- For an overall commitment to the assessment process.

Project Excellence-Overall examplary

BI 103/212 (/departments/instruction/instructional-assessment/files/bi-103-212-dsl-1819-combined.pdf) _(General Education)—Sarah Fuller_

- For the level of science,
- For identifying and implementing rigorous improvements in instruction methods while simultaneously connecting those improvements to the outcomes being assessed.
- For integrating elements of graphical analysis in response to assessment results, elements that help students learn and apply their learning to future assignments in a transferable manner.
- For exemplifying the spirit of assessment in our assessment program.

2018-19 Exemplary Learning Outcome Assessment Projects

Career and Technical Education Plan, (/departments/instruction/instructional-assessment/reports/cte-program/files/cis-webdevo-aas-1819-plan.docx)_CIS Web Development AAS (/departments/instruction/instructional-assessment/reports/cte-program/files/cis-webdevo-aas-1819-plan.docx)(Ken Swartwout)_

- For an exemplary CTE assessment plan report. Specifically,
- For using a capstone project to assess all program outcomes.

- For a project that serves as a large portion of the student grade and serves as a portfolio piece for future employers—students are likely to demonstrate their best effort and the project is clearly aligned with program outcomes and employment.
- For clearly describing the direct relationship of the project to each outcomes in your Plan.
- For producing an exemplary model of a plan to analyze the data, which includes who, what, and when.

General Education Plan, (/departments/instruction/instructional-assessment/reports/general-education/files/hum-230-dcl-dal-1819.docx)*HUM 230 (/departments/instruction/instructional-assessment/reports/general-education/files/hum-230-dcl-dal-1819.docx) (Malinda Williams)*

- For an exemplary general education assessment plan report. Specifically,
- For an exceptionally clear and detailed plan that explains the assignments to be used for the measurement, how they meet each of three outcomes, and the process of using a department rubric.
- For a plan that aligns the assessment of the course with the department's assessment goals.

 General Education Analyze, (/departments/instruction/instructional-assessment/reports/general-education/files/mth-105-fma-1819-analyze.docx)*MTH 105 (/departments/instruction/instructional-assessment/reports/general-education/files/mth-105-fma-1819-analyze.docx) (Sean Rule)*

- For an exemplary general education assessment analyze report. Specifically,
- For producing an analyze report that used authentic assignments which were mapped clearly to each segment of a compound outcome.
- For presenting results that are accessible and clear to a reader outside your discipline.
- For connecting your work to real challenges in teaching and learning in a spirit of improvement.

 General Education Closing the Loop, (/departments/instruction/instructional-assessment/reports/general-education/files/ch-221-222-223-106-dsl-1819-closing.pdf)*CH 104, CH 106, CH*

(Forrest Towne, Carol Higginbotham, Zelda Ziegler)

- For an exemplary general education closing the loop report. Specifically,
- For an exceptionally well-designed project, with very clear descriptions of the tasks assigned to students, of the connections between those tasks and the Science GEG outcomes, and of the evaluation criteria for assessing how student work demonstrates achievement of the outcomes.
- For identifying improvements to teaching and learning -bravo!
- For completing the "Closing the Loop" step to evaluate improvements and, as a result, providing your colleagues with a strong model of all three phases of the project.

2017-18 Exemplary Learning Outcome Assessment Projects

Congratulations to the following faculty for their 2017-18 project submissions! The Learning Outcomes and Assessment Committee recognizes these projects for providing positive models and therefore contributing to the progress and improvement of our instructional assessment results.

EATING THE ELEPHANT AWARD - Writing (" WR 121 Writing Outcomes Assessment (/departments/instruction/instructional-assessment/reports/general-education/files/wr121-fwi-1718-plan.docx)," submitted by Mindy Williams and including Annemarie Hamlin, Jane Denison-Furness, Stephanie André, Eileen Sather, Tony Rosso, Christopher Hazlett, Cat Finney, Kirsten Hostetler, & Tina Hovekamp)

For tackling a course with many instructors and many sections; for including most full-time and many adjunct and part-time faculty in the project; for providing designated assessment leads, timelines, and detailed instructions for selecting a random sample of student work; and for providing a rubric SPECIFIC to the outcomes with clear criteria for evaluation by the assessment team.

UNDER ONE RAINBOW AWARD - Math
("Math 105 (/departments/instruction/instructional-assessment/reports/general-education/files/mth105-fma-1718-plan.docx), 111 (/departments/instruction/instructional-assessment/reports/general-education/files/mth111-fma-1718-plan.docx), 112 (/departments/instruction/instructional-assessment/reports/general-education/files/mth112-fma-1718-plan.docx), 113 (/departments/instruction/instructional-assessment/reports/general-education/files/mth113-fma-1718-plan.docx), 211 (/departments/instruction/instructional-assessment/reports/general-education/files/mth211-fma-1718-plan.docx), 243 (/departments/instruction/instructional-assessment/reports/general-education/files/mth243-fma-1718-plan.docx), 212 (/departments/instruction/instructional-assessment/reports/general-education/files/mth212-fma-1718-plan.docx), 213 (/departments/instruction/instructional-assessment/reports/general-education/files/mth213-fma-1718-plan.docx), 244 (/departments/instruction/instructional-assessment/reports/general-education/files/mth244-fma-1718-plan.docx) Assessment Projects"
submitted by Sean Rule, Liz Hylton, Jessica Giglio, Doug Nelson, Julie Keener, Kathy Smith, Donna Casey)

For banding together to apply a universal approach (i.e. rubric) for assessment of math outcomes across a plethora of courses; for customizing the criteria for evaluation to each math course; and for providing the specific questions in each plan showing exactly what students will be asked to do.

ORDER OUT OF CHAOS AWARD – Public Health
("HHP 100, 210, 212A, 231, 242, 248, 252, 252A, 258, 266, 268, 283, 295 Assessment Project (/departments/instruction/instructional-assessment/reports/general-education/files/hhp-various-public-health-fhe-1718-plan.docx)," submitted by Tim Peterson and including Karen Heckert, Owen Murphy, Ricky Virk, Becky Heinrick, Debbie Haynes, Dan Montoya, Tara Endries, and Aimee Roseborrough)

For submitting a project that includes many sections of several different courses and both full- and part-time faculty; for providing instructors with a formula and pick-an-option format for developing their assessment question; for providing a scoring guide and a timeline for submission; and for using a student sample to increase efficiency.

HIT-THE-NAIL-ON-THE-HEAD AWARD - Physics
(**"[Physics 201 and 211 SLOs 1, 2 (/departments/instruction/instructional-assessment/reports/general-education/files/ph-201-211-1-2-dsl-1920-plan.doc)](#); [202 and 212 SLO 1 (/departments/instruction/instructional-assessment/reports/general-education/files/ph-202-212-1-1920-plan.docx)](#); [202 and 212 SLO 2 (/departments/instruction/instructional-assessment/reports/general-education/files/ph-202-212-dsl-2-1920-plan.docx)](#); [203 and 213 SLOs 1, 2 (/departments/instruction/instructional-assessment/reports/general-education/files/ph-203-213-1-2-dsl-1920-plan.docx)](#) Assessment Projects,"** submitted by Wendi Wampler)

For excellent use of the ABSTRACT portion of the PLAN; for clearly showing in each of six physics courses how the tasks chosen map to ALL aspects of each outcome being evaluated; and for making clear to the reader the connections between the coursework and science outcomes.

USAIN BOLT AWARD – Film Arts
(**"[FA 101: Intro to Film Plan (/departments/instruction/instructional-assessment/reports/general-education/files/fa-101-dal-1718-plan.docx)](#) and [Analyze (/departments/instruction/instructional-assessment/reports/general-education/files/fa-101-dal-1718-analyze.docx)](#),"** submitted by Jacob Agatucci)

For being "ahead of the game" and submitting an ANALYZE report ahead of schedule, clearly showing the criteria used to score student submissions; for a comprehensive assessment of students five times throughout the term, showing student improvement towards a defined benchmark; and for including a discussion of improvements to the course that result in an increase in student achievement.

ALL FOR ONE AND ONE FOR ALL AWARD – Speech
(**"[Speech 111, 114, 115, 218, 219 Assessment Project (/departments/instruction/instructional-assessment/reports/general-education/files/sp111-114-115-218-219-foc-1718-plan.docx)](#),"** submitted by Mike Artus, Lilli Ann Linford-Foreman, Justin Borowsky, Anne Zmyslinski-Seelig, Jon Bouknight)

For including all full-time speech and some part-time instructors; for designating faculty leads for each course; and for providing a rubric with criteria specified for each course in a unifying table.

TWO BIRDS, ONE STONE AWARD – Vet Tech ("Vet Tech Program (/departments/instruction/instructional-assessment/reports/cte-program/files/vt-aas-1-4-5-1718-plan.docx),"submitted by Beth Palmer)

For using CTE program accreditation requirements to meet assessment requirements by using a nationally certified exam; showing how results of the assessment inform changes to program curricula to better achieve student success; and including an explanation of the plan for CLOSING THE LOOP.

EASY AS PIE AWARD – Hospitality Management ("Hospitality Management Certificate Program," submitted by Wayne Yeatman and including Laura Hagen, Sam La Duca, Mike Cooper, David Trask, and Thor Erickson)

For including all faculty in the assessment; clearly listing the outcomes being assessed, and the expectations for student achievement; and making use of the Learning Mangement System for data collection and analysis.

EASY READER AWARD – Early Childhood Education ("Early Childhood Education AAS and CC Program Outcomes (/departments/instruction/instructional-assessment/reports/cte-program/files/ece-aas-1-6-cc-1-1718-plan.docx)," submitted by Amy Howell and including Angie Cole and Jackie Vance)

For being straightforward, concise, and easy for a reader outside the discipline to understand; including full- and part-time faculty; including a table mapping the outcome, course, term, and assessment tool; and explicitly stating the plan to meet and discuss results to refine course offerings and teaching strategies.

2016-17 Exemplary Learning Outcome Assessment Projects

Congratulations to the following faculty for their 2016-17 project submissions! The Learning Outcomes and Assessment Committee recognizes these projects for providing positive models and therefore contributing to the progress and improvement of our instructional assessment results.

Dental Assisting ("[Assessment of DA Program Outcome #1 and #2 (/departments/instruction/instructional-assessment/reports/cte-program/files/da-cc-slo-1-2-1718-final.docx)](/departments/instruction/instructional-assessment/reports/cte-program/files/da-cc-slo-1-2-1718-final.docx)," submitted by Deb Davies)

For providing a clear and thorough description of the project; for including the assessment tool in the Plan stage, and for providing a superior example of using the results of the assessment project to improve student learning.

Pharmacy Technician ("[PHM Program Outcome Assessment (/departments/instruction/instructional-assessment/reports/cte-program/files/phm-cc-all-1617-closing.docx)](/departments/instruction/instructional-assessment/reports/cte-program/files/phm-cc-all-1617-closing.docx)," submitted by Shannon Waller)

For providing a clear and thorough description of the project; for including the assessment tool in the Plan stage; and for designing a comprehensive assessment which collects and analyzes data that clearly relates to all program outcomes.

Speech ("[Self-Presentation and Feedback (/departments/instruction/instructional-assessment/reports/alternativeasst/files/altasst-speech-1617-plan.docx)](/departments/instruction/instructional-assessment/reports/alternativeasst/files/altasst-speech-1617-plan.docx)," submitted by Jon Bouknight, Lilli Ann Linford-Foreman, Anne Zmyslinski-Seelig)

For the submitting a project that includes many sections of several courses and both full- and part-time faculty; for using existing assignments; and for including the rubric in your plan.

World Languages ("[Cultural Literacy Assessment Project, (/departments/instruction/instructional-assessment/reports/general-education/files/ch-fr-span-201-dcl-1617-plan.docx)](/departments/instruction/instructional-assessment/reports/general-education/files/ch-fr-span-201-dcl-1617-plan.docx)" submitted by Rebecca Walker-Sands, Fleur Prade, Lin Hong, Chuck Hutchings, and Joshua Evans)

For providing a simple assessment approach with the potential for application across the entire general education group, and for the diversity of courses included in the project.

Chemistry ("[Atomic Structure Assessment Project for CH221 (/departments/instruction/instructional-assessment/reports/general-education/files/ch-221-2-dsl-1617-plan.docx)](/departments/instruction/instructional-assessment/reports/general-education/files/ch-221-2-dsl-1617-plan.docx)," submitted by Carol Higginbotham, Zelda Ziegler, Forrest Towne)

For submitting a project that includes a strong connection between the evidence of learning (in this case the application of a scientific model in

discussion and then in a test question) and the outcome; uses existing assignments; highlights both collaborative and individual effort; and includes the question in the Plan.