

Out Comes

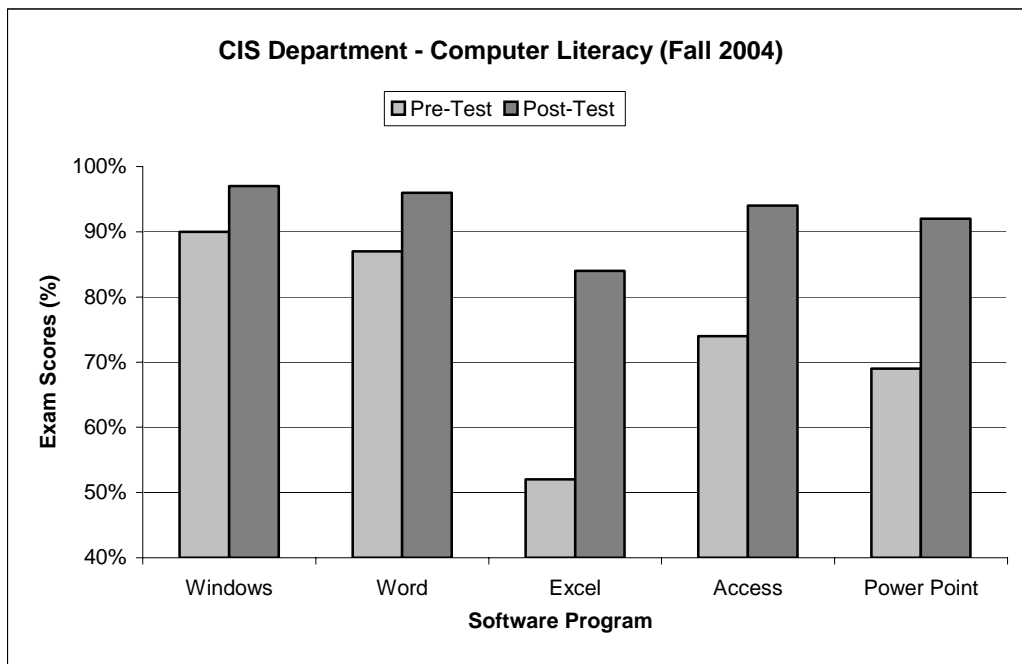
Learning

McHenry County College's Assessment Team Newsletter

A newsletter dedicated to the promotion and recognition of Academic Assessment at MCC

ASSESSMENT IN THE CIS DEPARTMENT

The CIS department started doing assessment 1 ½ years before it was adopted school wide. The department began gathering data because some at MCC felt that our incoming students were “computer literate”, and there was no longer the need for our required course. Our results continue to show that our incoming students are not computer literate. One of the biggest surprises was with the Power Point results. We have been told that students have been using PowerPoint starting in grade school. As shown in the following chart, there seems to be a problem with retention of their PowerPoint skills.



Transformation

At the end of each semester the department will review the scores and determine the areas in which students did not meet the desired performance criteria. The department will perform transformations including:

- Making sure the answers are not misleading
- Changing the way the questions are written
- Developing more sample examples
- Assigning different or more class work on specific topics

Our Mission: The mission of the McHenry County College assessment team is to provide support to divisional faculty for learning outcomes assessment. This support will be provided by division liaisons who will communicate information about the assessment and transformation process; coordinate the flow of information; investigate and recommend plans to record, organize, analyze, and report data; and be an advocate for the integration of assessment into the College community for the purpose of improving student learning.

C.A.T. of the Month



The assessment team would like you to try this new Classroom Assessment Technique for the month of Feb./March. It's called Application Cards. This technique helps you to determine if the students really "understand" the material you have just

taught them. Your Learning Liaison will be distributing the technique and the instructions in the next few days. Please encourage adjunct instructors to try it also. After you have tried it, please fill out the reporting form that is located on the common drive and on the insidemcc assessment web page and give it to your liaison. We hope you are repeating some of the C.A.T.S. that we shared with you in the fall semester. They really do give you a snapshot of your student's learning "along the way".

-Your Learning Liaisons

Important Dates to Remember

- ✓ **Tuesday, March 1** - Assessment Fair at College of Lake County. Our very own Assessment Team is presenting.
- ✓ **Friday, March 4, 2005**, Room A210 TracDat training for Department Chairs on "How to make Queries and Reports on TracDat".
- ✓ **Tuesday, March 15** – Division meetings will include information about NCA "talking points".
- ✓ **Tuesday, March 29** – Mandatory meeting for all faculty and staff about NCA visit. Time and location TBA.
- ✓ **Monday, April 25 and Tuesday, April 26** – NCA Visit.

Assessment Vocabulary

Rubric – A summative assessment tool designed to place a student's performance on a qualitative continuum.

Benchmark – An interpretation of a performance against a selected standard.

Assessment in Distance Education

Ascertaining if your telecourse or online course is organized around demonstrable learning outcomes may prove useful. The following questions are designed to promote reflection about course delivery mode, pedagogy, content, course organization and student learning assessment.

1. Do course goals and objectives address both content mastery and increased learning skills? (How are your students being introduced to higher learning /thinking skills?)
2. Are your learning activities and method of student assessment responsive to diverse learning needs? (Do you use a multimedia component in your course?)
3. Are your student assessment methods linked to course content, the learner's situation (i.e., streaming video may be unavailable to students with dial up), the capability of the delivery mode? (Can you embed a peer evaluation activity in a telecourse?)
4. Assessment of student learning is timely, appropriate and responsive to the needs of your students. (Have you informed your students in what ways and how often you will give them assessment feedback?)
5. Intended learning outcomes provide the foundation for developing educational experiences. (Are instructional activities relevant and compatible with stated course objectives?)