Guide for Completing Assessment Materials for BGP Course Proposals

This guide was prepared to assist faculty in completing the materials related to the assessment table in the revised BGP course proposal form.

This guide can be used to help complete the assessment materials required for the BGP course process. Each area below corresponds to sections on the assessment table for the BGP proposal form:

- Section A: Assessment Table
- Section B: Elimination of an Outcome
- Section C: Suggested Materials for Attachment C
- Section D: Data Collection

If you have any questions about these materials please contact Julie Matuga (jmatuga@bgsu.edu).

A. ASSIGNMENT(S)/ASSESSMENT CHART

Class Activities/Assignment Column:
- Should include sampling of assignments used in multiple sections to meet the learning outcomes. These activities and assignments do not have to be consistent across all sections of the course.

Methods for Assessment Column:
- Assessment(s) methods should be administered in all sections of the BGP course. These assessment(s) methods need to be consistent across all sections of the course.
- Assessment(s) methods should be aligned with learning outcomes (see Selecting Appropriate Assessment Methods for BGP courses).
  - Some methods of assessments can be used to assess higher order thinking like projects, papers, or portfolios – assessment methods where you are asking a learner to tell you what they think about a topic or are creating something. It is more difficult to assess higher order thinking with methods of assessments like quizzes and examinations (Multiple Choice, T/F, Matching, etc.) – assessments where you are asking a learner to pick the correct answer from a pool of options. Many learning outcomes for BGP require the assessment of higher order thinking skills.
- One assessment can be used to assess student learning on multiple outcomes (and potentially learning outcomes in multiple domains). For example, a “Final Project” may assess multiple, or even all, learning outcomes within a domain.
- Methods of assessment(s) should be sustainable over time.
- A brief assessment name/description (example: “Final Grade” or “Final Project”) is sufficient in the table since all additional assessment explanation and tools are to be included within the Assessment Materials (attachment C).

B. ELIMINATION OF AN OUTCOME

As stated in the BGP course proposal documents, the expectation for every BGP course is to meet all of the learning outcomes established for the domain. However, if one outcome is eliminated then the proposal must address why that outcome is not addressed and the pedagogical reason for its elimination.
C. SUGGESTED ASSESSMENT TOOLS/DOCUMENTS TO INCLUDE IN ATTACHMENT C

IF the Method of Assessment is a Performance Assessment (i.e., paper, project, etc.)

1. Assessment Guidelines -- any materials that you may give students or new faculty teaching the course & when the assessment will be administered (end of the semester)
2. Assessment Rubric -- include BGP Learning Outcomes in the rubric! Programs may personalize the rubric (ex. Organization below).

Example: Rubric for a Paper (Humanities & Arts)

<table>
<thead>
<tr>
<th>Learning Outcome (BGP &amp; Course)</th>
<th>Did not Meet</th>
<th>Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply humanistic modes of inquiry and interpretation, in the illustration of the discipline's connection to human values</td>
<td>*Program/Department defines</td>
<td>*Program/Department defines</td>
<td>*Program/Department defines</td>
</tr>
<tr>
<td>Demonstrate a fundamental critical knowledge of the role of arts, language and/or media in culture and society</td>
<td>*Program/Department defines</td>
<td>*Program/Department defines</td>
<td>*Program/Department defines</td>
</tr>
<tr>
<td>Examine how the social and cultural contexts of creative endeavors arise over a variety of historical periods</td>
<td>*Program/Department defines</td>
<td>*Program/Department defines</td>
<td>*Program/Department defines</td>
</tr>
<tr>
<td>Illustrate the development of verbal and non-verbal communication in the humanities and the arts</td>
<td>*Program/Department defines</td>
<td>*Program/Department defines</td>
<td>*Program/Department defines</td>
</tr>
<tr>
<td>Organization</td>
<td>No clear organizational structure</td>
<td>Organization clear but structure needs work to make sure the argument is persuasive</td>
<td>Organization clear and leads smoothly to the argument or conclusion</td>
</tr>
</tbody>
</table>

IF the Method of Assessment is a Test or Quiz (i.e., forced choice exam)

1. Exam Questions
2. A content analysis or question mapping is helpful to identify which learning outcome each item assesses. Can be like the example table below or identified within the exam questions.

Example: Content Analysis for Test in Natural Sciences

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Test Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how natural sciences can be used to explain and/or predict natural phenomena</td>
<td>1, 2, 3, 5, 6, 7, 9</td>
</tr>
<tr>
<td>Identify misconceptions associated with the specific scientific discipline</td>
<td>1, 3, 4, 8, 9, 10</td>
</tr>
<tr>
<td>Explain simple quantitative data and its limits relative to the study of science</td>
<td>11, 12, 13, 14</td>
</tr>
<tr>
<td>Solve problems using one or more of the logical approaches of science</td>
<td>11, 15, 16, 17, 18, 19, 20</td>
</tr>
</tbody>
</table>

3. The time in the semester when assessment (paper, project, forced choice exam is administered --midterm, end of semester.
4. Assessment Table. The scale used for the test/quiz to determine the “Did not meet”, “Met”, or “Exceeds” categories for each learning outcome. These percentages are determined by the program. (See example on next page).
Example: Assessment Table for a Test in Natural Sciences

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Did not Meet</th>
<th>Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how natural sciences can be used to explain and/or predict natural phenomena</td>
<td>0-50%</td>
<td>51-80%</td>
<td>81-100%</td>
</tr>
<tr>
<td>Identify misconceptions associated with the specific scientific discipline</td>
<td>0-70%</td>
<td>71-95%</td>
<td>96-100%</td>
</tr>
<tr>
<td>Explain simple quantitative data and its limits relative to the study of science</td>
<td>0-50%</td>
<td>51-80%</td>
<td>81-100%</td>
</tr>
<tr>
<td>Solve problems using one or more of the logical approaches of science</td>
<td>0-50%</td>
<td>51-80%</td>
<td>81-100%</td>
</tr>
</tbody>
</table>

D. DATA COLLECTION (Starting Fall 2015)

Assessment data for all students within a course should be collected every semester that BGP course is offered. Assessment data for BGP learning outcomes can be collected two ways:

1. Assessment data can be collected by the program designee (using the BGP Assessment Reporting Form—See Below) at the end of every semester and submitted to the Director of Academic Assessment.

   **Example Reporting Form**

<table>
<thead>
<tr>
<th>Course: SCIENCE XXX</th>
<th># of Students Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion</td>
<td>Did not Meet</td>
</tr>
<tr>
<td>Describe</td>
<td>50%</td>
</tr>
<tr>
<td>Identify</td>
<td>80%</td>
</tr>
<tr>
<td>Explain</td>
<td>30%</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>20%</td>
</tr>
<tr>
<td>Solve</td>
<td>20%</td>
</tr>
<tr>
<td>Reflect</td>
<td>20%</td>
</tr>
</tbody>
</table>

   [Assessment data will be collected by [insert name] and stored [state where data will be stored] to be submitted to the Director of Academic Assessment.]

   OR

2. Assessment data can be collected by the Director of Academic Assessment **IF** assessment rubrics within Canvas are used by all faculty teaching the BGP course. No data collection by the program is necessary.

   [Rubrics will be used within Canvas to assess BGP learning outcomes so no data will have to be collected by the program.]
What will be done with BGP Assessment data?

BGP assessment data will adhere to goals for the BGSU Assessment Plan Goals for Programs and Institution:
- The mission of BGSU will guide assessment activities at the program and institutional levels.
- The purpose of program and institutional assessment at BGSU is to improve student learning and educational programs.
- Collaborative participation and inquiry from faculty, staff, and students is encouraged and supported in all assessment activities at the program and institutional levels.
- Program and institutional assessment data will not be used for the evaluation of faculty or co-curricular staff.
- Recurrent evaluations of the processes, policies, and procedures guiding program and institutional assessment will be conducted.

Example Questions:
- Do the program’s courses, individually and collectively, contribute to the program learning outcomes?
- How well does the program fulfill its purposes in the curriculum as a whole?
- Are the courses organized in a coherent manner that promotes cumulative learning?
- Does the program advance institution-wide goals?

Possible Evidence:
- Evidence from many sources can contribute to program-level assessment: assignments from individual courses, student portfolios built over the program’s duration, entering students’ tests and assignments, capstone projects, results of common assignments, commercial tests.
- Program assessment may involve several sources of evidence gathered at the point of entry, at midpoint, and at the end of the program. End point data is particularly valuable as a summative indicator of overall program effectiveness.
- At BGSU, BGP shares results of general education assessment data with the BGSU community and programs may provide the results of program-level data collection and analysis in their SAAC (Student Achievement Assessment Committee) reports and in program review documents.

How Evidence May be Used:
- Common, course-level assessments in a program may be analyzed individually or collectively to reveal whether program goals are being achieved.
- Sampling student portfolios or assessments considered excellent, average, and sub-par may be used to demonstrate growth in student learning from the beginning to the end of a program.
- External, commercially available direct and indirect assessments may be compared to normed benchmarks.
- Faculty members may collaborate in establishing program standards, outcomes, common assessments, and scoring rubrics.

Who Might Use Evidence:
- The program’s faculty and administrators may use the information to determine the degree to which the program is addressing the program’s student learning outcomes and to make changes that will lead to continuous program improvements.
- College- and university-level administrators may use the information to ensure that there is continuous improvement of program quality.
- College- and university-level administrators may use the information to guide and support decisions about resource allocation, faculty hiring, and professional development.

All BGP assessment data will be presented in aggregate by course and learning outcome.

Assessment data for BGP learning outcomes will be utilized for program and institutional assessment purposes. Assessment data will be:
- Returned to the program if Canvas is used to collect data (starting early spring semester 2016)
- Used to create domain reports (using data collected fall and spring semesters)
- Used for BGP Program Evaluation:
  - BGP members and program representatives will gather to discuss BGP assessment data, learning outcomes, and potential initiatives aimed at improving student learning in BGP (summer 2016)
  - The Director of Academic Assessment will share feedback gathered during the BGP Assessment Week with BGP and SAAC (summer 2016)
  - The BGP Director and Director of Academic Assessment will facilitate open forums the following to share BGP assessment results with the BGP community (fall 2016)
  - The Director of Academic Assessment will generate a final report to share with the BGP Committee and the Provost’s Office that incorporates all of the above (fall 2016)
- Assessment data for BGP learning outcomes will also be used as indicators for alignment with institutional learning outcomes (spring 2017)