Dynamic Delivery: Sharing Learning Outcomes Results Across the University

Dr. Braden J. Hosch, Director of Institutional Effectiveness

Presentation Overview

Context

- Institutional Profile
- Effective Assessment and Overcoming Barriers

The USC Aiken Rising Junior Writing Portfolio

- Development and Logistics

GEORGE: General Education Outcomes Report Generator

- Demonstration
- Specifications

How Results are Used to Change Curriculum

USC Aiken Institutional Profile

➢ Ranked #1 public Baccalaureate-General institution in South in 2005

➢ 30 undergraduate programs, 3 graduate programs

➢ Headcount = 3,303

➢ FT Faculty = 153

➢ NCAA Division II (Reigning three time men's golf nat'l champs)

The Problem

➢ Assessment that produces results that no one uses is a waste of time.

➢ Assessment must:

1. Produce useful results.
2. Pertain to learning outcomes developed by faculty.
3. Be manageable.

Barriers to Conducting Effective Assessment

➢ Limited resources

➢ Limited expertise

➢ Limited motivation

The Solution

➢Once meaningful assessment process is developed by faculty:

- Connect assessment data to unit record enterprise data

- Deliver results to faculty online with basic analysis tools

- Make it simple enough for an internet shopper to use.
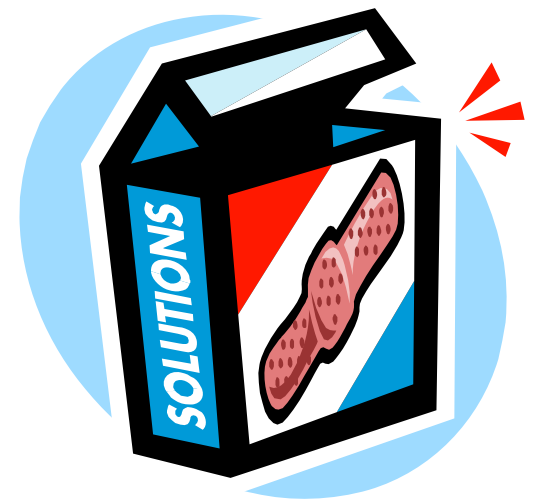
Junior Writing Portfolios: Conceptual Design

➢ Pre-requisites / Graduation Requirement
  • Stakes are attached

➢ Process-oriented / Freshman to Junior years
  • Skills are applied over time

Writing Process

➢ Reflective component / Meta-cognitive piece
  • Cover essay explains choices

➢ Goal-oriented / Holistic and Analytic Outcomes
  • Six goals for writing competency
  • 3.0 overall score required
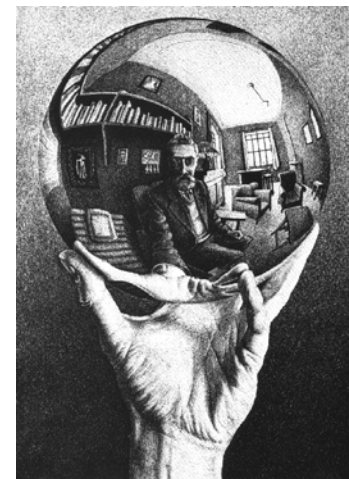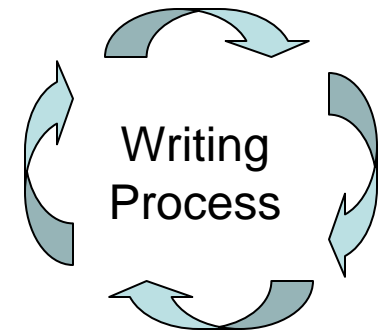
Writing Outcomes/Evaluative Rubric

Clarity of Purpose: Students will demonstrate the ability to establish a clear purpose (thesis or announced intent) and an appropriate awareness of audience (reader).

Quality of Thought: Students will demonstrate a level of rational thought that recognizes and examines complexity of ideas and is supported by credible and logical evidence.

Organization of Content: Students will demonstrate effective unity, coherence, and general arrangement of content, all in the appropriate support of purpose.

Use of Sources: Students will demonstrate correct and effective use of sources with clear attribution and accurate documentation.

Language and Style: Students will demonstrate the ability to make stylistic choices in vocabulary, diction, and syntax.

Grammar and Mechanics: Students will demonstrate competence in grammar, usage, punctuation, and spelling.

Logistics of Writing Portfolio

- ➢ Three course related graded papers and reflective essay

- ➢ Submitted in University writing center at 60+ hours

- ➢ Fall, Spring, and Summer evaluations

- ➢ Two graders with all discrepancies settled by 3rd reader

- ➢ Administrative fees / portfolio kit / required for submission

- ➢ Readers assess student competency for each of the six goals on a scale of 1 to 5. Minimum aggregate score of 3 (out of 5) to pass

- ➢ Students who do not pass may appeal and resubmit or choose to take AEGL 201: Writing in the University; failure on appeal requires 201

Writing Portfolio Deployment Timeline

➢ 1996-2003:
Data collection using
paper rating sheets
& filing cabinets

➢ Development of
AEGL 201: Writing in
the University
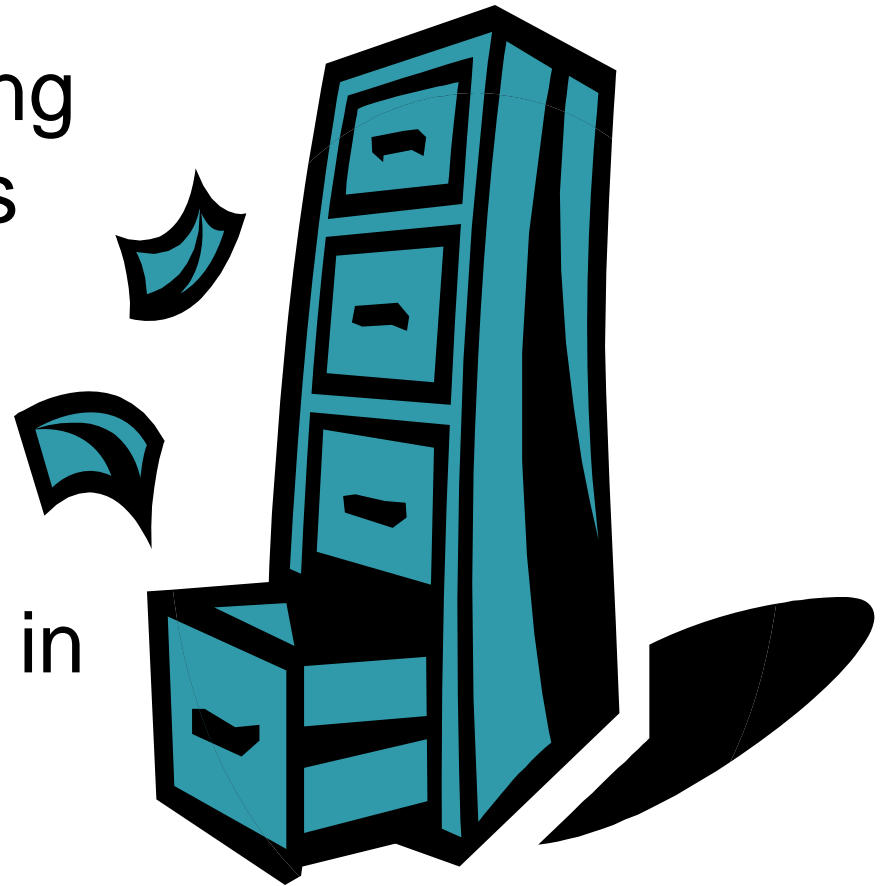
Deployment Timeline Continued

- 2003-04
  Office of Institutional
  Effectiveness begins
  development of web-based
  data delivery system.

- 2004-05
  Web interface launched
  for general education
  assessment.

- 2005-06
  Additional general
  education competencies
  begin to be added to
  system.

Goals of the Web Interface

➢ Transform data into information

➢ Deliver information publicly

➢ Facilitate curricular change

➢ Expand faculty investment
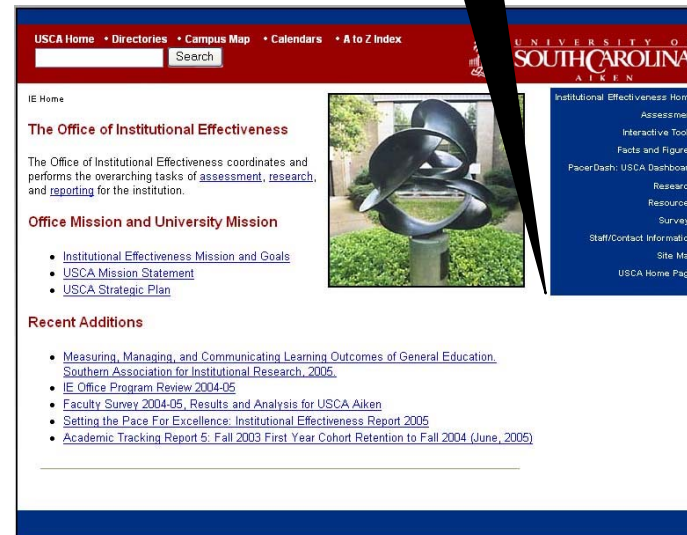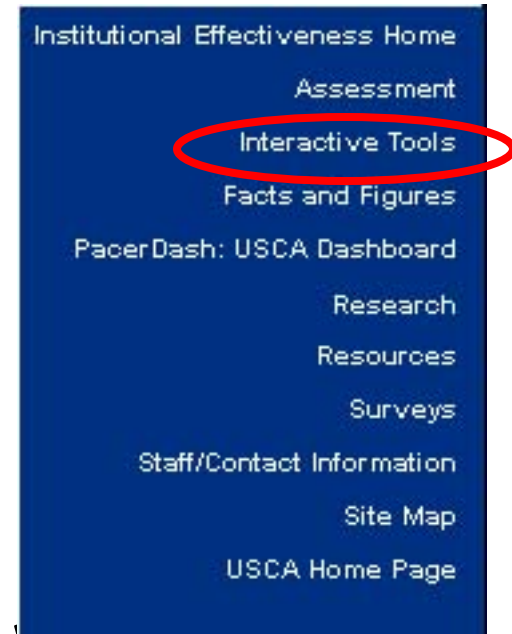
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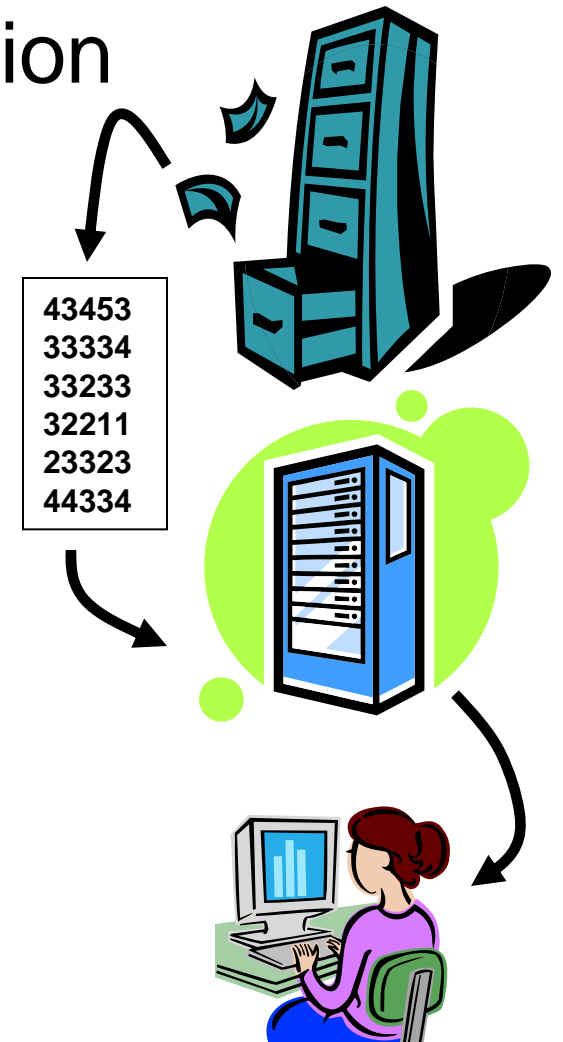
Web Interface Link

➢ Link to web tool:

- http://ie.usca.edu/facstaff/
- (Password protected)

➢ Link to USCA IE Office Web Site:

- http://ie.usca.edu/
- Click on "Interactive Tools"

All Majors Report

All Majors Report

English Portfolio Score Report for All Majors
Term(s): Fall 2003, Spring 2004, Summer 2004, Fall 2004, Spring 2005, Summer 2005, Fall 2005, Spring 2006

	Clarity of Purpose	Quality of thought	Use of sources	Organization of Content	Language and Style	Grammar and Mechanics	Aggregate
Below 2.0	1	1	27	3	8	22	5
2.0-2.49	19	25	80	17	63	84	43
2.5-2.99	43	54	116	60	90	101	139
3.0-3.49	498	493	550	514	566	623	666
3.5-3.99	364	362	270	366	310	292	301
4.0-4.49	300	268	213	271	218	162	145
4.5-5.0	118	140	83	112	87	59	44
Total	1343	1343	1339	1343	1342	1343	1343
Mean	3.47	3.46	3.22	3.43	3.3	3.18	3.34
Std. Dev.	0.58	0.6	0.69	0.58	0.62	0.62	0.53
Std. Error	0.016	0.016	0.019	0.016	0.017	0.017	0.014

Business Majors Report

English Portfolio Score Report for Business Majors
Term(s): Fall 2003, Spring 2004, Summer 2004, Fall 2004, Spring 2005, Summer 2005, Fall 2005, Spring 2006

	Clarity of Purpose	Quality of thought	Use of sources	Organization of Content	Language and Style	Grammar and Mechanics	Aggregate
Below 2.0	1	0	3	0	0	3	0
2.0-2.49	3	4	32	2	15	25	10
2.5-2.99	14	10	43	16	26	27	37
3.0-3.49	153	150	163	163	178	192	213
3.5-3.99	108	123	67	103	90	82	81
4.0-4.49	73	64	48	69	43	34	22
4.5-5.0	16	17	11	15	16	5	5
Total	368	368	367	368	368	368	368
Mean	3.38	3.39	3.11	3.37	3.23	3.11	3.26
Std. Dev.	0.52	0.5	0.62	0.5	0.54	0.53	0.44
Std. Error	0.027	0.026	0.032	0.026	0.028	0.028	0.023

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Sociology Majors Report

English Portfolio Score Report for Sociology Majors
Term(s): Fall 2003, Spring 2004, Summer 2004, Fall 2004, Spring 2005, Summer 2005, Fall 2005, Spring 2006

	Clarity of Purpose	Quality of thought	Use of sources	Organization of Content	Language and Style	Grammar and Mechanics	Aggregate
Below 2.0	0	0	6	2	1	7	2
2.0-2.49	1	3	8	4	15	6	9
2.5-2.99	12	10	10	3	3	7	14
3.0-3.49	33	36	30	36	40	39	38
3.5-3.99	15	18	12	18	10	14	8
4.0-4.49	12	5	8	12	6	4	6
4.5-5.0	4	5	2	2	2	0	0
Total	77	77	76	77	77	77	77
Mean	3.24	3.18	2.91	3.2	2.95	2.88	3.06
Std. Dev.	0.56	0.56	0.78	0.59	0.63	0.64	0.53
Std. Error	0.064	0.063	0.089	0.068	0.072	0.073	0.06

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Advanced Reporting Features

Advanced Report: Race & Gender

English Portfolio Report
Average English Portfolio Scores, Average SAT Critcal Reading Score, Average High School % Rank, Average Cumulative Collegiate GPA
for All Students
by Race, Gender
Term(s): Fall 2003, Spring 2004, Summer 2004, Fall 2004, Spring 2005, Summer 2005, Fall 2005, Spring 2006

Race	Gender	# of Students	Average Clarity of Purpose Score	Average Quality of thought Score	Average Use of sources Score	Average Organization of Content Score	Average Language and Style Score	Average Grammar and Mechanics Score	Average Aggregate Score	Average SAT Critcal Reading Score	Average High School % Rank	Average Cumulative Collegiate GPA
White (Non-Hispanic)	F	659	3.56	3.57	3.34	3.53	3.4	3.28	3.45	512	25	3.19
	M	324	3.52	3.51	3.23	3.46	3.32	3.21	3.37	514	37	2.99
American Indian/Alaskan Native	F	1	4	4.5	4	4.5	4.5	4	4.25	550	19	2.86
	M	1	4	4.5	3.5	4	4	4	4	550	4	3.34
Black/African-American	F	222	3.18	3.1	2.96	3.13	2.98	2.87	3.04	430	28	2.67
	M	60	3.19	3.18	2.77	3.21	2.99	2.86	3.03	438	42	2.77
Asian/Pacific Islander	F	6	3.92	4.17	3.83	3.92	3.75	3.5	3.84		34	3.55
	M	5	2.8	3.3	2.3	3	2.9	2.5	2.8	462	26	3.02
Hispanic	F	11	3.32	3.36	3.32	3.45	3.14	3	3.26	510	25	3.09
	M	10	3.65	3.69	3.09	3.7	3.25	3.05	3.4	532	21	3.16
Race Not Reported	F	29	3.62	3.72	3.38	3.62	3.53	3.47	3.56	494	33	3.28
	M	14	3.57	3.5	3.29	3.5	3.36	3.21	3.4	485	45	2.96
Other	F	1	3	3	3	3	3	3	3	390	49	2.72

Advanced Report: English 101 Grade

English Portfolio Report
Average English Portfolio Scores, Average SAT Critcal Reading Score, Average High School % Rank, Average Cumulative Collegiate GPA
for All Students
by AEGL 101 Grade
Term(s): Fall 2003, Spring 2004, Summer 2004, Fall 2004, Spring 2005, Summer 2005, Fall 2005, Spring 2006

AEGL 101 Grade	# of Students	Average Clarity of Purpose Score	Average Quality of thought Score	Average Use of sources Score	Average Organization of Content Score	Average Language and Style Score	Average Grammar and Mechanics Score	Average Aggregate Score	Average SAT Critcal Reading Score	Average High School % Rank	Average Cumulative Collegiate GPA
A	116	3.77	3.71	3.54	3.68	3.58	3.44	3.62	521	24	3.42
B+	71	3.49	3.58	3.36	3.49	3.35	3.27	3.42	503	23	3.13
B	202	3.43	3.4	3.14	3.37	3.25	3.14	3.28	485	32	2.9
C+	52	3.37	3.41	3.22	3.27	3.2	3.09	3.26	460	39	2.74
C	112	3.26	3.26	3.07	3.28	3.08	2.93	3.14	456	37	2.61
D+	5	3	3	2.75	3.1	3	2.9	2.96	450	48	2.27
D	3	3	3	2.33	3.33	2.67	2.33	2.78	486	48	2.52
F	13	3.62	3.62	3.19	3.46	3.5	3.19	3.43	580	18	3.33
Unknown	769	3.48	3.47	3.21	3.45	3.3	3.18	3.35	504	26	3.09

Return to Advanced Reporting Options

Advanced Report: By Term

Term	# of Students	Average Clarity of Purpose Score	Average Quality of thought Score	Average Use of sources Score	Average Organization of Content Score	Average Language and Style Score	Average Grammar and Mechanics Score	Average Aggregate Score	Average High School % Rank
Fall 2003	195	3.51	3.59	3.31	3.54	3.46	3.33	3.45	27
Spring 2004	195	3.34	3.4	3.15	3.38	3.23	3.15	3.27	27
Summer 2004	65	3.51	3.52	3.11	3.49	3.33	3.26	3.37	31
Fall 2004	223	3.39	3.46	3.12	3.35	3.22	3.08	3.27	31
Spring 2005	186	3.46	3.44	3.23	3.44	3.22	3.1	3.31	29
Summer 2005	56	3.48	3.32	3.25	3.32	3.2	3	3.26	35
Fall 2005	212	3.62	3.51	3.35	3.54	3.39	3.29	3.45	26
Spring 2006	211	3.49	3.4	3.22	3.39	3.27	3.14	3.32	32

System Specifications

➢ Windows Server 2003 backend with Internet Information Server 6 (IIS6) and MS SQL Server 2003

➢ Interface implemented with Active Server Pages using VBScript
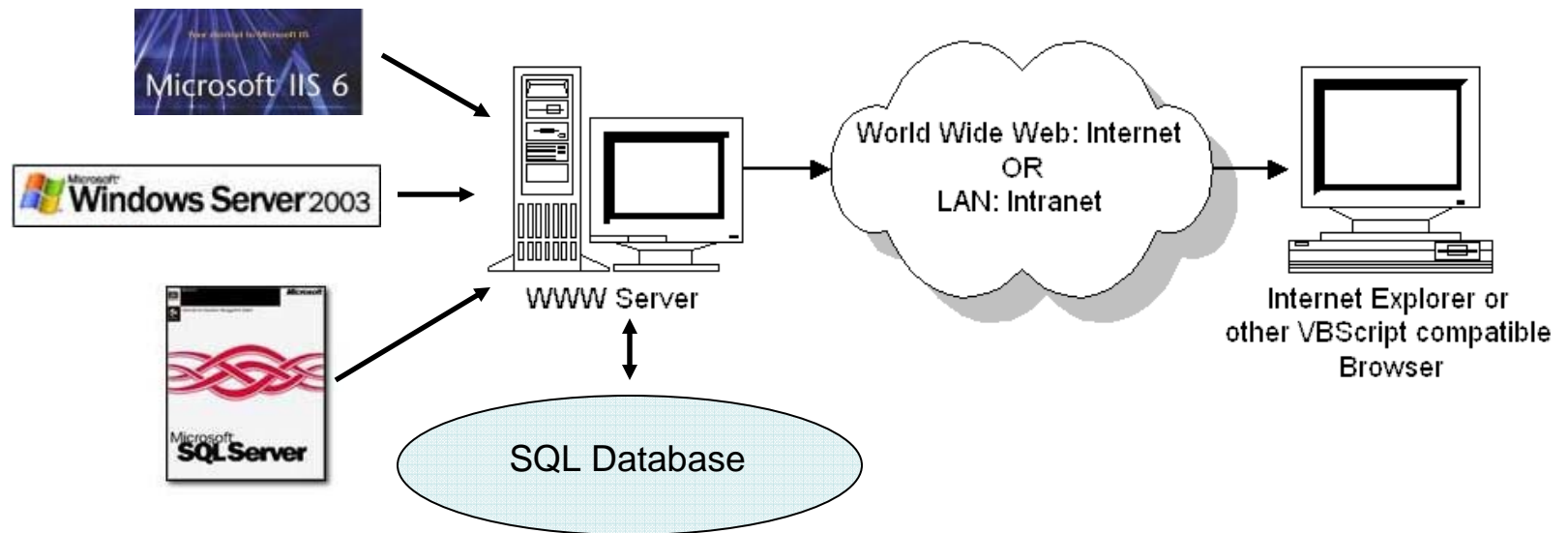
Database Sources and Design

➢ Integrates enterprise data with converted MS Excel files provided by Department

Scores from Department

ID#	Score1	Score2	Score3	Score4	Score5	Score6
xxxxxxxxx	3	3	2	4	3	3
yyyyyyyyy	4	3	2	3	3	4
zzzzzzzzz	5	4	5	4	4	5
Etc.						

Enterprise Data (Demographics, Academics)

ID#	Gender	Race	Major	GPA	Etc.
xxxxxxxxx	F	1	115	3.39	
yyyyyyyyy	F	2	159	2.24	
zzzzzzzzz	M	1	373	3.81	

Security Overview

➢ Server is protected by university and local firewalls, server software is kept up to date

➢ Users must authenticate to USCA domain

➢ Transactions are encrypted by 128-bit Secure Socket Layer (SSL) protocol

➢ Local database table keeps track of who has access to what data

➢ Online scripts are written with input checking to guard against buffer overflows and SQL injection
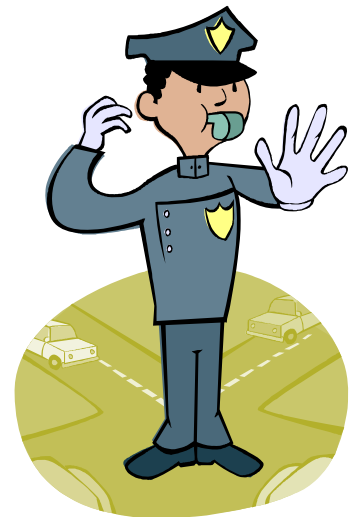
Closing the Loop

➢ Regular and public communication of results (via email list) promotes awareness, and all faculty have access to interface

➢ Department Chairs use results in annual assessment reports

➢ Curriculum adjusted based on results

➢ Delivery system used to leverage further assessment
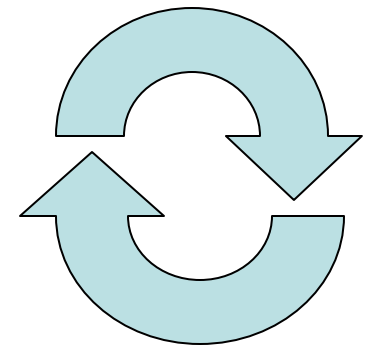
Using Results: Overall Trends
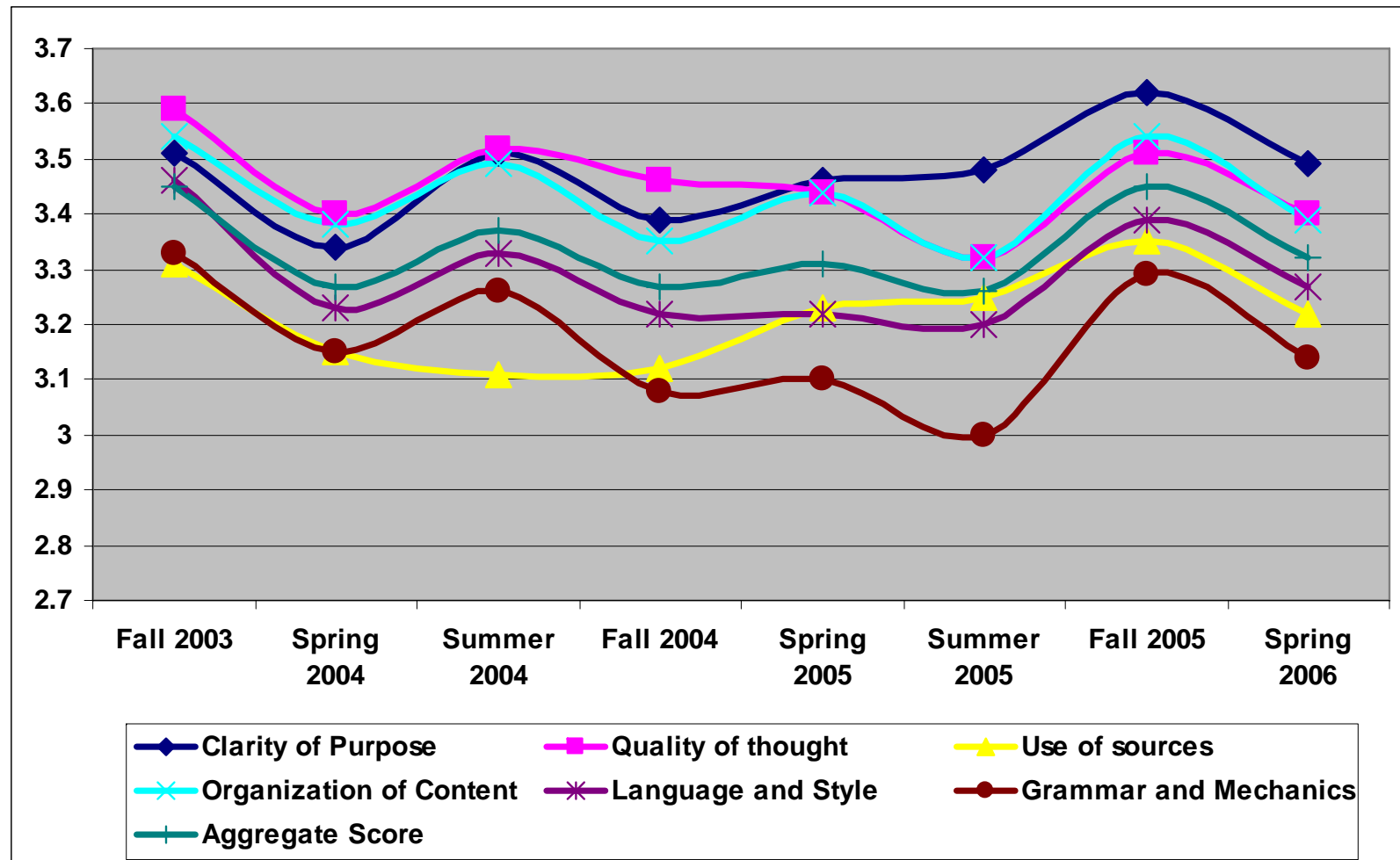
School of Business

Pass rates used to monitor success in program learning outcome for communication skills.

Curriculum adjusted based on results in ABUS 345 Business Communication to address citation and documentation skills.

Use of results demonstrates "culture of continual improvement" to AACSB.

School of Education

➢ Passing portfolio is a prerequisite for student teaching.

➢ Pass rates used to monitor success in program learning outcome for communication skills (NCATE benchmark).

➢ Analysis of specific writing competencies with program outcomes planned.

The Dynamic Educator as Communicator

1. The Dynamic Educator as Communicator has excellent oral communication skills.
2. The Dynamic Educator as Communicator has excellent written communication skills.
3. The Dynamic Educator as Communicator facilitates the learning of all children.
4. The Dynamic Educator as Communicator effectively communicates with children, parents, and colleagues.

Department of Sociology

➢ Redesign of research methods course to include more emphasis on writing.

➢ Ongoing conversations about students who have marginal or failing scores on portfolio.

➢ Has fostered more robust communication between Departments in remediation process.

Leveraging Success

➢ Demonstration of interface and communication of results has fostered a culture of assessment:

- Foreign Language general education interface scheduled for launch in December 2005.

- American Political Institutions general education interface scheduled for launch in Spring 2006.

Foreign Languages

American Political Institutions

Effective Writing

Success and Communication
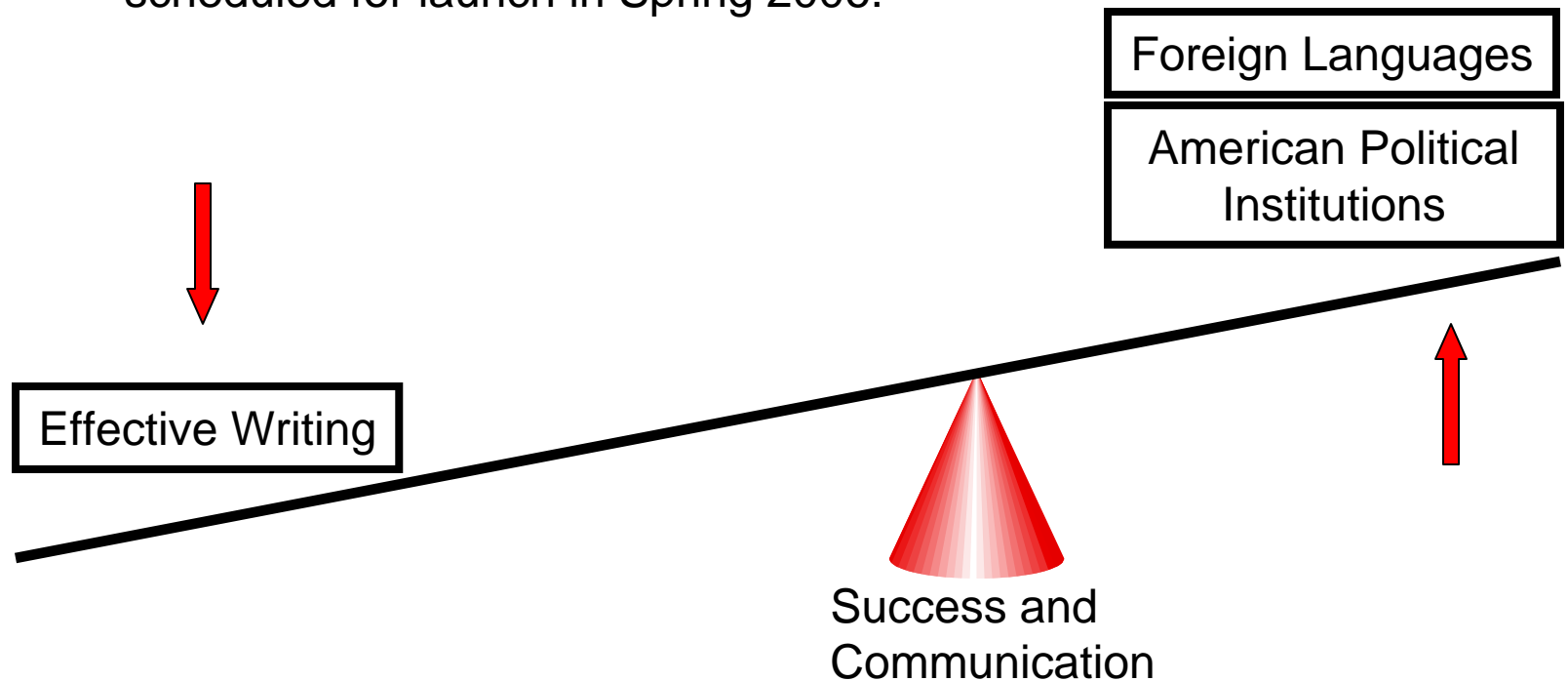
Foreign Language Advanced Interface

Foreign Language Report

Language, Literature and Culture Assessment Score Report for All Majors
Language: All Languages
Course Level: All Levels
Term(s): Fall 2005

	Reading	Writing	Listening	Speaking	Culture	Aggregate
Below 2.0	7	7	6	4	8	8
2.0-2.49	24	37	22	36	29	16
2.5-2.99	0	0	0	0	0	37
3.0-3.49	52	65	61	74	117	46
3.5-3.99	0	0	0	0	0	43
4.0-4.49	78	68	83	82	51	57
4.5-5.0	89	55	59	35	45	43
Total	253	235	235	235	253	253
Mean	3.83	3.5	3.66	3.41	3.34	3.55
Std. Dev.	1.16	1.17	1.13	1.07	1.07	0.95
Std. Error	0.073	0.076	0.074	0.07	0.067	0.059

Future Plans

➤ **Expand usage to additional general education competencies.**

➤ **Conduct additional institutional studies.**
- Performance by race, gender, and other variables.
- Graduation rate studies.
- Assist faculty in Scholarship of Teaching and Learning (SOTL)

➤ **Promote use of system for program review and assessment of learning outcomes in the major.**
- Present uses to various faculty groups.
- Document use of data for curricular adjustments.

➤ **Design administrative piece to revise goals and objectives.**
- Add, deactivate, transform, and map goals and objectives.
- Add more general education competencies.
- Encourage units to adopt system for assessment of majors.

Contact Information

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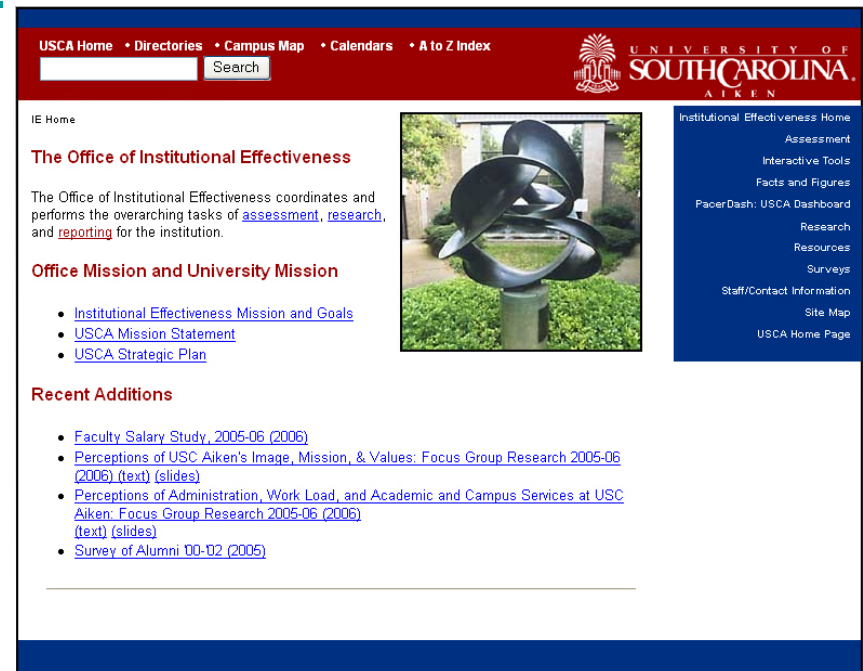
UNIVERSITY OF
SOUTH CAROLINA
AIKEN

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Dr. Braden J. Hosch, Director of Institutional Effectiveness

Association for Institutional Research
Annual Forum, Chicago, IL
May 14-18, 2006

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USC Aiken Portfolio assessment   Name _____
(revised Fall 2004)

	Excellent		Average	Weak	
Clarity of Purpose	**5**	**4**	**3**	**2**	**1**
Purpose, voice, audience awareness	Positions are clear; thesis / intent is obvious; complexities and various viewpoints are addressed. Clear sense of audience.		Positions are evident, thesis / intent is evident; and some attempt is made to accommodate various viewpoints. Somewhat aware of audience.	Lacks position on topics; thesis / intent is unclear; superficial; little to no addressing of various viewpoints. Uncertain grasp of audience.	
Quality of thought	**5**	**4**	**3**	**2**	**1**
Logic, evidence and support	Unified, and strong control of content; opinions and claims are well-supported with ample evidence.		Generally unified; ideas are balanced, opinions and claims are adequately supported.	Little evidence of control of ideas; ideas are not supported, or support is cliché / sloganeering.	
Organization	**5**	**4**	**3**	**2**	**1**
Unity, coherence, transitions	Ideas are well connected through structural and linguistic transitions; structure complements and completes content.		Some evidence of structural and linguistic transitions; structure is generally adequate for the content.	Overall unity and coherence are flawed; parts are poorly connected, and there is little evidence of planning or organization.	
Use of Sources	**5**	**4**	**3**	**2**	**1**
Attribution and documentation	Sources are clearly identified /synthesized; textual citations and works cited are correct.		Mixed use of sources; some synthesis and evidence of citations in text and works cited.	Obvious plagiarism; little to no citation of obvious source material in text or works cited; no synthesis of sources.	
Language and Style	**5**	**4**	**3**	**2**	**1**
Clarity and Effectiveness of Vocabulary / Diction, Syntax	Diction and syntax are well-chosen to express ideas; no redundancies.		Acceptable language, although somewhat limited in vocabulary and syntactic fluency	Language errors and limited choices in syntactical forms. Language limits and distracts from expression of ideas.	
Grammar and Mechanics	**5**	**4**	**3**	**2**	**1**
Grammar, agreement, punctuation, spelling, other _____	Grammatical structures are well-chosen; no errors distract from meaning.		Grammatical structures carry the meaning forward, although readers notice an occasional error.	Grammar errors are so obtrusive that readers are seriously distracted by them.	

Comments: **R**eader's initials _____