



U N I V E R S I T Y O F
SOUTH CAROLINA
A I K E N

Communicating Assessment Results Online to Promote Curricular Change

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SACS-COC
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Presentation Overview

The Assessment Context

- 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

The screenshot displays the USC Aiken English Portfolio Reporting web application. At the top, a navigation bar includes links for 'USCA Home', 'Directories', 'Campus Map', 'Calendars', and 'A to Z Index', along with a search box and the University of South Carolina Aiken logo. The main content area is titled 'English Portfolio Reporting' and contains a link to the 'English Portfolio Assessment Interface -> Reporting'. Below this, there are two sections for generating reports. The first section, 'Score Report by Major', features a 'Select term(s)' dropdown menu with options for 'Fall 2003', 'Spring 2004', 'Summer 2004', and 'Fall 2004', and a 'Select major:' dropdown menu set to 'All Majors'. A 'Generate Report' button is positioned to the right. The second section, 'Scores by Student ID (Excel File)', has identical dropdown menus and a 'Generate File' button. At the bottom, there is a section for 'Advanced Reporting Options' with a link to 'Advanced Report Generation'. A vertical sidebar on the right side of the page lists various links: 'Institutional Effectiveness Home', 'Assessment', 'Interactive Tools', 'Facts and Figures', 'PowerDash: USCA Dashboard', 'Research Resources', 'Surveys', 'Staff/Contact Information', 'Site Map', and 'USCA Home Page'.

Effective Assessments

- Produce meaningful results about student learning
- Maintain faculty ownership
- Communicate and use the results
- Keep it simple



How well did students learn what we wanted them to learn?

Do faculty accept the results?

Do faculty know about the results?

Is this process manageable and sustainable?

Barriers to Conducting Effective Assessment

- Limited resources
- Limited expertise
- Limited motivation



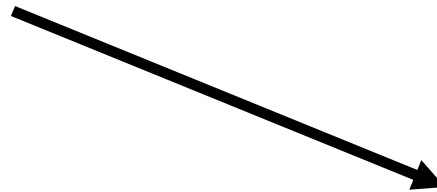
Genesis of the Assessment

Early 1990's - Legislated removal of remedial courses from curriculum

USC Aiken response: survey faculty in all disciplines about writing and initiate Writing Across the Curriculum workshops



Legislative mandate = initial motivation

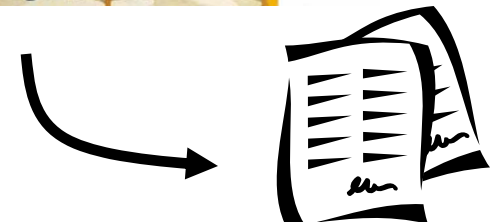


Evolution of the Assessment

- Mid 1990's – Research on nation-wide portfolio assessment leads to department proposal of junior level portfolio assessment, with institutional curriculum committee and Faculty Assembly approval as graduation requirement.
- First portfolios collected from students in Fall 1996.

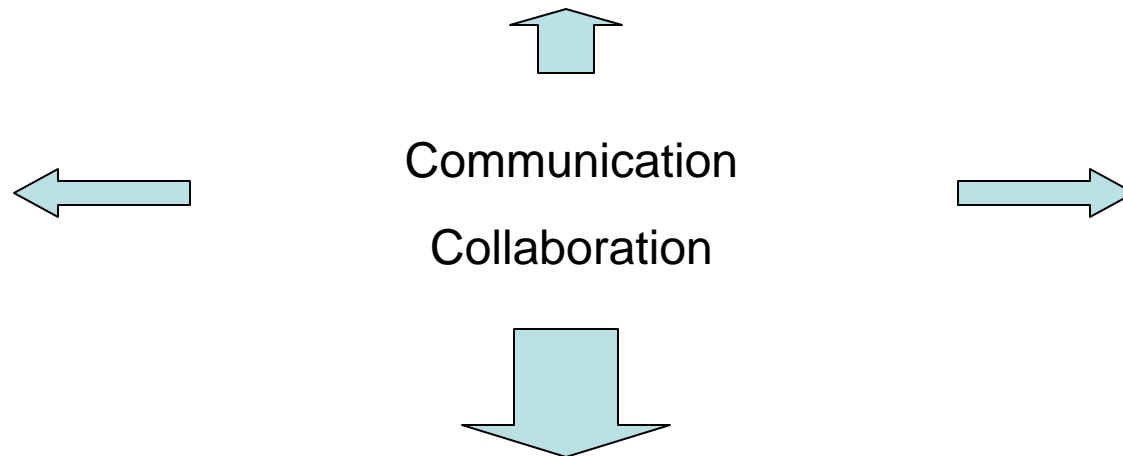


Faculty
Ownership



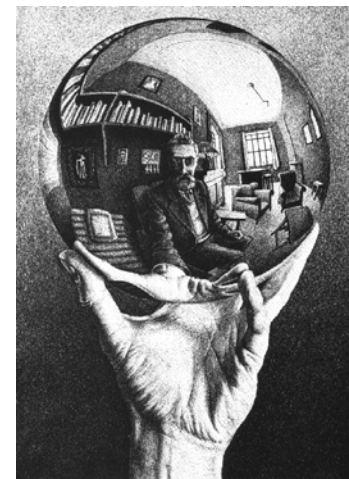
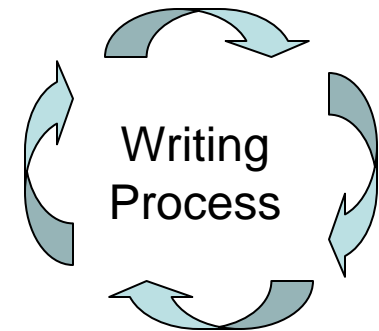
Evolution of the Assessment (cont')

- Late 1990's - Refinements of portfolio rubric and recruitment & norming of additional raters. Campus workshops and consultations with academic councils, departments and advisors.



Conceptual Design

- Pre-requisites / Graduation Requirement
 - Stakes are attached
- Process-oriented / Freshman to Junior years
 - Skills are applied over time
- 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

Evolution of the Assessment (cont')

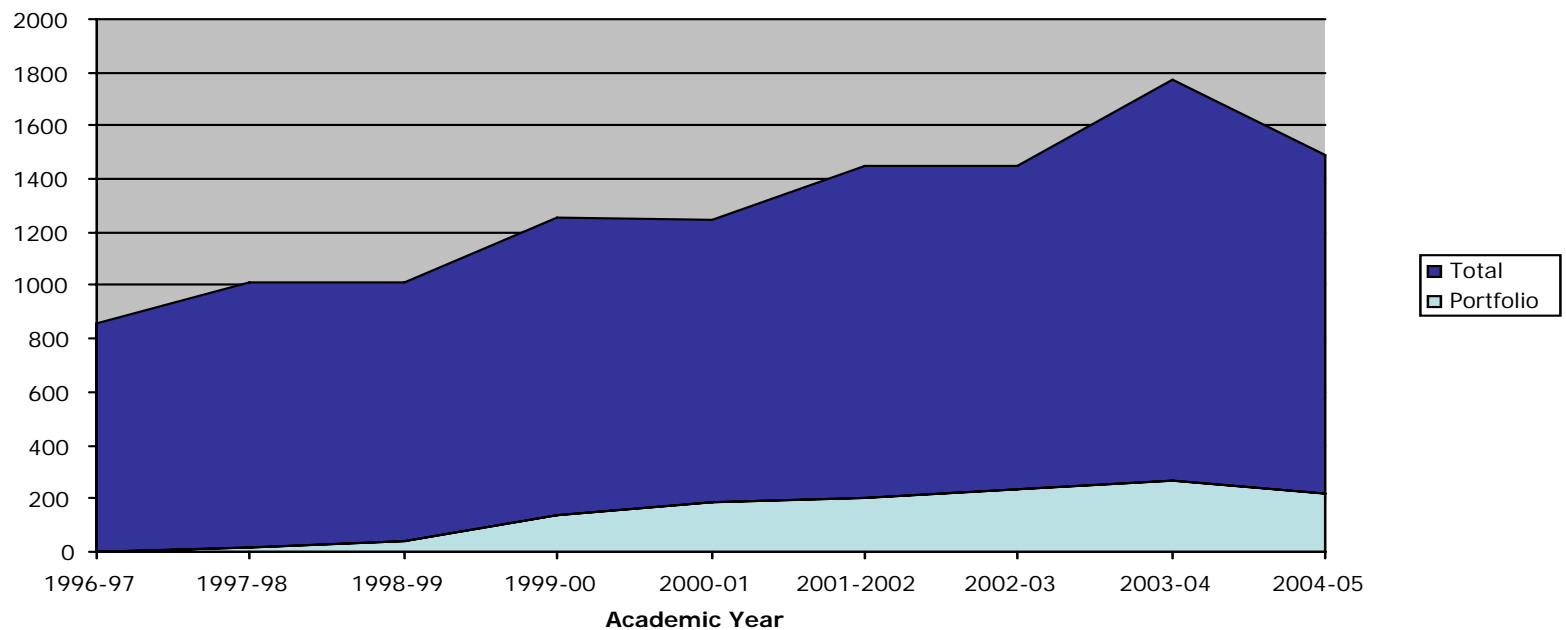
Development of Writing Center support

New full-time director

Curricular changes

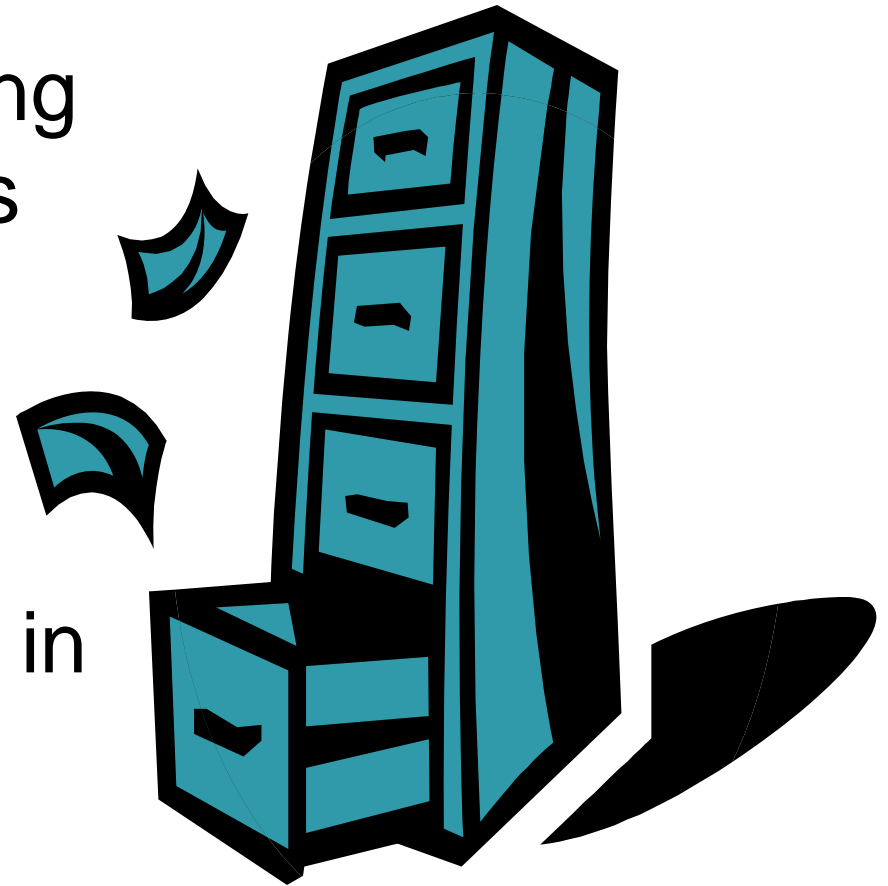
Jump-started semester
for consultants

Writing Room Sessions By Academic Year



Evolution of the Assessment (cont')

- 1996-2003:
Data collection using
paper rating sheets
& filing cabinets
- Development of
AEGL 201: Writing in
the University



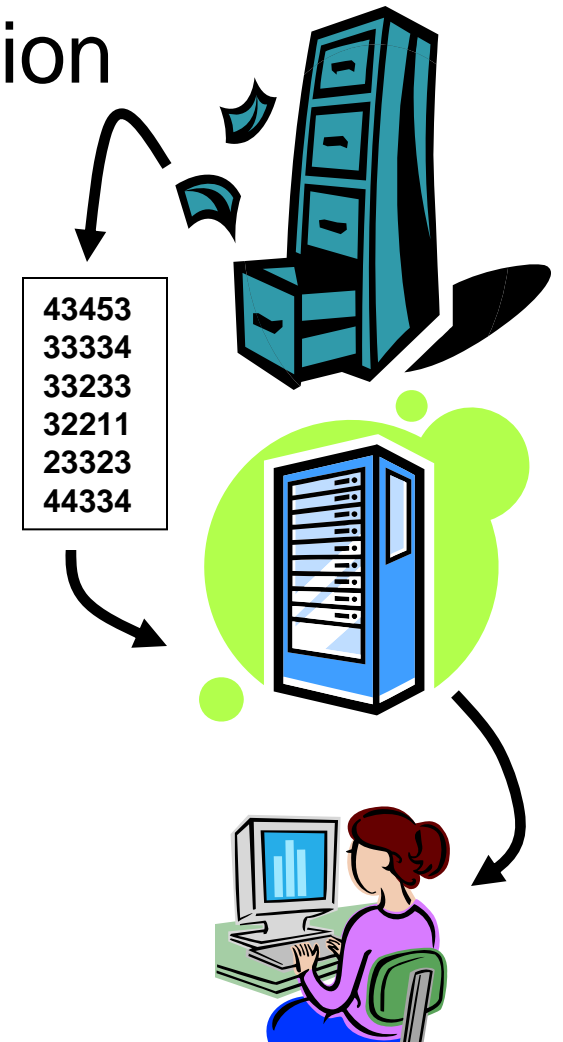
Evolution of the Assessment (cont')

- 2003-04
Office of Institutional Effectiveness begins development of web-based data delivery system.
- 2004-05
Web interface launched for general education assessments



Goals of the Web Interface

- Transform data into information
- Deliver information publicly
- Facilitate curricular change
- Expand faculty investment



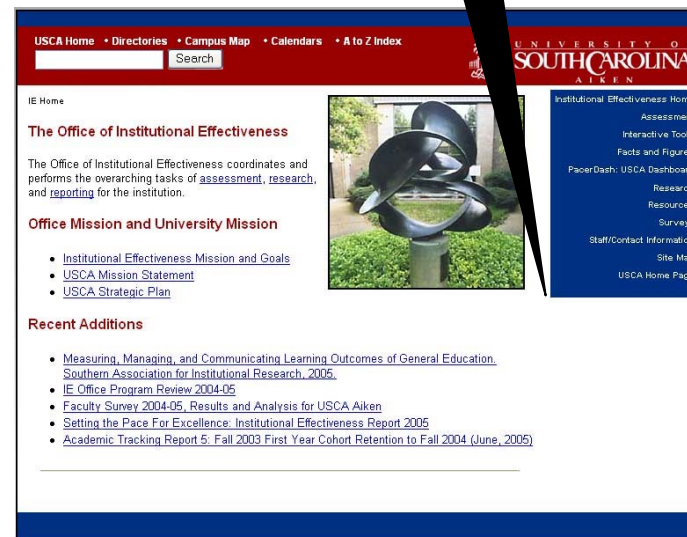
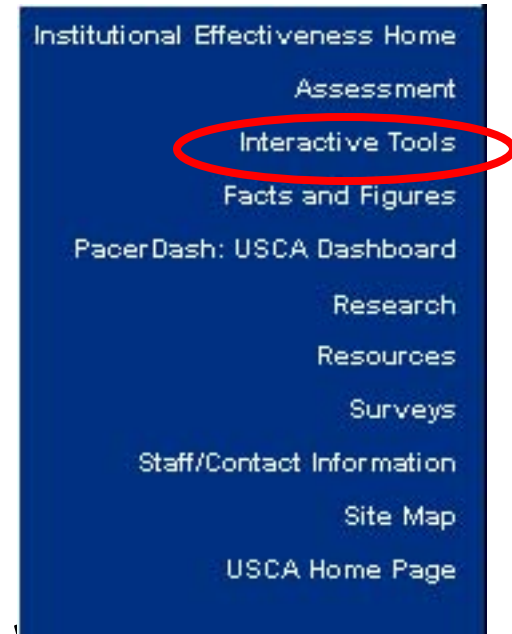
Web Interface Link

➤ Link to web tool:

- <http://ie.usca.edu/tools/>
- (Password protected)

➤ Link to USCA IE Office Web Site:

- <http://ie.usca.edu/>
- Click on “Interactive Tools”



All Majors Report

The screenshot displays a Microsoft Internet Explorer browser window with the address bar showing <https://ie.usca.edu/facstaff/GEORGE/AEGLJ/reports/>. The website is titled "USCA Office of Institutional Effectiveness" and features a navigation menu with links to "USCA Home", "Directories", "Campus Map", "Calendars", and "A to Z Index". A search bar is also present.

The main content area is titled "English Portfolio Reporting" and includes a link to the "English Portfolio Assessment Interface -> Reporting". Below this, the "Score Report by Major" section is visible, featuring two dropdown menus for "Select term(s)" (with options: Fall 2003, Spring 2004, Summer 2004, Fall 2004) and "Select major:" (with a list of majors including All Majors, Biology, Business (All), Accounting, Finance, Management, Marketing, Marketing (Golf Course Services), Chemistry, Communications, Education (All), Early Childhood Education, Elementary Education, Secondary Education (All), Secondary Education - Biology, Secondary Education - Chemistry, Secondary Education - English, Secondary Education - Math, Secondary Education - Science, Secondary Education - Soc. Studies, Special Education, English (All), English (General), English (Writing), Exercise Science (All), and Athletic Training).

On the right side, a vertical menu lists various resources: "Institutional Effectiveness Home", "Assessment", "Interactive Tools", "Facts and Figures", "Research", "Resources", "Surveys", "Staff/Contact Information", "Site Map", and "USCA Home Page".

The bottom of the browser window shows the status bar with "Done" and "Internet" icons.

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

	<u>Clarity of Purpose</u>	<u>Quality of thought</u>	<u>Use of sources</u>	<u>Organization of Content</u>	<u>Language and Style</u>	<u>Grammar and Mechanics</u>	Aggregate
Below 2.0	1	1	24	2	5	19	5
2.0-2.49	17	18	68	10	47	63	35
2.5-2.99	37	45	98	51	78	83	106
3.0-3.49	412	398	451	424	470	526	574
3.5-3.99	325	331	237	322	281	261	257
4.0-4.49	235	214	178	228	182	129	117
4.5-5.0	104	124	71	94	67	50	37
Total	1131	1131	1127	1131	1130	1131	1131
Mean	3.47	3.48	3.23	3.44	3.3	3.18	3.35
Std. Dev.	0.58	0.59	0.69	0.57	0.61	0.61	0.52
Std. Error	0.017	0.018	0.021	0.017	0.018	0.018	0.016

[Return to Report Generator](#)

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

	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	27	1	15	23	10
2.5-2.99	13	7	40	14	22	22	30
3.0-3.49	132	126	135	140	148	162	183
3.5-3.99	97	111	58	91	86	77	74
4.0-4.49	61	57	47	62	36	30	20
4.5-5.0	14	16	10	13	14	4	4
Total	321	321	320	321	321	321	321
Mean	3.38	3.41	3.12	3.38	3.23	3.11	3.27
Std. Dev.	0.52	0.5	0.63	0.49	0.54	0.53	0.44
Std. Error	0.029	0.028	0.035	0.028	0.03	0.03	0.024

[Return to Report Generator](#)

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

	<u>Clarity of Purpose</u>	<u>Quality of thought</u>	<u>Use of sources</u>	<u>Organization of Content</u>	<u>Language and Style</u>	<u>Grammar and Mechanics</u>	Aggregate
Below 2.0	0	0	6	1	0	6	2
2.0-2.49	1	3	8	3	12	4	7
2.5-2.99	9	8	8	3	3	6	12
3.0-3.49	29	29	23	31	34	34	33
3.5-3.99	14	18	11	17	10	12	7
4.0-4.49	8	3	6	8	5	3	4
4.5-5.0	4	4	2	2	1	0	0
Total	65	65	64	65	65	65	65
Mean	3.24	3.17	2.87	3.21	2.97	2.88	3.05
Std. Dev.	0.56	0.55	0.82	0.55	0.59	0.63	0.51
Std. Error	0.069	0.068	0.102	0.069	0.073	0.078	0.064

[Return to Report Generator](#)

Advanced Reporting Features

[USCA Home](#) • [Directories](#) • [Campus Map](#) • [Calendars](#) • [A to Z Index](#)

 **UNIVERSITY OF
SOUTH CAROLINA
AIKEN**

Advanced Report Generation

[English Portfolio Assessment Interface](#) -> [Reporting](#) -> Advanced Report Generation

Filters

Select term(s):

Summer 2004
Fall 2004
Spring 2005
Summer 2005

Select major: All Majors

Select gender: All

Select race: All

Select basis/type: All

Column/Row Variables

☒ Use row variables ☐ Use column variables

Column/row variable 1: Race

Column/row variable 2: Gender

Performance Variables

Performance variable 1: Average English Portfolio Scores (All)

Performance variable 2: Average SAT Critical Reading

Performance variable 3: Average High School %Rank

Performance variable 4: Average Cumulative College GPA

[Institutional Effectiveness Home](#)
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Advanced Report: Race & Gender

English Portfolio Report
Average English Portfolio Scores, Average SAT Critical 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

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 Critical Reading Score	Average High School % Rank	Average Cumulative Collegiate GPA
White (Non-Hispanic)	F	554	3.56	3.58	3.34	3.53	3.4	3.28	3.45	508	24	3.2
	M	275	3.51	3.52	3.23	3.48	3.32	3.22	3.38	515	36	3.01
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	193	3.18	3.11	2.96	3.14	2.99	2.89	3.04	428	27	2.67
	M	45	3.2	3.2	2.74	3.27	3.09	2.9	3.06	438	44	2.87
Asian/Pacific Islander	F	4	3.88	4.25	4	3.75	3.75	3.38	3.83			3.48
	M	3	2.83	3.5	2.67	3	3.17	2.5	2.94	510	19	3.16
Hispanic	F	9	3.22	3.33	3.28	3.39	3.11	2.94	3.21	503	25	3.04
	M	8	3.56	3.68	3.11	3.62	3.12	2.94	3.34	490	20	3.12
Race Not Reported	F	26	3.63	3.71	3.38	3.6	3.54	3.5	3.56	490	25	3.31
	M	12	3.67	3.58	3.33	3.54	3.5	3.38	3.5	492	60	2.98

Advanced Report: English 101 Grade

English Portfolio Report

Average English Portfolio Scores, Average SAT Critical 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

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 Critical Reading Score	Average High School % Rank	Average Cumulative Collegiate GPA
A	101	3.82	3.75	3.6	3.73	3.59	3.49	3.66	514	23	3.44
B+	62	3.49	3.57	3.36	3.48	3.33	3.28	3.42	497	21	3.14
B	170	3.41	3.41	3.13	3.37	3.24	3.13	3.28	481	31	2.89
C+	43	3.35	3.42	3.2	3.28	3.19	3.13	3.26	464	38	2.74
C	93	3.25	3.24	3.05	3.27	3.07	2.92	3.13	465	36	2.63
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	641	3.47	3.48	3.21	3.45	3.31	3.19	3.35	502	26	3.1

Advanced Report: By Term

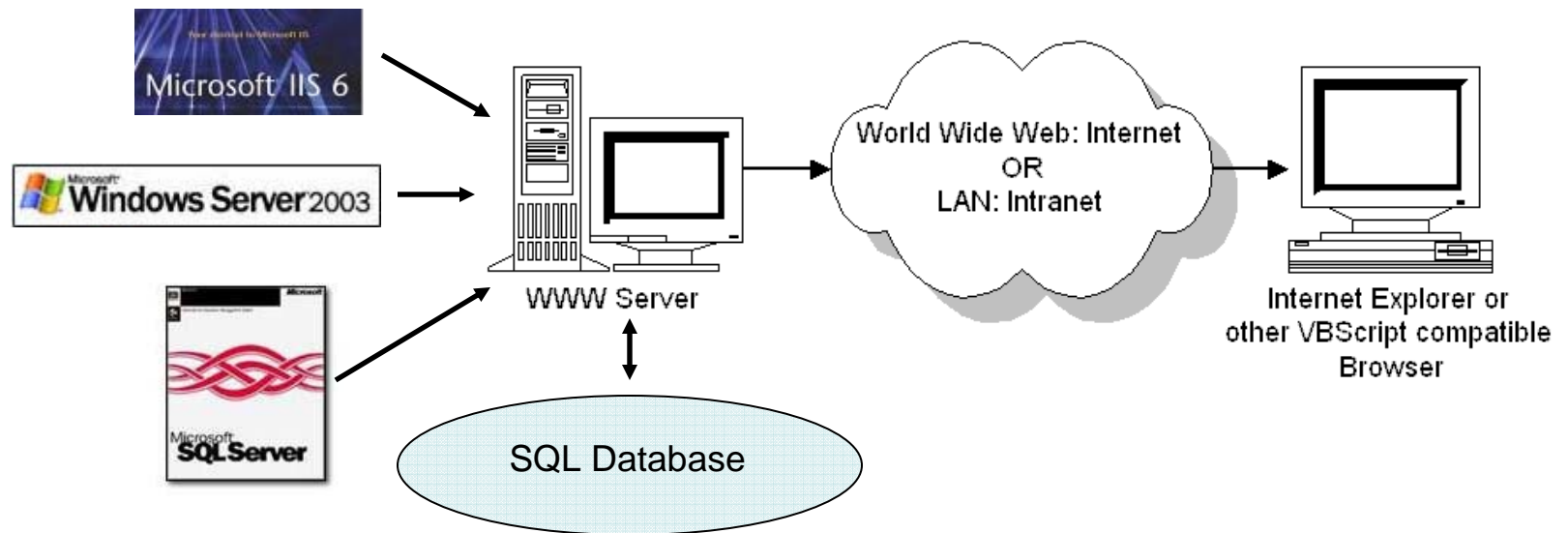
English Portfolio Report Average English Portfolio Scores for All Students by Term

Term(s): Fall 2003, Spring 2004, Summer 2004, Fall 2004, Spring 2005, Summer 2005, Fall 2005

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
Fall 2003	195	3.51	3.59	3.31	3.54	3.46	3.33	3.45
Spring 2004	195	3.34	3.4	3.15	3.38	3.23	3.15	3.27
Summer 2004	65	3.51	3.52	3.11	3.49	3.33	3.26	3.37
Fall 2004	223	3.39	3.46	3.12	3.35	3.22	3.08	3.27
Spring 2005	185	3.46	3.44	3.23	3.44	3.22	3.1	3.31
Summer 2005	56	3.48	3.32	3.25	3.32	3.2	3	3.26
Fall 2005	212	3.62	3.51	3.35	3.54	3.39	3.29	3.45

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
xxxxxxxxxx	3	3	2	4	3	3
yyyyyyyyyy	4	3	2	3	3	4
zzzzzzzzzz	5	4	5	4	4	5
Etc.						

Enterprise Data (Demographics, Academics)

ID#	Gender	Race	Major	GPA	Etc.
xxxxxxxxxx	F	1	115	3.39	
yyyyyyyyyy	F	2	159	2.24	
zzzzzzzzzz	M	1	373	3.81	

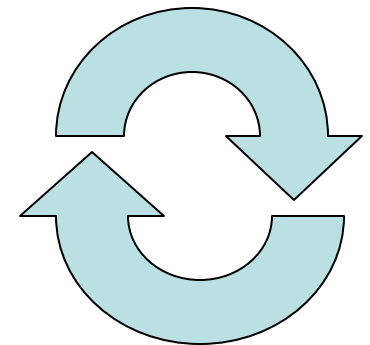
Security Overview

- 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

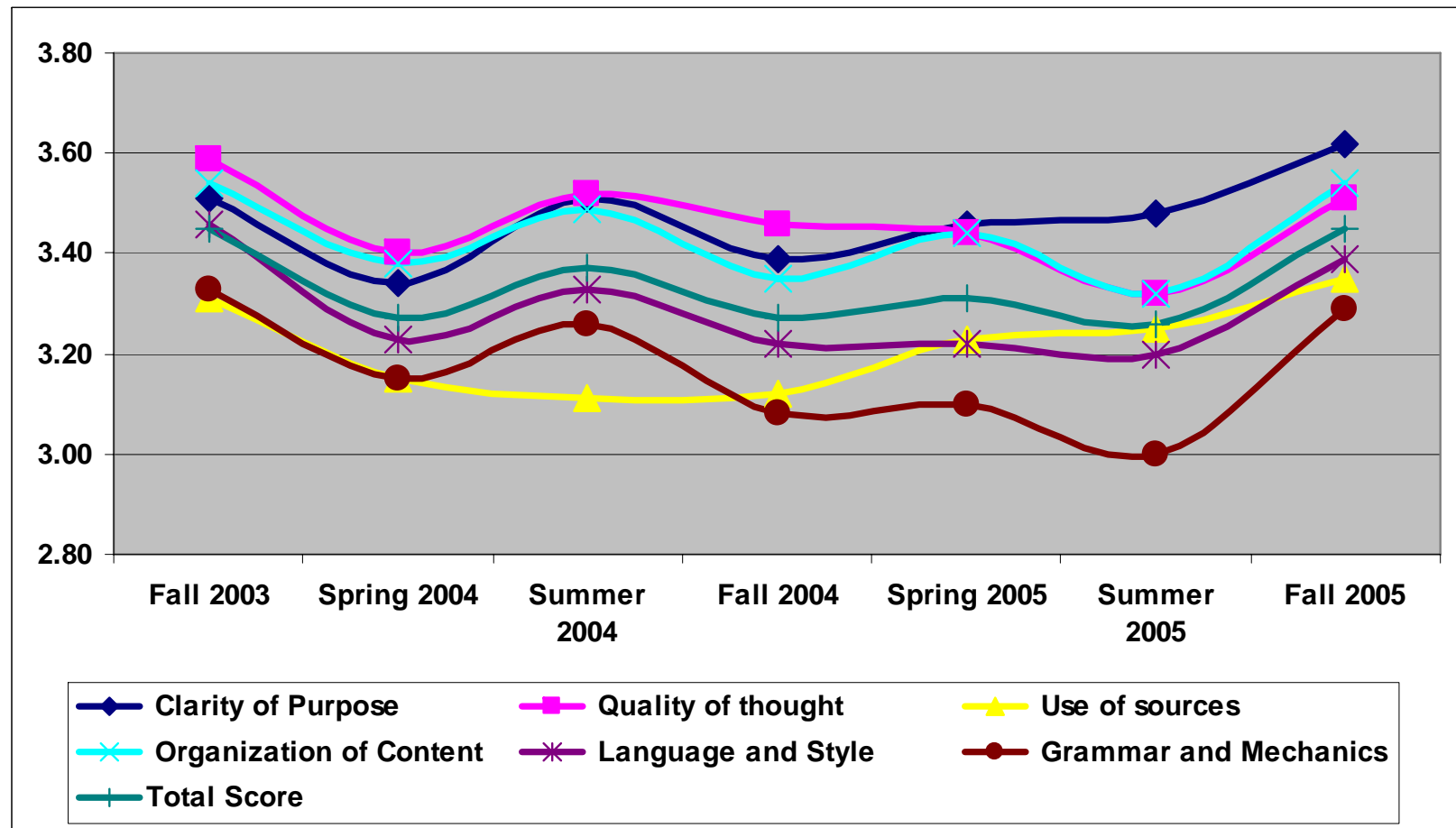


Closing the Loop

- 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

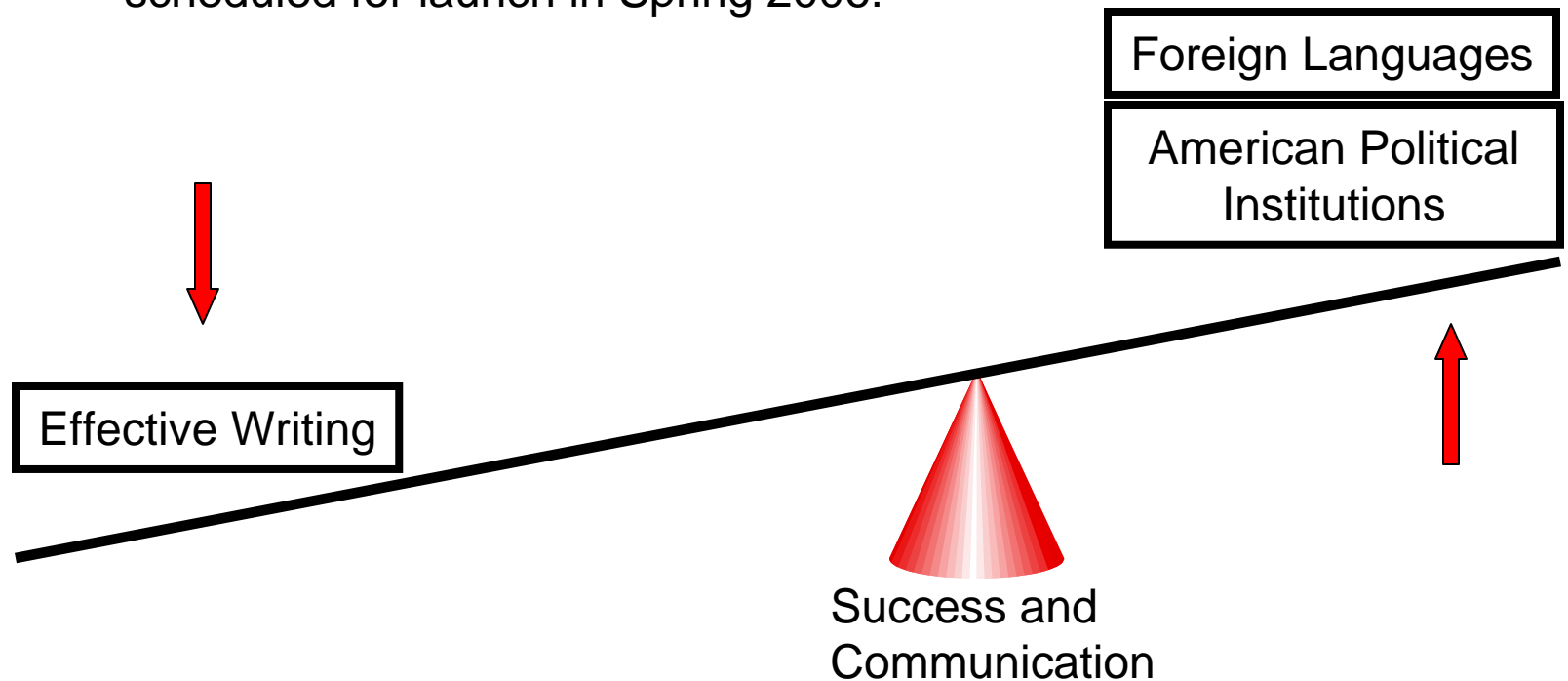
- Redesign of research methods course to include more emphasis on writing.
- Ongoing conversations about students who have marginal or failing scores on portfolio.
- Has fostered more robust communication between Departments in remediation process.



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.



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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