Compass Assessment Plans Update Spring 2016

Background:
- Freshmen entered the Compass Curriculum in Fall 2014
- Transfer students entered in Fall 2015
- These freshman will become seniors in Fall 2017 (or 2018)
- We want summative artifacts for all assessment areas, if possible
- We would like multiple (at least 2) semesters of data to acquire a large enough sample from all colleges to evaluate student learning
- We don't want to ask faculty to assess more than two components a year

Assessment plan

Year 1- Writing Pilot and Sustainability Collection and Assessment
Fall 2016
-Collection of writing artifacts as a pilot of Aqua and Taskstream

Spring 2017
- Collection of Sustainability Artifacts- Semester 1

Summer 2017
- Assessment of collected writing artifacts with faculty teams
- Assessment of collected Sustainability artifacts in teams

Year 2- Writing and Sustainability Collection and Assessment
Fall 2017- Freshman have become seniors
- Collection of writing artifacts from Summit courses (Semester 1 of non-pilot assessment)
- Collection of Sustainability artifacts (semester 2)

Spring 2018
- Collection of writing artifacts in Summit courses (Semester 2)
- Collection of Sustainability artifacts (semester 3)

Summer 2018
- Assessment of writing artifacts with faculty teams
- Assessment of Sustainability artifacts with faculty teams

- -Preparation of report for colleges and departments on collected data from multiple semesters

Year 3- Inclusiveness and Oral Communication
Fall 2018

- Collection of Inclusiveness artifacts (semester 1)
- Assessment of Oral Communication artifacts in Summit courses (semester 1)

Year 3- Inclusiveness and Oral Communication
Fall 2019

- Collection of Inclusiveness artifacts (semester 2)
- Collection of Oral Communication artifacts from Summit courses (semester 2)

Summer 2019
-Assessment of Inclusiveness artifacts using faculty teams
-Assessment of Oral Communication artifacts using faculty teams
- --Preparation of report for colleges and departments on collected data from multiple semesters

Year 4- Navigate Assessment and Writing Intensive Courses
Fall 2019

- Collection of Navigate course artifacts (Semester 1)
- Collection of WiC artifacts (semester 1)

Year 4- Navigate Assessment and Writing Intensive Courses
Fall 2020

- Collection of Navigate course artifacts (Semester 2)
- Collection of WiC artifacts (semester 2)

Summer 2020

- Assessment of Navigate artifacts using faculty teams
- Assessment of WiC artifacts using faculty teams
- -Preparation of report for colleges and departments on collected data from multiple semesters

FAQs

How will we collect Data?
-Using Aqua, the Taskstream product, for at least 2016-17. We may transition to the full Taskstream product after that, but we'll need to learn more about its student interface and functionality. Michelle Neely is currently working to determine which product (Aqua or Taskstream) is the best solution for the Writing Portfolio long-term. Her research may inform our Compass assessment decision.

Why start with writing in summit courses first?

- Since we want summative data we plan to pilot collection in summative courses

Why not start Oral Communication in Fall 2016

- Because Summit faculty should be only asked to work on one assessment component a year, and we need additional time to plan for this component and garner faculty buy-in, particularly in LAS. In addition, we will need additional time to work with the logistics of gathering oral communication artifacts (videotaping? Real time scoring?)

How do we hope to deliver (use?) the data to improve student learning?
- Data will be collected for multiple semesters in order to acquire meaningful data from all colleges and representative samples from departments. Data will be reported back to colleges and departments on results of the assessment of collected artifacts. A short report (no more than two pages) should presented to each department or college that participated (where possible), indicating where their students are doing well or struggling.

Similar data will be presented to the Council on Undergraduate Education for suggestions on how to move forward.

How will results currently collected by departments be used?

- Each department and college collect different data that may be departmentally or college specific, but we plan to help colleges and departments by reporting our data to them so that they can use the results for their accrediting agencies.

Is there still a need for a Writing Portfolio (WP)?

- The Compass Curriculum does not plan to assess writing every semester of every year. An issue with using the WP as a platform to submit artifacts is that it that those results aren't summative, and could be from any course as currently structured.

Why not have a required Compass Assessment Portfolio?

- Our assessment committee has felt that's not necessary and that students would feel such a portfolio (like the WP) is an unnecessary addition to their workload.