

Co-Curricular Assessment Plan--Draft 4

Department: Math, Science and Health Professionals

Name of Service/Committee/Club: MASS Learning Center

Prepared by: Tracy Thompson

Step 1: Planning

Remember planning is best done with all members of your team.

1A: Describe the service or activity being assessed. Be specific so that the purpose and goal is clear.

- What is the service/activity?
 - The usage of the MASS Learning Center resources by BIOL136 students.
- What kind of information do you need? Opinions, attendance, usage, continued usage of the service?
 - Attendance to the Learning Center and type of resources used
- Based on the information needed, when should the assessment be completed—before or after the service, during the service, etc.?
 - After the service
- Where is the assessment completed—where the service occurs, email, Blackboard, online...?
 - In the MASS Learning Center – (I'm a little unsure of what this question is asking.)
- What level would you expect your students to achieve at the time of the assessment: Beginning, Progressing, Proficient or Advanced?
 - Most students should be Progressing
- What percentage of the students do you expect to be proficient at the assessment?
 - Since all BIOL136 students are being evaluated, 40% should be proficient.

1B: Relate the service/activity to its intended outcomes.

Which outcome are you assessing? Check the box next to the appropriate outcome.

	Co-Curricular Outcome
	Communications
	Critical Thinking
	Teamwork & Professionalism
X	Navigating Processes?
	Personal Development

*Remember your assessment will need to clearly and separately report on each outcome.

Step 2: Assessment

2A: Assessment Summary:

- Describe how you are evaluating each category in the rubric.
 - Utilizing College Processes and Resource – Since MASS is a resource for the students, if they could find it and use it I marked it as Progressing. Students have been notified about MASS in their classrooms so all should be at a Beginning level before they seek MASS. Then based on the number of times and types of services used, they were ranked higher as Proficient or Advanced.
 - Seeking Information – Student were assessed based on type of resources used and number of times.

- Using Information - Student were assessed based on type of resources used, number of times, and duration of sessions.
- Selecting Technology – Not used
- Using Technology – Not used

- Attach the data file(s) to form.

2B: Participant Summary

- How many students were assessed? 53
- Were all students assessed? Yes
 - If not, which students were assessed?

Would it be helpful if we also asked for an idea of what overall percentage of students are in this assessment relative to the total number of students seen by this service?

Step 3: Evaluate

3A: Key Results

- Which of the results stood out to you?
 - Most students are able to find and use MASS. The students are not using MASS to the extent that they could.
- What percentage of the students were proficient in each category of the rubric? *This data can be found in the Results Summary table in the Rubric Excel file. (The version of the excel file that I was using did not give this information. It just had % proficient. Is this % for each category?)*
 - Utilizing College Processes & Resource 52.6% % Beginning:
 - Seeking Information 47.4 % % Progressing:
 - Using Information 34.2 % % Proficient:
 - % Advanced:

Abby updated the rubric file with a table that now calculates the percentage for each category. Here is the updated version for Tracy's pilot:

MASS Learning Center Pilot Navigating Processes Assessment						
	% Beginning	% Progressing	% Proficient	% Advanced	% Not Applicable	Percent Proficient or Above(%)
Utilizing College Processes & Resources	0.00	50.94	30.19	18.87	0.00	49.1
Seeking Information	0.00	50.94	32.08	16.98	0.00	49.1
Using Information	41.51	20.75	22.64	15.09	0.00	37.7
Selecting Technology	0.00	0.00	0.00	0.00	100.00	0.0
Using Technology	0.00	0.00	0.00	0.00	100.00	0.0
Total Number of students assessed	53.00					

Based on Part 1a of this report, Tracy expected most of the students to be at the Progressing level. The above table shows that the majority of students are at the Progressing level for the first three categories—"Utilizing College Processes & Resources", "Seeking Information" and "Using Information"—but are at the Beginning level for "Using Information".

3B: Analysis

- What did you learn from the assessment? What is the difference between which results stood out and what did you learn.

The “results that stood out” should just be a list, as opposed to an explanation of why or what those results told you. Would it make more sense for most people to just have one question or the other?

- Many students know where MASS is and how to use it, but they need to be encouraged to do more than stop by for supplemental materials.
- Did the data highlight something new about the student service(s)?
 - Students need to be encouraged to go beyond the
- What area(s) can be improved upon?
 - MASS needs to work on how to get students to fully engage with the learning process.

3C: Act

- What steps will you take to improve the areas listed above?
 - This fall there needs to be a change that encourages students to go beyond picking up worksheets.
 - I will investigate strategies to move students deeper into information