



# The Quarterly LEAP

## Editor's Note

Bertha M. Avila, Director

Welcome to the first issue of The Quarterly LEAP newsletter.

(LEAP = Learning Excellence Assessment Process)

The LEAP Committee hits the ground running at their first meeting on August 14th. There will be some vacancies so if you are a faculty member and are interested in being part of an awesome committee, please contact your Dean or Associate Dean. This is

a three-year commitment and we do not meet during the Summers.

Kudos from the LEAP committee to those faculty members and departments who have submitted their Academic Achievement Report (AAR) prior to leaving for the summer. It's the spirit of assessment that keep us all fresh and motivated for the coming year.

Meanwhile the LEAP Committee hopes that this newsletter will serve as a forum for faculty to share ideas and learn about assessment related resources. Think of it as a textual Best Practices Day. We invite - and will actively solicit - short articles about classroom assessment techniques; summaries of discipline-specific assessment

discussion; reviews of assessment resources including books, articles, conferences, and websites; and any other assessment-related ideas that you would like to share. Here's to creating a healthy and helpful assessment environment here at AWC!

Sincerely,  
Bertha



## CATS by Angelo and Cross



### Techniques for Assessing Course-Related Knowledge & Skills

#### Assessing Prior Knowledge, Recall, and Understanding

*The CATS in this group are recommended to assess declarative learning, the content of a particular subject.*

**1. Background Knowledge**

**Probe:** short, simple questionnaires prepared by instructors for use at the beginning of a course or at the start of new units or topics; can serve as a pretest; typically elicits more detailed information than CAT2.

**2. Focused Listing:** focuses students' attention on a single important term,

name, or concept from a lesson or class session and directs students to list ideas related to the "focus."

**3. Misconception/Preconception Check:**

focus is on uncovering prior knowledge or beliefs that hinder or block new learning; can be designed to uncover incorrect or incomplete knowledge, attitudes, or values.

**4. Empty Outlines:** in a limited amount of time students complete an empty or partially com-

pleted outline of an in-class presentation or homework assignment.

**5. Memory Matrix:** students complete a table about course content in which row and column headings are complete but cells are empty.

**6. Minute Paper:** perhaps the most frequently used CAT; students answer 2 questions (What was the most important thing you learned during this class? And What important question remains unanswered?).

**7. Muddiest Point:** con-

sidered my many as the simplest CAT; students respond to 1 question (What was the muddiest point in \_\_\_\_\_?); well suited to large, lower division courses but not to those which emphasize integration, synthesis and evaluation

*What are CATS? CATS stands for Classroom Assessment Techniques. It is the use of small-scale data gathering techniques conducted continuously by faculty to determine what students are learning in a given class.*

Do you want to share your CATS with us?

Email your CATS to:

[bertha.avila@azwestern.edu](mailto:bertha.avila@azwestern.edu)

# 2007-2008 Student Learning Outcomes Preliminary Results

## AWC General Education Outcomes

The assessment of student performance in general education courses helps us determine what our students already know and need to know in order to succeed here, at institutions of transfer, and in their careers. The assessment reports that AWC generates not only help us identify what is being learned but also enable us to make recommendations for improvements to our general education curriculum and to programs which will, in turn, increase the level of student performance in general education.

Students who applied for graduation\* during the 2007-2008 Academic Year are required to complete two of the four general education assessments.

(\* only students applying for AA, ABus., AS, AAS and AGS )

### Written Communication



Written essays are pending to be scored during Fall 2008. Data will be available in December 2008.

### Critical Thinking

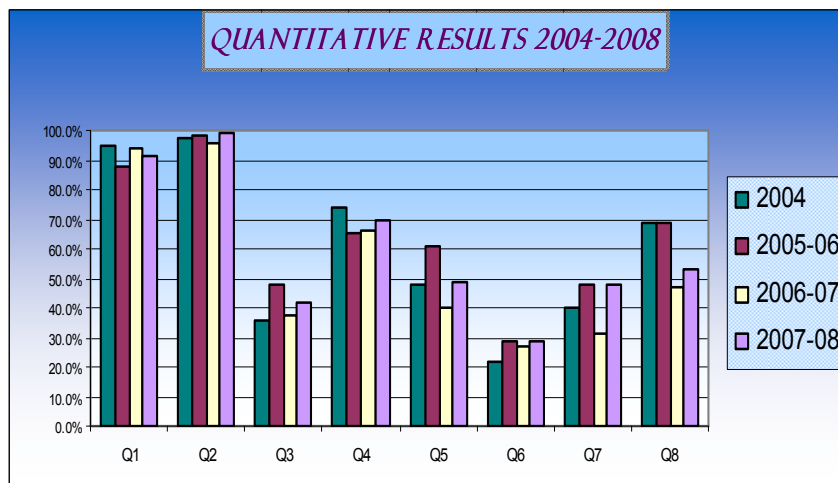


Data currently being analyzed. Data will be available in September 2008.

### Quantitative Analysis



FIGURE 1



### Quantitative Analysis

The “**Tools for assessment and Criteria for Success**” selected for the 2007-2008 Quantitative Analysis General Education Outcomes were:

- 100% of the graduates will correctly answer 6 or more questions.
- Additionally, 75% of participating graduates will correctly answer each multiple-choice question on a locally designed test that addresses all of the target outcomes for quantitative skills.

The “**Summary of Data**” collected is shown in the **Figure 1**.

# 2007-2008 Student Learning Outcomes Preliminary Results

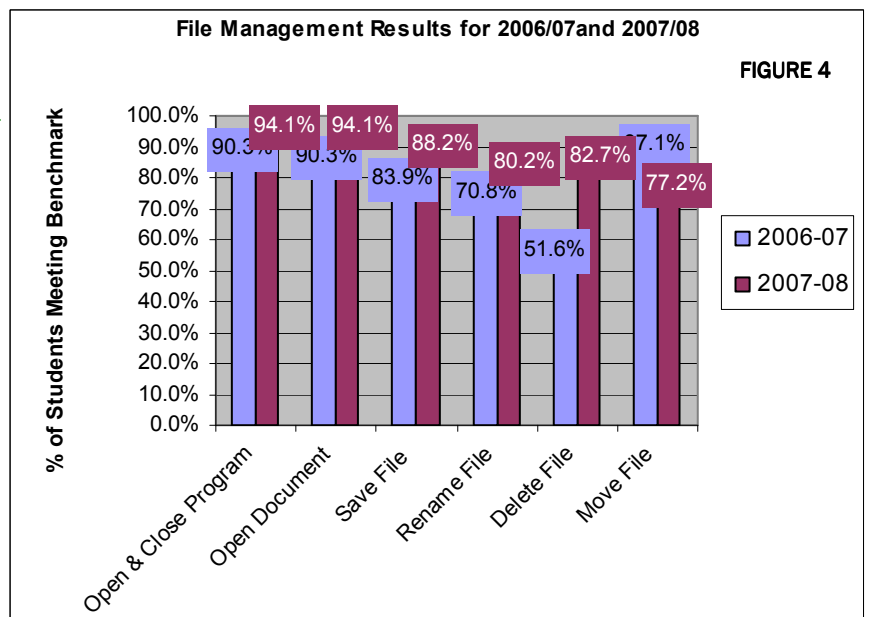
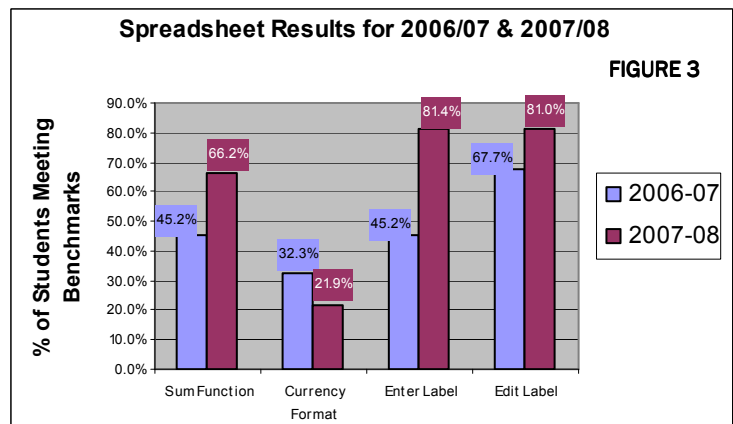
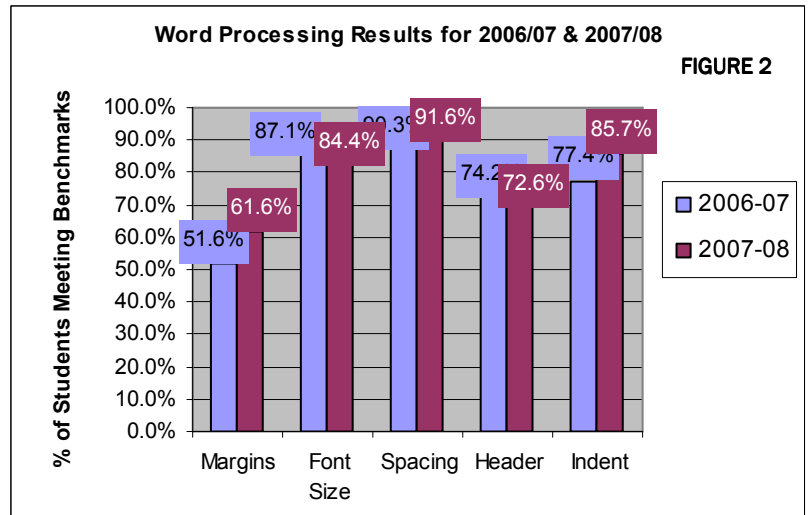
## Technology Applications



Figures 2-4 are the 2007-2008 Technology Applications results. The “Tools for Assessment and Criteria for Success” for the 2007-2008 Technology Applications General Education Outcomes are: In a hands-on exam, 80% of the graduates will

- open and close a program; create, save, print, re-name and delete a file.
- create a document with first line indents, adjust margins, fonts, spacing, insert a header and save the document.
- Open an existing spreadsheet file, use a function to total values, format the values to currency without decimal places, enter and edit a label.

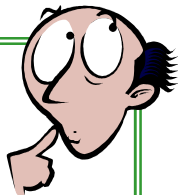
The “Summary of Data” collected is shown in the Figure 2-4.



Do you have ideas on embedding general education across the curriculum? Call us.

Please contact your associate dean and or email Bertha at:

[bertha.avila@azwestern.edu](mailto:bertha.avila@azwestern.edu)



## Faculty Professional Development February 8, 2008

During the Faculty Professional Development in February 8 208, the LEAP Committee had an assessment booth with various activities. One activity asked faculty to share, "How do the courses I teach or my discipline contribute to the 4 General Education Student Learning Outcomes?" Here are a few of their responses:

Written Communications	Quantitative Analysis	Technological Applications	Critical Thinking	Course/Instructor
Essays/Exams/ Questions	<i>Not legible</i> Examining graphs/charts for some essays	Black Board-discussion board	Essays/Discussion/ Critique	B. Belobaba
Critical Writing	Spread sheets and database assignments	MS Office classes; Black Board; email	Critical article review; programming logic	L. Reeser
Essays	Surveys/graphs	Email essays; Black Board; essays typed	Article reviews; culture	M. Martinez Spanish
Essays; review paper	Graph analysis; Interpreting statistical tests	Assigned online readings/ <i>Not legible</i>	Analysis of scientific research paper	Marie McGee
Write papers / presentations / reports	NA	Give/receive Power Point presentation/Black Board/ Web search	Compare/contrast concepts; summarize analysis of literary texts.	Amalia Garzon SPA 352
Write papers/journals	Budget project	Blackboard	Summarize budget data	Hawkey FCS 238/220
Final paper		Power Point presentations	Evaluate crop	Williams PLS 100
Papers, postings and reports	Critique and assess their own video and interviews	Video tape recording of interview	Evaluation of works	
Student contact logs and reports	Student participation and information from our after school meetings as well as our Saturday activities	Computer, Power Point presentations, web search, email correspondence.	Planning activities for after school, as well as senior check-list	Elizabeth Madrigal UB Academic Coordinator
Writing a research paper using note cards and research folder	Completing a survey on learning styles and graphing data	Using internet to research a country and type the paper on computer	Present reasons for or against topic in Reading	Bernadette Presloid ESL
Essay assignments; weekly writing prompts; in class writing	Integrating charts and graphs into argumentative essays	Using Black Board; Internet research; online submission and response	Comparison/contrast literary analysis; rhetorical analysis	Ric Jahna English
Chapter on Writing; written report; 3	Time management; graphing data	Chapter on Technology; e-advisement;	Every chapter and journal entries	Yolanda Rios ORI 101

We invite you to share a short article about classroom assessment techniques; or reviews of assessment resources including books, articles, conferences and websites; and any other assessment-related ideas that you would like to share.



Sends us your ideas and resources and we will publish them on this newsletter and or on our website. Articles that are selected for publication will received a free gift from our office. Submit them to [bertha.avila@azwestern.edu](mailto:bertha.avila@azwestern.edu).