

Results of 2023-2024 Assessment of CCC Outcomes

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Outline

- Timeline of Assessment for CCC Outcomes
- Notable Achievements
- Areas of Growth
- Preliminary Results of 2023-2024 Assessment
 - The Diversity of Human Experience (D2)
 - Mathematics (MA)
 - Social Sciences (S1)
 - Writing & Information Literacy Tier 2 (WIL2)
- Looking ahead to 2024-2025 Assessment
- Role of New Assessment Council?



University of Vermont

Catamount Core Curriculum Timeline of Assessment

Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)
D2 MA S1 WIL2	AH1 AH2 AH3 GC1 GC2	OC N1 N2 SU	D1 QD WIL1

Notable Achievements

Held Rating Days
for WIL2 and S1

Used Multiple
Assessment
Methodologies

Collected
Meaningful Direct
Assessment Data

Engaged
Numerous
Faculty from
Diverse Areas

Continued to
Collect Indirect
Assessment Data
from Faculty

Collaboration of
OIRA, CCCC, Key
Campus Partners

Areas of Growth

Increasing
Participation Rates

Collecting Indirect
Data from Students

Using the Data for
Continuous
Improvement

Identifying Key
Campus Partners
to (Regularly) Help
Lead Assessment
Initiatives

Development of
CCC Rubrics

Determining the
Methodology
(and Timing)
that Works Best for
Each Category

The Diversity of Human Experience (D2)

- Activities:
 - Discussion lunches with Faculty on May 16th and 23rd.
 - 12 Faculty participated
 - Presented results of Faculty Perceptions of Student Learning surveys
 - All outcomes are mostly being emphasized in D2 classes (with only LO #4 – Application, being emphasized a bit less than the others).
 - Students mostly expected to achieve at “Foundational or Intermediate” levels (as opposed to “Mastery”).
 - Overall, students are achieving as expected

The Diversity of Human Experience (D2)

- Themes from the Faculty Discussion:
 - Challenges of engaging in open dialogue on sensitive topics.
 - Pedagogies that help manage teaching sensitive materials. In a large class that can be very tricky.
 - Getting “stuck” at a “basic” level of understanding of complex issues.
 - Bank of sample assignments organized by D2 Outcome, along with rubrics if available.
 - Development of a community of practice of D2 faculty?

The Diversity of Human Experience (D2)

- Themes from the Faculty Discussion (cont'd):
 - Impacts of class sizes and level students can achieve at.
 - Where are we aiming and how realistic is it to achieve that?
 - Properly situating the class on who is taking it, why/when they're taking it, and how to teach it.

Mathematics (MA)

- Activities:
 - As suggested by key campus partners, an “embedded” assessment methodology was used.
 - Number of Courses that Submitted Data: 5

Mathematics (MA)

	Not Meeting	Approaching	Meeting	Exceeding
Demonstrate an ability to understand aspects of the world through a mathematical lens.	4% (12)	12% (38)	41% (129)	43% (135)
Give examples related to course materials that show how creativity is central to mathematical thinking.	6% (18)	18% (58)	46% (145)	30% (93)
Be able to demonstrate facility with core mathematical concepts by completing work at the introductory college level or beyond in one area of mathematics.	4% (12)	6% (19)	51% (159)	39% (124)

Mathematics (MA)

- Opportunities for Student Growth:
 - Students seemed to struggle a bit more with problems that required creativity and were less procedural in nature.
 - Student responses need more detail
 - Some students gave up too easily. We had talked about trying something and thinking about anything they do know. I always recommend that they write down any memory of how the problem should be done, even if they simply write it in words, as opposed to mathematically.
 - Students struggled with the abstract nature of the course and the more difficult concepts. Some had problems understanding basic definitions. Many students had a lot on their plate (athletics, jobs, multiple difficult courses, medical issues, concussions, etc).

Mathematics (MA)

- Strategies to Realize Student Growth:
 - I think we can give students more opportunities to work together to solve problems creatively.
 - Provide more review sessions, especially before major tests and the final examination.
 - Although I did give many opportunities for practice, some did not take advantage of them. So, I need to work on my grading scheme and delve more into how else I can provide those opportunities so that students will be more likely to practice. Some of the group work we did helped.
 - Students who did poorly typically had poor attendance and did not come to office hours either. Some of these people had medical issues that arose the semester but others had no excuse.
 - Some have taken advantage of the many practice activities I provide. I love to see the students who are struggling do them. I am proud of those who do well and still do the practice.

Social Sciences (S1)

- Activities:
 - Rating day held August 13th

Number of Raters:	9
Courses Submitting Assignments	14
Artifacts Submitted:	726
Artifacts Rated:	78 (most were scored by 2 raters)

Social Sciences (S1)

	Not Visible	Not Meeting	Approaching	Meeting	Exceeding
Be able to draw on course topics, materials, and activities to describe how individuals, groups or institutions affect and interact with each other.	0% (0)	0% (0)	3% (2)	37% (29)	60% (47)
Be able to identify and demonstrate understanding of theories of human behavior, experience, institutions, or social systems addressed in the course.	6% (5)	6% (5)	22% (17)	31% (24)	35% (27)
Recognize and evaluate methods and processes of systematic investigation in one or more applied examples of social science research.	26% (20)	9% (7)	24% (19)	23% (18)	18% (14)

Social Sciences (S1)

Key take-aways in rating/using the rubric:

- Difficulty in rating Outcome #2:
 - When is it a formal theory versus a framework?
- Third learning outcome was hard to rate:
 - How literal did the student need to be in needing to specify method/process?
 - Or were they referencing someone's argument?
- Difficulty separating out social science from humanities as part of this exercise.
- The word “evaluate” in Learning Outcome #3 was a sticking point.
 - Is it fair to have “evaluate” for an intro course?
 - Especially considering class size.

Social Sciences (S1)

Key take-aways in teaching and student learning:

- Students addressed learning outcome #1 very strongly.
- Lots of variation in how students were able to organize arguments.
 - Students had issues understanding “persuasive” arguments.
- Hypothesis were not always connected to a theory.
- Lots of establishing problems and their complexities but actionable piece is a lot lighter. No real actions suggested.

Social Sciences (S1)

Key take-aways in teaching and student learning (cont'd):

- There are many websites that help summarize information and students seemingly relied a lot on those.
- Students were able to choose evidence to support arguments.

Writing & Information Literacy Tier 2 (WIL2)

- Activities:
 - Rating day held on May 20th

Number of Raters:	8
Courses Submitting Assignments	10
Artifacts Submitted:	126
Artifacts Rated:	54 (most were reviewed by 2 raters)

Writing & Information Literacy Tier 2 (WIL2)

	Not Visible	Not Meeting	Approaching	Meeting	Exceeding
Using Disciplinary or Field-Based Frameworks	2% (1)	7% (4)	35% (19)	48% (26)	7% (4)
Developing Flexible Writing & Inquiry Processes	83% (41)	0% (0)	11% (6)	6% (3)	0% (0)
Using Information Ethically	2% (1)	9% (5)	41% (22)	41% (22)	7% (4)

Writing & Information Literacy Tier 2 (WIL2)

- Themes from the Faculty Discussion:
 - The outcomes are very ambitious, would expect to see few “exceeding” expectations.
 - What’s the future of these outcomes with ChatGPT?
 - It was very helpful to WIL2 instructors to see how WIL2 is being taught elsewhere.
 - Lots of suggestions for the improvement of the rating day itself.
 - Student Achievement of Outcomes: Lots of evidence of reading issues.

Looking Ahead to 2024-2025



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