Campus Assessment Portal (CAP) User Guide

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.QRZ \RXU ,In 2019, Phoenix College adopted new Institutional Learning Outcomes. You will need to select one of these ,/2¶V for the focus of your project.

Identify a Signature Assignment: You will need to identify an assignment you give to students that aligns with your selected ILO.

Score Your Assignment using a VALUE rubric: You will choose from a list of provided rubrics to score your students on your signature assignment.

Enter your scores into the campus assessment portal (CAP): Your student scores will be entered into the CAP system using a link we provide you.

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Assessment data is summarized in aggregate and allows PC to have a campus snapshot of where our students are in terms of our institutional learning outcomes. The data can answer TXHVWLRQV WKLFK ¶DUH UHJDXODV DQG FXadoWhich are not) "´On which general education outcomes do our students show strengths or weaknesses "´ ³+RZ GR VWXGLHQ OYHHO FURHRPSDUHWLWGHQ OYHHO FRXUNovnatio'h gained from this overview can be used to inform campus decision-making, professional development offerings, and the improvement of our educational practices.

Assessment data is not an evaluation of an individual faculty or staff member.

STEP 3   PHOENIX COLLEGE ILO·S

The first step is to familiarize yourself with the Institutional Learning Outcomes (ILO's)
Our previous general education outcomes (numeracy, critical thinking, writing, oral
presentation, and information literacy) are encapsulated in the intellectual skills ILO and new
ILO's have been added for our our broadened ILO's approa

- Specialized Knowledge

- Broad and Integrative Knowledge

- Intellectual Skills

- Applied and Collaborative Learning

- Civic and Global Learning

A more detailed description provided on the rubric section. ILO's is p
You will need to choose a single ILO as a focus for your assessment project

STEP   SELECTING A RUBRIC

Phoenix College has adopted the VALUE approach to the assessment of student learning outcomes. VALUE stands for the Valid Assessment of Learning in Undergraduate Education. Led by the AAC&U, teams of academic professionals across the country collaborated to develop a set of rubrics to determine how well students are achieving learning outcomes that are considered essential by both faculty and employers. To date, the VALUE rubrics have been used by more than 70,000 individuals and more than 2,200 colleges and universities.

As opposed to standardized tests, the VALUE approach draws evidence of student learning based on the actual work (papers and assignments) that students produce in response to course requirements. Faculty judge the quality of the work against the shared standards of the DQP (Degree Qualifications Profile on which PC's ILO's a...

Once you have selected an ILO for your project, you will need to choose the specific VALUE rubric that best aligns with the learning outcome for your assignment. Score each student's work using the rubric.

The appendix includes a description of each of the VALUE RUBRICS associated with each PC ILO (see table on Page 4).

STEP   ENTERING DATA INTO THE PORTAL

Once you've scored your students use the link to enter the data into the Campus Assessment Portal (CAP).

Use the URL link provided to you by the assessment coordinators:

https://maricopa.sjc.qualtrics.com/jfe/form/SV_rpRwOG...

You will be asked to enter basic information such as your name, your department, and your course.

You will be asked to upload your assignment (including the instructions the students receive). Please make sure to complete this step, as we can use this information to categorize or summarize the types of assignments that are being assessed

Specialized Knowledge

Description : Phoenix College seeks to guide students in developing the range of theoretical and practical knowledge, competencies, and skills needed in a specialized profession or field of study. Students are guided on instruction that leads to deeper knowledge and skill building in a students' chosen career field

The following seven rubrics may be used to measure various aspects of specialized knowledge:

1A: Inquiry/Analysis on Existing Knowledge, Research and Views

1B: Inquiry/Analysis-Define Process

1C: Inquiry/Analysis- Analysis

1D: Critically Evaluate Information and its Sources

1E: Fosters Constructive Team Climate

1F: Problem Solving/Defining the Problem

1G: Problem Solving/Identifying Strategies

HOW TO ENTER ASSESSMENT DATA

A. Inquiry Analysis Knowledge Research

1	2	3	4
Minimal Proficiency	Low Proficiency	Moderate Proficiency	Maximum Proficiency
Presents information from relevant sources representing limited points of view.	Presents information from		

B. Inquiry Analyses Process

C. Inquiry **Analysis**

D. Critically Evaluates Information and...

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Chooses a few informatio sources.Selects sources using limited criteria (suc as 410.83(s)3.996.004 (ι			

Fosters Constructive Team Climate

F. Problem Solving (Defining the Problem)

1	2	3	4
Minimal Proficiency	Low Proficiency	Moderate Proficiency	Maximum Proficiency
Demonstrates a limited ability identifying a problem statement or related contextual factors	Begins to demonstrate the ability to construct a problemstatement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors

G. Problem Solving Identifying Strategies

1	2	3	4
Minimal Proficiency	Low Proficiency	Moderate Proficiency	Maximum Proficiency
Identifies one or more approaches for solving the problems that do not apply within a specific content.	Identifies only a single approach for solving the problem that does not apply within a specific context.	or solving the	Identifies multiple approaches for solving the problem that apply within a specific context.

A. Knowledge of Cultural Awareness of Self

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)	Identifies own cultural rules and biases (e.g., with a strong performance for those rules shared with own cultural group and seeks the same in others	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness, comfortable with	

B. Knowledge of Cultural Worldview

C. Connections to Experience

D   CONNECTIONS TO DISCIPLINE

1	2	3	4
Minimal Proficiency	Low Proficiency	Moderate Proficiency	Maximum Proficiency
When prompted, present examples, facts, or theories from more than one field of study or perspective.	When prompted, connec examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	

E   INFLUENCE OF CONTEXT AND ASSUMPT

F   INNOVATIVE THINKING

Description The Interpretent Skills presented below define proficiencies that transcend the boundaries of particular fields of study. They overlap, interact with and enable the

'H V F U L S W L R Q of applied learning suggests what graduates can do with what they know is the most critical outcome of higher education. Phoenix College students should be able to integrate theory and practice in both academic and non-academic setting, and should be able to learn with others in the course of application projects. Research of different kinds and intensities, on and off campus, on and off the internet, and formal field-based experiences (internships, practicums, community and other service-learning) all are cases of applied learning.

Associate level learning outcomes:

- o Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a based challenge, and evaluates the learning gained from the application.
- o Analyzes at least one significant concept or method in the field of study in light of learning outside the classroom.
- o Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it.
- o Demonstrates the expertise of any practical skills crucial to the application of expertise.

The following six rubrics may be used to measure different aspects of applied or collaborative learning:

- o $ Connections to Experience
- o % Applying Knowledge to Contemporary Global Contexts
- o & Transfer to New Learning
- o '   Application of Ethical Perspectives/Concepts
- o (Independence
- o)   Fosters Constructive Team Climate

4A: Connections to Experience

1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts.	

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F. Fosters Constructive Team Clima

1	2	3	4
Minimal Proficiency	Low Proficiency	Moderate Proficiency	Maximum Proficiency

Supports a constructive team climate by doing any one of the following:

-Treats team members respectfully by being polite and constructive in communication.

-Uses positive vocal or written tone, facial expressions, and/or b [(a)-3.0

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1	2	3	4
Minimal Proficiency	Low Proficiency	Moderate Proficiency	Maximum Proficiency
Identifies some connections between an L Q G L Y L G X 3 3 c 5 7 7 9 7 T d w t e 9 6 5	Analyzes ways that human 3 5 7 1 9 T d w t e 9 6 5 j e 0 0 4 9		
personal decision-making and			
certain local and global			
issues.			

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&   & X O W X U D O ' L Y H U V L W \

'   & X O W X U $ Z D O 6 H O Q H V V

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)   & L Y L F , G H Q W L W \ D Q G & R P P L W P H Q W