

Campus Assessment Portal (CAP) User Guide



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. Q R Z \ R X U , In 2010, Phoenix College adopted new Institutional Learning Outcomes. You will need to select one of these , / 2 ¶ of 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 T X H V W L R Q W W X F K 2 ¶ U H U H J X O B U V A H I G F X a d W h i c h a r e n o t) " ´ O n which general education outcomes do our students show strengths or weaknesses " ´ 3 + R Q R V W X Y M Q O Y H O U F R H R P S D U H W Z X G H K Q O Y H O F R X i n f o r m a t i o n g a i n e d 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.

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7KH ILUVW VWHS LV WR IDPLOLDU Intellectual Learning Outcomes. Our previous general education outcomes (numeracy, critical thinking, writing, oral presentation, and information literacy) are encapsulated in the intellectual skills ILO and new , /2 V KDYH EHHQ DGGHG IAU DUEURDZ H/2 VSSURD

Specialized Knowledge

Broad and Integrative Knowledge

Intellectual Skills

Applied and Collaborative Learning

Civic and Global Learning

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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 ('HJUHH 4XDOLILFDWLRQV 3URILOH RQ ZKLFK 3&¶V ,/2¶V D

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 st XGHQW¶V 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).

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2QFH \RX¶YH VFRUHG \RXU VWXGHQWV XV to Enter the Data in to XEULF the Campus Assessment Portal (CAP).

Use the [Q&A](#) link provided to you by the assessment coordinators:

[KWWSV_PDULFRSDFI_VMF_TXDOWULFV_FRP_MIH_IRUP_69B_US5Z2*](#)

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

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Minimal Proficiency	Low Proficiency	Moderate Proficiency	Maximum Proficiency

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Minimal Proficiency	Low Proficiency	Moderate Proficiency	Maximum Proficiency

Chooses a few informatic sources. Selects sources using limited criteria (such as 410.83(s)3.996.004 (t

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Minimal Proficiency	Low Proficiency	Moderate Proficiency	Maximum Proficiency

Demonstrates a limited ability identifying a problem statement or related contextual factors

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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.

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1	2	3	4
Minimal Proficiency	Low Proficiency	Moderate Proficiency	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	

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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, connect 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.	

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' H V F U L S W L R Q The Intellectual Skills now define proficiencies that transcend the boundaries of particular fields of study. They overlap, interact and enable the

Applied learning suggests what graduates can do with what they know: the most critical outcome of higher education. Phoenix College students should be able to integrate theory and practice in both academic and non-academic settings, 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 field-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
<p>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.</p>	<p>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.</p>	<p>Effectively selects and develops examples of life experiences, drawn from a variety of contexts.</p>	

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1 Minimal Proficiency	2 Low Proficiency	3 Moderate Proficiency	4 Maximum Proficiency
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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 facial expressions and/or body language.

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

Identifies some connections between personal and certain local and global issues. Analyzes ways that human actions influence the world.

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