Outcomes Assessment Committee (OAC)

Minutes – December 13, 2021, 12:00 pm – 1:30 pm

ConferZOOM

Empowering Students to Achieve Their Personal Best Through Excellence in Education.

I.   **Call to Order** *(1 minute)*

Meeting called to order at 12:08 pm by chairperson P. Shreve.

II.   **Roll Call** *(1 minute)*

Members Present – Penny Shreve, Julie Gallagher, Jennafer Worland, Susan Nylander, Gustavo Bento, Ibrahim Aboud, Eduardo Vasquez, Bret Sage, Denise Pasley
Members Absent – Ramon Vasconcellos, Peter Esperanza, Andrew Rehfeld, Rodolfo Duque
Guests – Jessica Tainatongo, Jennifer Rodden

III.   **Approval of Agenda** *(1 minute)*

A motion was made and then seconded to approve the agenda. 1st – J. Worland / 2nd – G. Bento (7, 0, 0)

IV.   **Approval of Minutes**

A motion was made and then seconded to approve the minutes from the 10/11/2021 meeting. 1st – G. Bento / 2nd – J. Worland (7, 0, 0)
A motion was made and then seconded to table the minutes from the 11/08/2021 meeting. 1st – J. Worland / 2nd – E. Vasquez (7, 0, 0)

V.   **Opportunities to Address the Committee** *(2 minutes each)*
None.

VI.   **Reports** *(2 minutes each)*
a. OAC Chair – Penny Shreve
P. Shreve reported to the group that the presentation for the group will be done at tomorrow's Best Practice; a faculty perspective on the assessments in eLumen. Program Reviews were submitted and OAC usually reviews the Program Outcomes portion; this should be built into that process. This will be discussing in spring. J. Worland will be doing a presentation at Best Practice about how objectives and outcomes are different and how they can help in teaching.

b. eLumen – Lisa Holmes/Keiry Borruel
Not in attendance.

c. Curriculum – Eduardo Vasquez
E. Vasquez reported to the group that he looks forward to working with OAC to create timelines and procedures for curriculum sent to OAC and returning to OAC. Also, someone is needed from the OAC committee to be a representative on curriculum and tech review.

P. Shreve asked when eLumen will be used; E. Vasquez isn't sure at this time but knows that the data has been loaded into eLumen, but not sure when we will start using eLumen for curriculum proposals.

d. Program Review

J. Rodden reported out that just over 20 Annual Updates for Program Reviews were submitted; the deadline was 12/10. Workgroups were put together to go over the annual updates and feedback forms were completed. Those will be going back out soon. The next stage is the annual updates will go to the Deans and then up to the VP level; where the resource requests will be seen as well.

e. Sub-Committee (as needed)

Nothing at this time.

VII. Old Business

a. Status Update: Assessments – Lisa Holmes/Keiry Borruel *(Discussion)*

P. Shreve reported that the old procedure was that outcomes were supposed to be submitted two weeks before the end of the semester but anything that was completed in the first 9-weeks can still be submitted after the eLumen presentation. A list is being used to track those that have been submitted so those that haven't submitted will be contacted next week.

VIII. New Business

a. Assessment discussions at other colleges - Julie Gallagher

J. Gallagher presented "Ungrading: Standards-Based Grading for Equity" (attached)

b. eLumen /Canvas walk through Tuesday Dec 14 – Penny Shreve/Keiry Borruel

P. Shreve reported to the group that K. Borruel will be presenting at Best Practice tomorrow with a video guide to assist the full-time faculty; pushing to get part-time faculty paid for their training.

c. Spring Planning

P. Shreve reported previously on this. Will try and get OAC more involved in the process of Curriculum. Another group for Program Review will be coming up soon so we need to be ready for that.

IX. Announcements *(2 minutes each)*

J. Worland reminded the group of the current play going on at the PAC right now.
G. Bento asked if the issue between Canvas and eLumen has been fixed. P. Shreve replied that the process had been done incorrectly on her side; so there really isn't an issue between the two as long as outcomes aren't entered manually into the outcomes in Canvas. Outcomes should be imported from eLumen to be done correctly.

X. Future Agenda Items
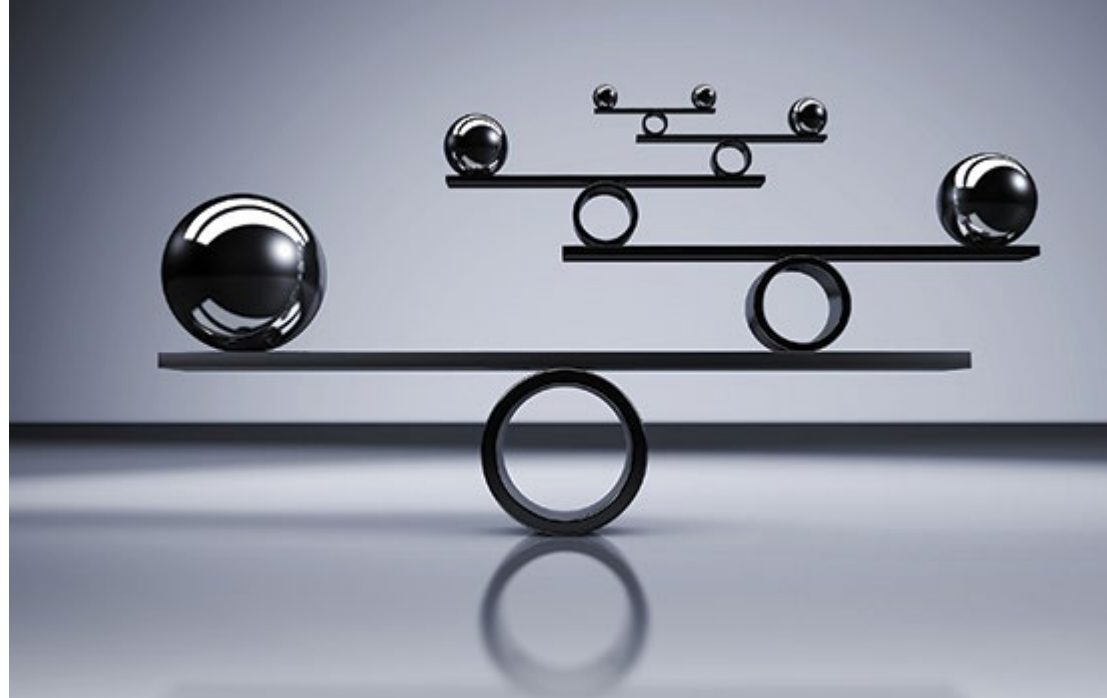
None.

XI. Next Regular Meeting

a. 01/24/2022 (if needed)

b. 02/14/2022

XII. Adjournment

A motion was made and then seconded to adjourn the meeting. 1st – J. Worland / 2nd – E. Vasquez. The meeting was adjourned at 1:04 pm by chairperson P. Shreve.

Ungrading: Standards-Based Grading for Equity

What's wrong with grades?

- Indirect measure of any one course learning outcome
  - Because they represent a combination of course learning outcomes; performance of these outcomes are averaged out as a final grade.

- Frequently include corrections not related to learning outcomes
  - Extra credit
  - Penalties for unexcused absences

  - DePaul Teaching Commons

- In real world, most people don't solve problems with a paper and pencil sitting in a room not talking to anyone else

  - NPR

- Education is a social function

  - John Dewey

Questions to consider:

- How does what we are teaching equate to what our students need to be learning?

- How do students differentiate between grades and learning? Do they?

- How are students provided the opportunity to make mistakes and to reflect on their mistakes (metacognition) and develop a deeper meaning?

- How do students know if they are moving forward in their learning?

- How is learning linked to skills and competencies that is relevant to our student's lives? How do they know?

- Are students provided the opportunity to learn together?

- Will all students have learned the same thing (equity)? Even those students there 100%?
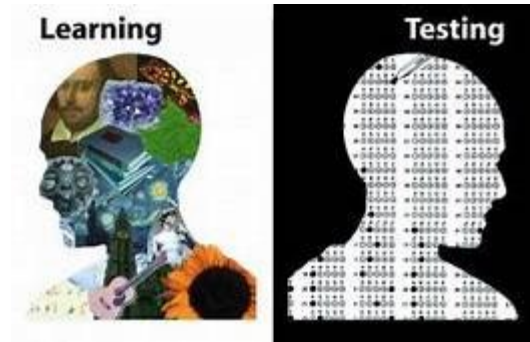
What is SBG?

- Standards-based grading
  - Also called mastering grading or specification grading
- Student work is assessed directly on whether a student demonstrates mastery of a clear list of objectives.
- Rather than using points or partial credit, final grades are based on the degree of mastery each student demonstrated of the objectives by the end of the course
  - Possible Mastery Levels could be defined as
    - Exceeds expectations
    - Meets expectations
    - Almost meets expectations
    - Does not meet expectations
- Students typically have (or can earn) multiple opportunities to demonstrate mastery of each objective.
- Mastery learning puts emphasis on learning, provides clarity for students and encourages perseverance and a growth mindset.
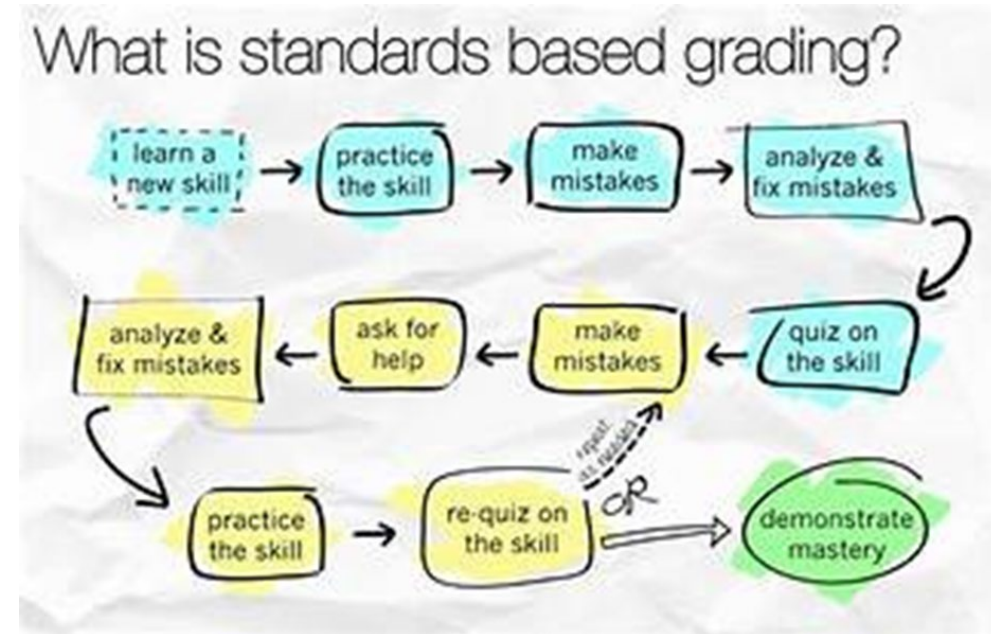
Why switch to SBG?

- Less stressful for students
  - Mastery level vs points
  - Students have more opportunities to demonstrate mastery per standard
  - Reassessment options
- Assessments can be better paired with specific standards (learning objectives)
- Aligns directly with SLO assessments
- Fairness and equity when comparted to grading by points
- A better measure of learning

Standards-Based Grading

A comparison of Traditional Grading and SBG

- Traditional method of grading

	Homework	Quizzes	Exams	Total
Student 1	70	65	80	215
Student 2	85	75	65	215

- SBG Method of grading

	Standard 1	Standard 2	Standard 3	Standard 4
Student 1	E	S	S	P
Student 2	P	B	S	E

An Example Implementation Plan

- Homework, quizzes and exams graded with possibility of reassessment
- Lab reports graded without possibility of reassessment
- Reassessment involves demonstration of learning (e.g., problem solving, using technology…)
- Levels of Mastery
  - Exemplary (E) Exceeds Expectation
  - Satisfactory (S) Meets Expectation
  - Progressing (P) Almost meets expectation
  - Beginning (B) Does not meet expectation
- Final grades are based on combinations of above levels of mastery
  - A 90% either (E) and (S)
  - B 80% either (E) and (S)
  - C 70% either (E) and (S)
  - D 60% either (E) and (S)

Implementation of the Grading Scale

- Exemplary (E) Exceeds Expectations
  - Demonstrates a clear understanding of anatomical or physiological phenomena and how to apply them to solve the problem
  - Everything is completely correct , or there is a creative insight communicated that demonstrates clear reasoning.
  - Reasoning is explained where appropriate. All work is clear and legible
  - Results are plausible

- Satisfactory (S) Meets Expectations
  - Demonstrates a clear understanding of anatomical or physiological phenomena and how to apply them to solve the problem
  - Work might contain minor errors in solving the problem
  - Reasoning may not always be clearly explained, but it should be clear enough to figure out. All work is clear and legible
  - Results are plausible.

Implementation of the Grading Scale

🟩	4 - The student has surpassed the standard.
🟩	3 - The student has met the standard.
🟨	2 - The student is close to meeting the standard.
🟥	1 - The student is not close to meeting the standard.

- Progressing (P) Almost meets expectations
  - There is one or more significant conceptual error impeding the correct solution to the problem
  - Work contains minor errors
  - Reasoning is not explained; nor is it clear or legible
  - Results are not plausible

- Beginning (B) Does not meet expectations
  - There is not enough information in the solution to be able to assess the work
  - It may be incomplete or illegible to read

Gradebooks for SBG

- A bit messy and confusing?

- More work for instructor?

- Demonstrates what student has learned (knows)?

|	Mastery Level	HW (5 questions)	Quiz (2 questions)	Exam (10 questions)`	Lab (report)
Student Name	E	3	0	5	0
	S	1	1	2	1
	P	0	2	1	0
	B	1	1	2	0

Preparing students for SBG

- Develop general or broad assessment questions from SLO's
- Embed questions related to the assessment question for formative (metacognition) practice.
- Mimic the questions that will be on the examination related to these assessment/SLO questions.
- Example: TQT's (Test Question Template)
  - 3 examples are given: A, B, C.
    - (Can be done in class or I am piloting it this term in my discussion board forum)
  - I go over Example A with them in class
  - Example B, they solve on their own and are required to provide reasoning on focusing on the "how" (not the "why")
  - Example C, they have to create their own test question and answer, again providing reasoning ("How")

Why?

- Explicitly connects learning objective with specific examples of how learning objective might be assessed
- Prepares students for interesting, complex test questions
- Shows students what they will need to do on tests and how to practice (without revealing details of test)
  - Makes tests less stressful for students
  - Promotes the transfer of knowledge to new contexts by encouraging practice (Kaminske, et al. 2020)
  - Promotes collaborative student practice
  - Transparent alignment of practice and testing (mastery grading, Deb Donavan)
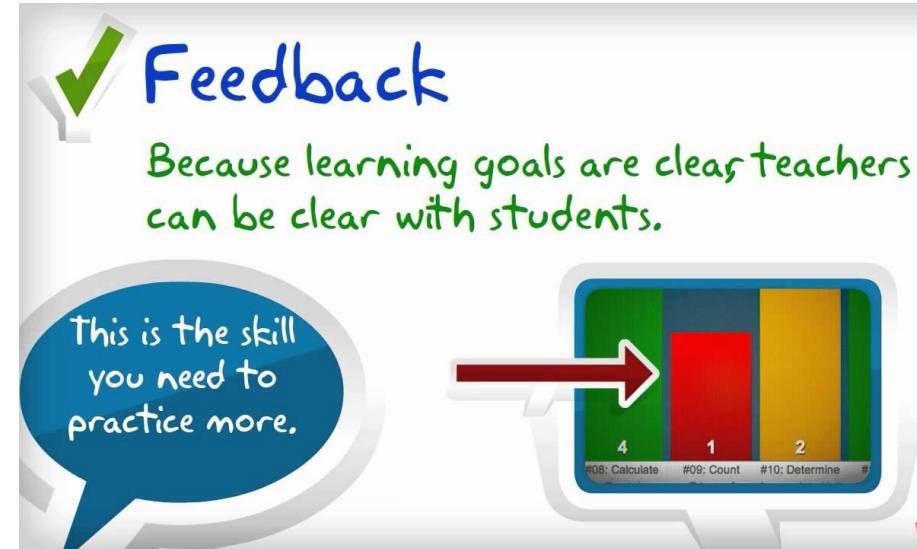
Final thoughts….

- SBG is not for every class
- Development of class grading standard may not be easy
- Development of assessment to align with grading standard
- SBD is directly aligned with SLO assessments
- SBG can be implemented with the Canvas gradebook

Resources

- Specification grading: Restoring rigor. Motivating students and saving faculty time by Linda B Nelson.
- Ungrading: Why rating students undermines Learning (and what to do instead. By Susan Bloom
- Ungrading: SBG for Student Equity and Success. VVC Michael Butros presentation.
- Grading for equity: What is it? Why it matters, and how it can transform schools and classrooms by Joe Feldman
- Website: Https://www.masterygrading.com/resources
- Mastery grading in higher education with STEM focus resources

Higher education & STEM focus

Community - places to discuss and ask questions

- Mastery Grading Slack Workspace - use this link to join it: Invitation to Join
- List of People to Follow On Twitter

Frequently asked questions

- Mastery grading FAQ (Frequently Asked Questions) by David Clark: Direct answers to common questions

Books and blogs

- *Specifications Grading* by Linda Nilson on Amazon
- *Grading for Equity* by Joe Feldman
- *Ungrading* (edited by Susan D. Blum) on Amazon
- *Get Set, Go! Creating Successful Grading and Reporting Systems* by Thomas Guskey
- A Beginner's Guide to Mastery Based Grading - blog post by Kate Owens
- Robert Talbert's Blog

Scholarly articles and literature reviews

- PRIMUS special issue on Mastery Grading: A collection of articles on mastery grading in math (freely available for June 2021)
- Build-a-syllabus workshop (Cilli-Turner, Dunmyre, Mahoney, and Wiley): This paper, used during the conference, is available for free to all conference participants
- Build-a-syllabus summary checklist
- *Teaching More by Grading Less (or Differently)*, Journal Article by Schinske and Tanner
- All Things Standards Based Grading - by Matt Townsend

Sample syllabi and materials

- Math: Repository of Mastery Grading syllabi and other resources for university level Mathematics
- Physics: Repository of Mastery Grading syllabi and other resources for university level Physics
- Biology: Repository of Mastery Grading syllabi and other resources for university level Biology

- Chemistry: [Repository of Mastery Grading syllabi and other resources for university level Chemistry](#)
- [Mathematical Practice Standards as adapted from the Common Core Standards by Sharona Krinsky](#)