Institutional Assessment Plan

The Outcomes Committee
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We’re off Probation...now what??

- Oct. 2011: Mid-Term Progress Report:
  - Occurs at the midpoint of the 6-year cycle.
  - Report progress on previous recommendations

- By 2012: Meeting SLO standard of “Proficient”
  - Colleges that do not meet are subject to sanction.

- By 2014: “Sustainable Continuous Quality Improvement.”

- 2014: Next CHC Comprehensive Self-Study & Visit
Where We need to be . . .

- By 2012: ACCJC Requires colleges to have reached the “Proficiency” Level of the Rubric for Learning Outcomes.
- What does that mean? What does it “look like?”
  - Assessment practices in place for courses, programs and degrees.
  - Results used for improvement and further alignment of institution-wide practices. (Proof of this exists)
  - Widespread institutional dialogue about results.
  - Comprehensive reports on a regular basis.
  - Student awareness of outcomes for courses/programs.
How will we get there?

- By coordinating efforts campus-wide.
- Establishing an ongoing timeline for key assessment activities and processes & devoting resources to it.
- By committing to the Nichols Improvement cycle as a campus-wide model.
- By leveraging the efforts of many working as one, rather than individuals doing many separate tasks.
- By creating simple but effective assessment practices and committing to carrying those out consistently.
- By becoming focused on student learning/success.
Nichols Improvement Cycle

- Use of Results
- Summary of Evidence
- Criteria
- Means of Assessment
- Learning Outcomes Statement
- Use of Results
What is an IAP? What does it do?

- Articulates a philosophy of student learning and assessment.
- Defines essential terms, ideas and concepts related to assessment.
- Spells out a framework that guides assessment practice.
- Aligns with the mission, vision and culture of the institution.
- Defines a process for collecting and tracking progress on learning outcomes.
Proposed features of CHC IAP:

- A common language and vocabulary for assessment.
- Clearly defined roles and responsibilities.
- An Annual assessment cycle that spells out the activities that occur, and the deadlines for completion.
- What measures that will be used by depts. and programs, as well as what data will be provided by the Office of Institutional Research & Planning.
- An annual **STUDENT LEARNING REPORT** that communicates institution-wide progress on learning improvement to the community at large.
Common Timeline for “Closing the Loop”

- **February:**
  - Assessment Week: Discuss/Analyze Evidence & document findings.
  - Changes to take effect in Fall Semester

- **September:**
  - Deadline for SLO Data from Previous Spring/Summer Terms

- **January:**
  - Deadline for SLO Data from Fall Term
  - Deadline for SLO Data from Previous Spring/Summer Terms

Changes to take effect in Fall Semester
Assessment Timeline

- Designed to focus the energies, resources and attention of faculty and departments on completing cycles, documenting progress and continuous improvement.
- Provides a sustainable structure for assessment at all levels.
- Establishes milestones and deadlines for completion of tasks.
Annual Student Learning Report

Common Core Area II
Mathematics

Fine Arts

Humanities & Social Sciences

GENERAL STUDIES (A.A.)
- Sample of five student papers were evaluated by three professors.
- Combined average across programs in the College's Bachelor of Science grades was 1.69, satisfactory.
- GPA of five graduates in College's Bachelor of Science was 3.75.
- Exit survey revealed students believe they have a strong foundation.

Improvements:
- Re-evaluate writing sequence.
- Re-evaluate purpose and direction of program.
- S.A. in Integrative Studies is launched.

I value assessment to help me improve student learning.

Overall quality of education

Improve faculty support

Improve student learning

Student Learning Report 2010-11

Crafton Hills College
Presented to the Board of Trustees
CHC Office of Research & Planning
May, 2011
Annual Student Learning Report

- Comprehensive report documenting institution-wide gains in student learning & achievement.
- Communicates progress in implementing campus-wide assessment goals.
- Integrates assessment results with success measures.
- Recognizes and showcases excellent work and innovative practices.
- Helps to meet the 2012 ACCJC standard of Proficiency:
  
  “Comprehensive assessment reports exist and are completed on a regular basis.”