The Five Column Model Assessment Reporting at Crafton

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Planning

Outcomes for Today's Session

- Utilize the ACCJC SLO rubric to help determine the role of reporting in assessment
- Understand how assessment reporting is being used around the country
- Understand the Five Column Model and how it can easily and efficiently be used as an effective strategy to directly improve student learning and meet the ACCJC reporting requirements

10/2/2009

Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes (See attached instructions on how to use this rubric.)

The ACCJC Rubric and The Role of Assessment Reporting

Levels of	Characteristics of Institutional Effectiveness in
Implementation	Student Learning Outcomes
-	(Sample institutional behaviors)
Awareness	There is preliminary, investigative dialogue about student learning outcomes. There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. There is exploration of models, definitions, and issues taking place by a few people. Pilot projects and efforts may be in progress. The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. Appropriate resources are being allocated to support student learning outcomes and assessment. Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	Student learning outcomes and authentic assessment are in place for courses, programs and degrees. Results of assessment are being used for improvement and further alignment of institution-wide practices. There is widespread institutional dialogue about the results. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. Appropriate resources continue to be allocated and fine tuned. Comprehensive assessment reports exist and are completed on a regular basis. Course student learning outcomes are aligned with degree student learning outcomes. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. Dialogue about student learning is ongoing, pervasive and robust. Evaluation and fine-tuning of organizational structures to support student learning is ongoing. Student learning improvement is a visible priority in all practices and structures across the college. Learning outcomes are specifically linked to program reviews.

JP:DB: cg 8/2007

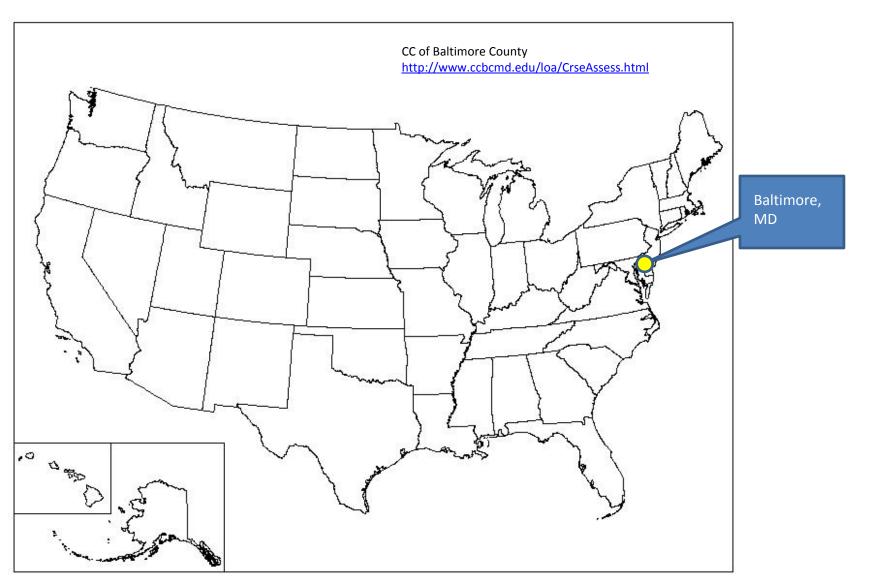
ACCJC Institutional Effectiveness Rubric

- Proficiency
 - Comprehensive assessment reports exist and are created on a regular basis.

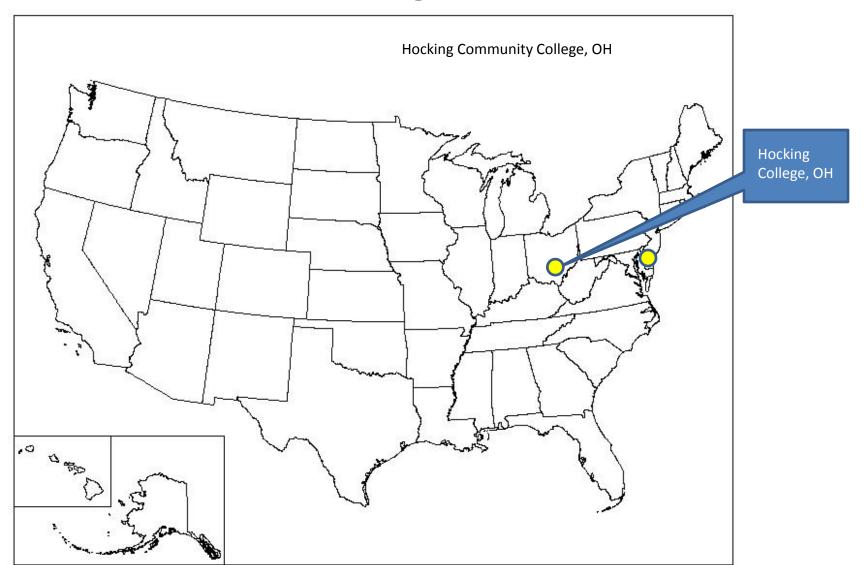
Assessment Reporting is Required by Accrediting Agencies all over the Country

- There are different regions (WASC) and commissions (ACCJC) across the country
- All require standard reporting and some are more proscriptive than others
- Advantage of our region is that we get decide how the reporting looks

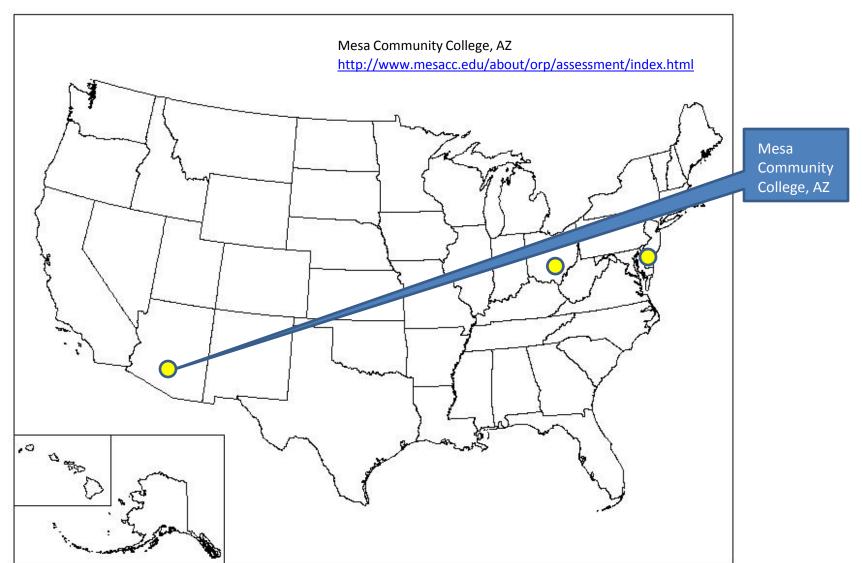
Best Practice Assessment Reporting Course Level



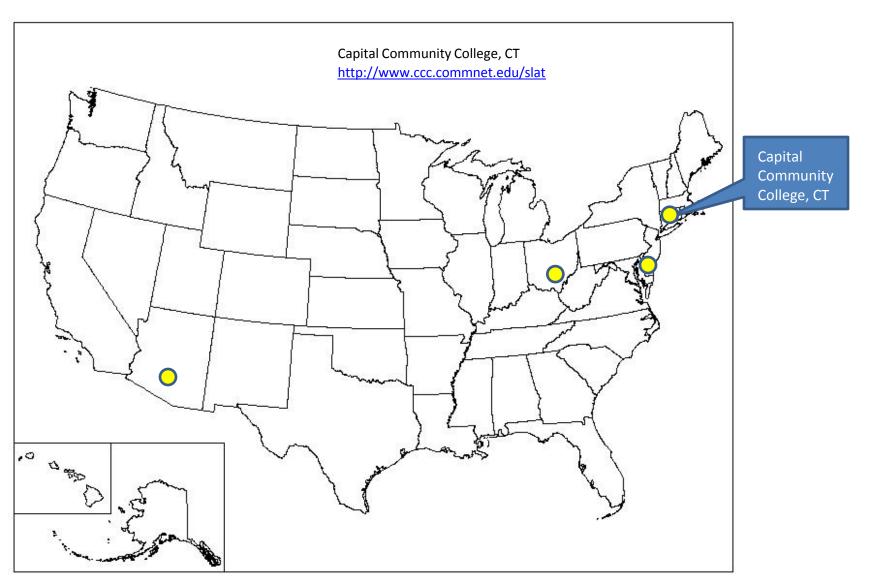
Best Practice Assessment Reporting Program Level



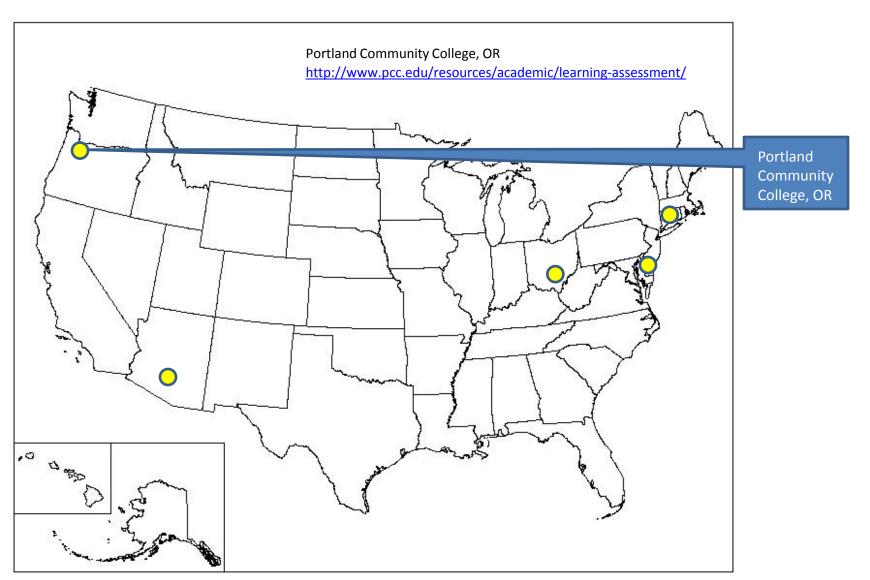
Best Practice Assessment Reporting Multiple Outcomes Assessed Annually



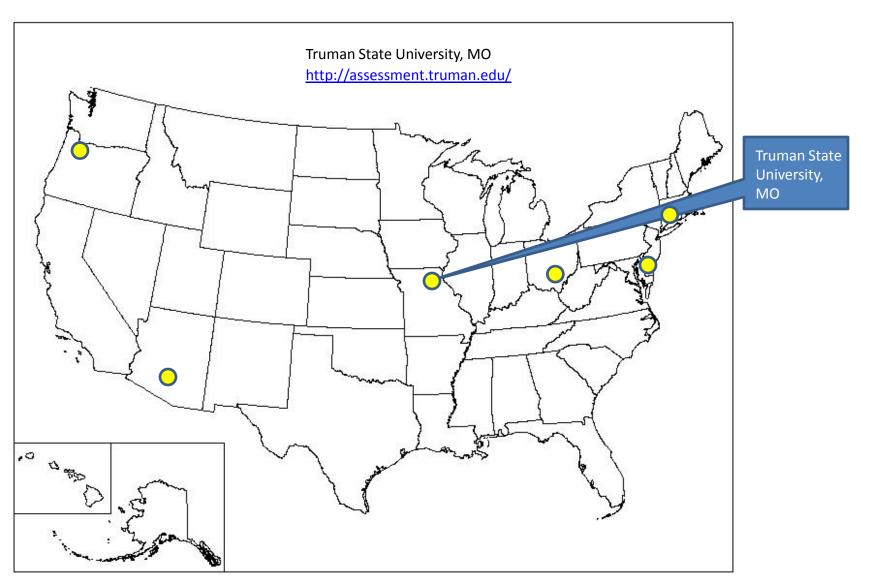
Best Practice Assessment Reporting GE Outcomes



Best Practice Assessment Reporting GE Outcomes



Best Practice Assessment Reporting Assessment Almanac



Reports & a Learning Organization

- The most effective reports are the ones being used at the sites
- Learning organization
 - Environment that promotes culture of learning
 - Individual & group learning enriches and enhances the organization as a whole
 - Systematic problem solving using data for decisions
 - Learning from experiences in assessing organizational performance
 - Comparing yourself to others (benchmarking) and borrowing ideas

Five Column Assessment Cycle 1. Outcome Statement 2. Means of 5. Use of Results Assessment 4. Summary of 3. Criteria for Evidence Success

Five Column Assessment Cycle A student learning 1. Outcome Statement outcomes statement or Students completing SLO describes what Fundamentals of students are expected to Interpersonal Communication will be know, think, feel, or do. able to create, develop, and present a clear and cogent presentation. 2. Means of Assessment 5. Use of Results 3. Criteria for 4. Summary of Evidence Success

Five Column Assessment Cycle The Means of 1. Outcome Statement Assessment describes the Students completing method that will be used Fundamentals of to measure the SLO. Interpersonal Communication will be able to create, develop, and present a clear and cogent presentation. 2. Means of Assessment A collaboratively developed 5. Use of Results rubric will assess student oral presentations in all communication courses. The rubric will assess the following areas: Introduction, Body, Use of Language, Delivery, Conclusion, & Presentation Aids. 3. Criteria for 4. Summary of Evidence Success

Five Column Assessment Cycle 1. Outcome Statement Students completing Fundamentals of Interpersonal Communication will be able to create, develop, and present a clear and cogent presentation. 2. Means of Assessment The criteria of success is where a benchmark or A collaboratively developed 5. Use of Results rubric will assess student oral target is set by the presentations in all program, faculty, or staff. communication courses. The rubric will assess the following areas: Introduction, Body, Use of Language, Delivery, Conclusion, & Presentation Aids. 3. Criteria for Success 4. Summary of 80% of the rubric Evidence scores will be satisfactory or higher.

Five Column Assessment Cycle 1. Outcome Statement Students completing Fundamentals of Interpersonal Communication will be able to create, develop, and present a clear and cogent presentation. The Summary of Evidence 2. Means of Assessment is where the results of A collaboratively developed the assessment are 5. Use of Results rubric will assess student oral summarized in relation to presentations in all communication courses. The the criterion set in Step 3. rubric will assess the following areas: Introduction, Body, Use of Language, Delivery, Conclusion, & Presentation Aids. 3. Criteria for Success 4. Summary of Evidence 87% of the rubric scores were satisfactory or higher. The 80% of the rubric conclusion and the presentation aids scores will be were more likely to be rated lower. For instance, 78% of the scores under satisfactory or conclusion were satisfactory or higher and 76% of the rubric scores higher. under presentation aids were satisfactory or higher.

Five Column Assessment Cycle

Discuss the evidence, and use the results to report learning achievement, as well as to identify areas for improvement of your course/program

1. Outcome Statement

Students completing
Fundamentals of
Interpersonal
Communication will be
able to create, develop,
and present a clear and
cogent presentation.

5. Use of Results

Based on means of assessment it is clear that identified areas of instructional weakness for this outcome are the conclusion and use of presentation aids. Faculty will collaborate on pedagogical solutions for each area at their annual retreat and then integrate them into existing curriculum.

2. Means of Assessment

A collaboratively developed rubric will assess student oral presentations in all communication courses. The rubric will assess the following areas: Introduction, Body, Use of Language, Delivery, Conclusion, & Presentation Aids.

4. Summary of Evidence

87% of the rubric scores were satisfactory or higher. The conclusion and the presentation aids were more likely to be rated lower. For instance, 78% of the scores under conclusion were satisfactory or higher and 76% of the rubric scores under presentation aids were satisfactory or higher.

3. Criteria for Success

80% of the rubric scores will be satisfactory or higher.

Guiding Questions in Developing a Reporting Process

- How can the report writing process...
 - Be easy, effective, and efficient? (EMP Objective 6.2)
 - Help faculty, staff, and managers explore the student learning process?
 - Facilitate dialogue about the results to gain a broader understanding of learning experiences
 - Help meet our quality assurance pledge to the community

Assessing SLOs at Crafton

- Refer to the Step-by-Step guide
- www.craftonhills.edu/research
- Click on "<u>Outcomes Assessment</u>
 <u>Resources</u>" on the right
- Click on "SLOs Made Simple A
 Step-by-Step Guide to assessment
 at CHC"

Research and Planning Office of Research and Planning Home Research Briefs Research Reports Did You Know? Planning Documents Outcome Assessment Resources Satisfaction Surveys Presentations EIS SBCCD District Research Research Request Form

SLOs Made Simple - A Step-by-Step Guide to assessment at CHC

ORP Staff

- Click here to use Word form for entering assessment cycle information
- Click here to use Web Form for entering assessment cycle information
- Outcomes Assessment Cycle
- Outcomes Assessment Cycle Instructional Example
- Outcomes Assessment Cycle Student Services Example

Student Services | Institutional

Reporting SLOs at Crafton

- Use the Web Form for entering assessment cycle information
- www.craftonhills.edu/research
- Click on "<u>Outcomes Assessment</u> <u>Resources</u>" on the right
- Click on "<u>Click here to use Web</u> <u>Form for entering assessment</u> <u>cycle information</u>"

	Research and Planning
	Office of Research and Planning Home
	Research Briefs
	Research Reports
	Did You Know?
	Planning Documents
<	Outcome Assessment Resources
	Satisfaction Surveys
	Presentations
	EIS
	SBCCD District Research
	Research Request Form
	ORP Staff

OR you can browse directly to th URL for the Web Form: http://depts.craftonhills.edu/Research/SLO/slotrack.htm

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