Why Do We Assess?

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ACCJC SLO Rubric

Where we need to be in 2012:

Where we need to be in 2014:

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

Levels of Implementation	Characteristics of Institutional Effectiveness in 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 SLO Rubric

Areas highlighted in **yellow** refer to Institutional Learning Outcomes and General Education Outcomes

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

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Assessment Process

- The assessment process is a method we use to continuously improve what we do as educational experts by looking directly at student work[1]

- Assessment helps us implement and evaluate strategies that respond to the diverse needs of our students and to meet the ever-changing community and workforce demands[1]

- **Most of us already engage in this type of assessment**

Why do we Assess? [1]

- To measure how and what students learn
- To develop new and varied educational experiences that our students need to develop their talents and abilities
- To reveal whether our students master the skills and knowledge that our courses and programs promise
- To determine whether changes and intervention we have made actually help students succeed

Four Principles to Guide the Purposes of Assessment[1]

1. Assessment is a collaborative, dynamic, and continuous process to improve courses, degrees, certificates, and programs

Four Principles to Guide the Purposes of Assessment[1]

2.   There is considerable difference between using data for accountability and using it for institutional improvement

   ◦   Institutions are responsible for using assessment to improve learning through reflection on assessment data

Four Principles to Guide the Purposes of Assessment[1]

3. All professionals who interact with students play a critical role in the way students learn and develop as individuals
   ◦ A focus on learning is the goal of teaching, research, and educational leadership

Four Principles to Guide the Purposes of Assessment[1]

4. Assessment is already integrated in our daily classroom and service practices and not something over and above what we already do

   ○ Make the process for documenting this as easy as possible

   ○ Need to balance between making the process thoughtful and meaningful rather than simplistic and compliant and deal with reality of taxed workloads[1 and 2]

Struggles when we Focus
on getting "there" rather than the process[2]

- Improvement versus accountability debate
- Entering assessment data into a database
- Pulling together a report for an accreditor

Most Important Purpose of Assessment[2]

* Not for accountability
* **The common aim is for students to get the best possible education**
* Mission, goals, General Education (GE) outcomes and Institutional Learning Outcomes are promises the college is making to its students, their families, employers, and society
* Today's society needs skilled writers, thinkers, problem-solvers, leaders, people who act ethically and participate meaningfully in a diverse and global society
* Assessment is the tool to help make sure we fulfill those promises that we make to our students and society

Trust^2

- Many people no longer trust government, financial institutions, and charities
- As a result, many government policymakers and employers no longer trust us to provide an appropriately rigorous education
- We don't always trust each other (e.g.: students transferring from one college to another or one segment to another)
- We need externally informed targets or standards that we can justify as appropriately rigorous

Office of Research and Planning Learning Outcomes Assessment Goals

- What can we do to make the process easier?

- Does the assessment provide information that will inform instruction and/or services?

Recording Assessment Information

- Goal is to make the process as easy & informative as possible
- Options for recording assessment process (Faculty/dept. choice):
  1. Contact the Office of Research and Planning
  2. Use eLumen to complete all steps of the process: https://elumen.sbccd.cc.ca.us/
     - "Direct" assessment – each student's work is recorded via scorecard
     - "Declared" assessment – aggregated totals of achievement are recorded
  3. Use "Clickers" to conduct instant, real-time classroom assessment
  4. Use "Declared Assessment" in e-lumen to enter the five column model information only (not individual student information):
  5. Use Microsoft Word template at the following link to complete the loop: http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/ClosingTheLoopForm.ashx
  6. Use the Web Form at the following link to complete the loop: http://depts.craftonhills.edu/Research/SLO_SAO/slotrack.htm

References

1. Fulks, J., Chaplot, P., & Pacheco, B. (June, 2010). BRIC (Bridging Research Information & Culture) Technical Assistance Program: Inquiry Guide, Assessing Student Learning Outcomes. *Research and Planning Group of California Community Colleges*. Retrieved from http://www.rpgroup.org/sites/default/files/BRIC%20Inquiry%20Guide%20-%20Assessing%20SLOs.pdf on November 16, 2010.

2. Suskie, L. (October, 2010). Why are we assessing? *Inside Higher Ed*. Retrieved from http://www.insidehighered.com/views/2010/10/26/suskie on November 16, 2010.