

Where We Go from Here: From Assessment to Improvement

Inservice Day
August 13, 2010
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Today's Program:

- Where we go next . . .
- “Closing the Loop”: Examples from CHC (Instruction, Student Services)
- Closing the Loop - Interactive activity
- Debrief

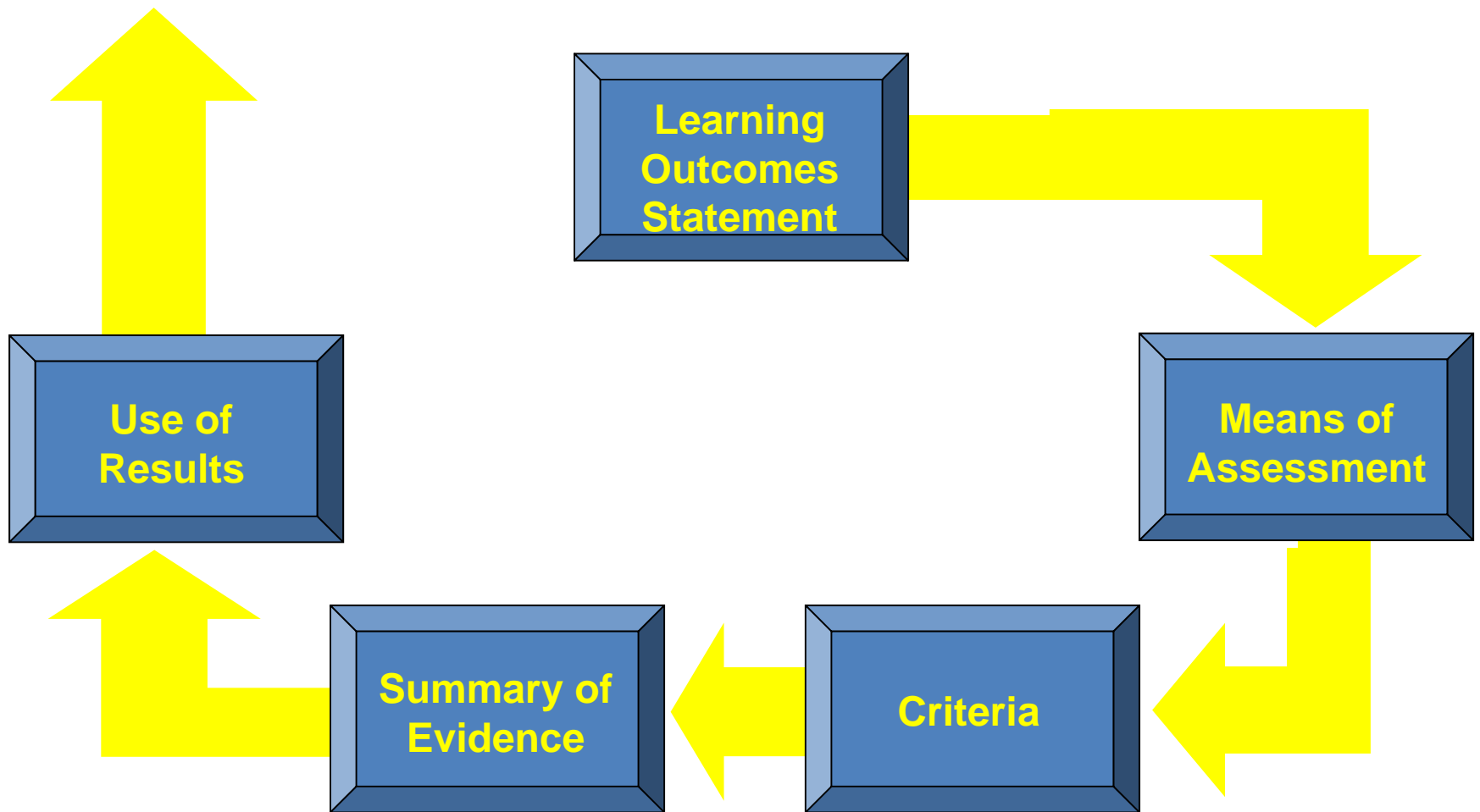
Vision 2012:

- Becoming “Proficient” in Assessment practice
 - Assessment plans for all courses, programs and degrees routinely carried out.
 - 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.

Closing the Loop

- Revisit the Outcomes, the means of assessment & success criteria
- Examine collected evidence
- Discuss results, note any significant findings.
- Determine follow-up actions, as needed.
- Implement follow-up actions for next cycle, and re-assess for evidence of improvement

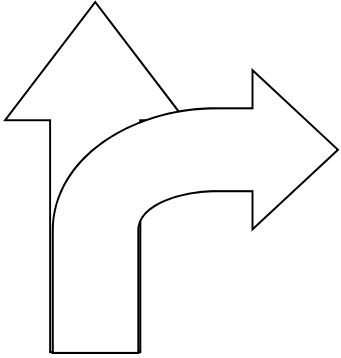
The Improvement Cycle:



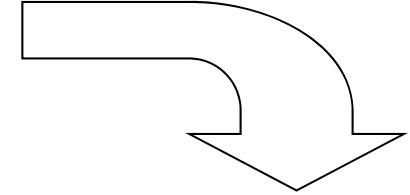
Examples from CHC

- Instruction Example: Physical Education
- Student Services Example: EOPS

Instruction Example:



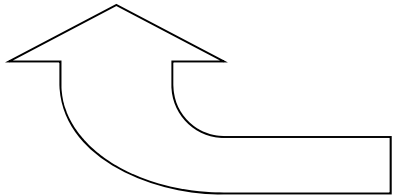
1. SLO – “Students appreciate one’s own physical, mental and emotional health, and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.”



5. Use of Results (Implications for Program Improvement & Planning) –The Fitness goals were too easy to achieve. Higher fitness standards will be set. However, few of the students set dietary goals and were assessed.

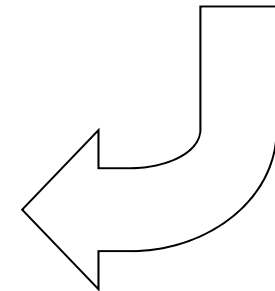
More focused attention on dietary implications on overall health will be pursued.

2. Means of Assessment (Measurement Method)
– Students pursue a personal change/improvement project, aimed at improving their own health or physical condition.

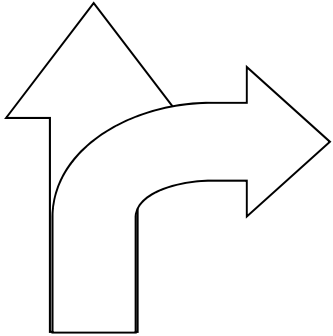


4. Summary of Data Collected (Results) Looking at the scores most students showed at least some degree of improvement . 81% of students showed improvement in overall fitness level, whereas 15% showed improvement in Diet.

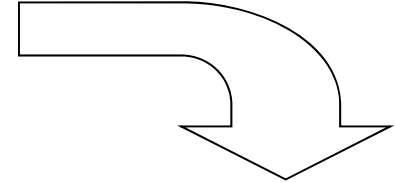
3. Criteria for Success (Benchmark) –
All students (100%) to demonstrate improvement, based on a pre-/post-test of their fitness level or diet.



Student Services Example:



1. SLO – Students understand that they are responsible for their own success in college, and take ownership through decision-making and positive action.

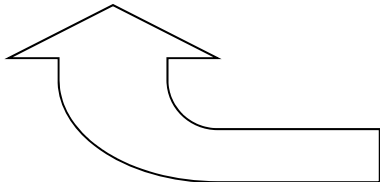


5. Possible Use of Results (Implications for Program Improvement & Planning) –

EXAMPLE – Greater emphasis on early identification of/intervention for high-risk students. Develop means of planning workshops that target student needs. Develop strategies to increase attendance at workshops and use of tutoring services. Implement these strategies and reassess their effectiveness.

2. Means of Assessment (Measurement Method) –

Recognition/tracking of positive student participation in program activities for FA 09 semester.

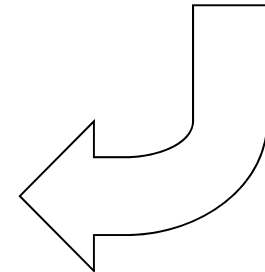


4. Summary of Data

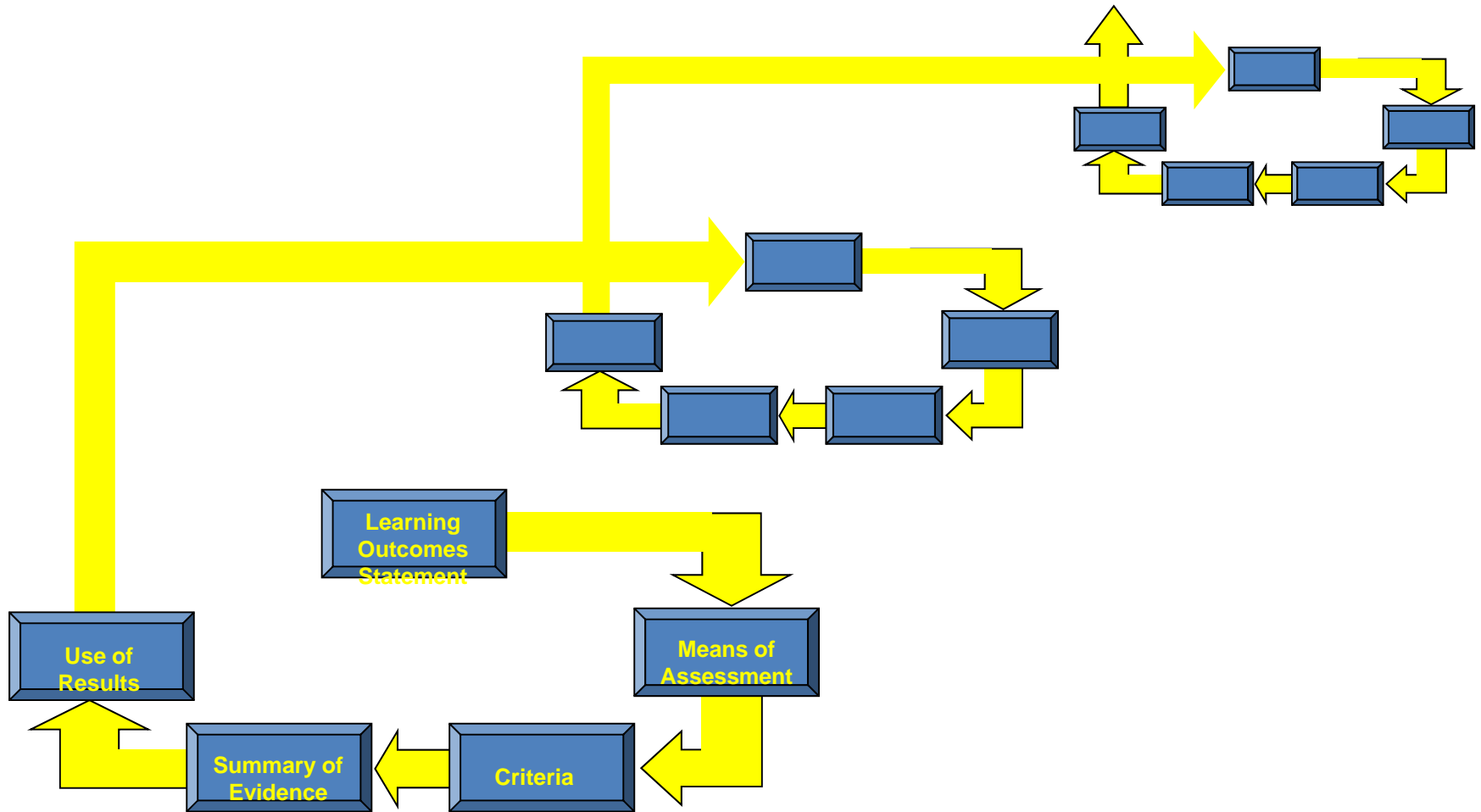
Collected (Results) – Over 55% of students rated as adequate or excellent, these students are twice as likely to use tutoring and attend workshops than those rated below adequate (45%).

3. Criteria for Success (Benchmark) –

None Identified



Continuous Improvement



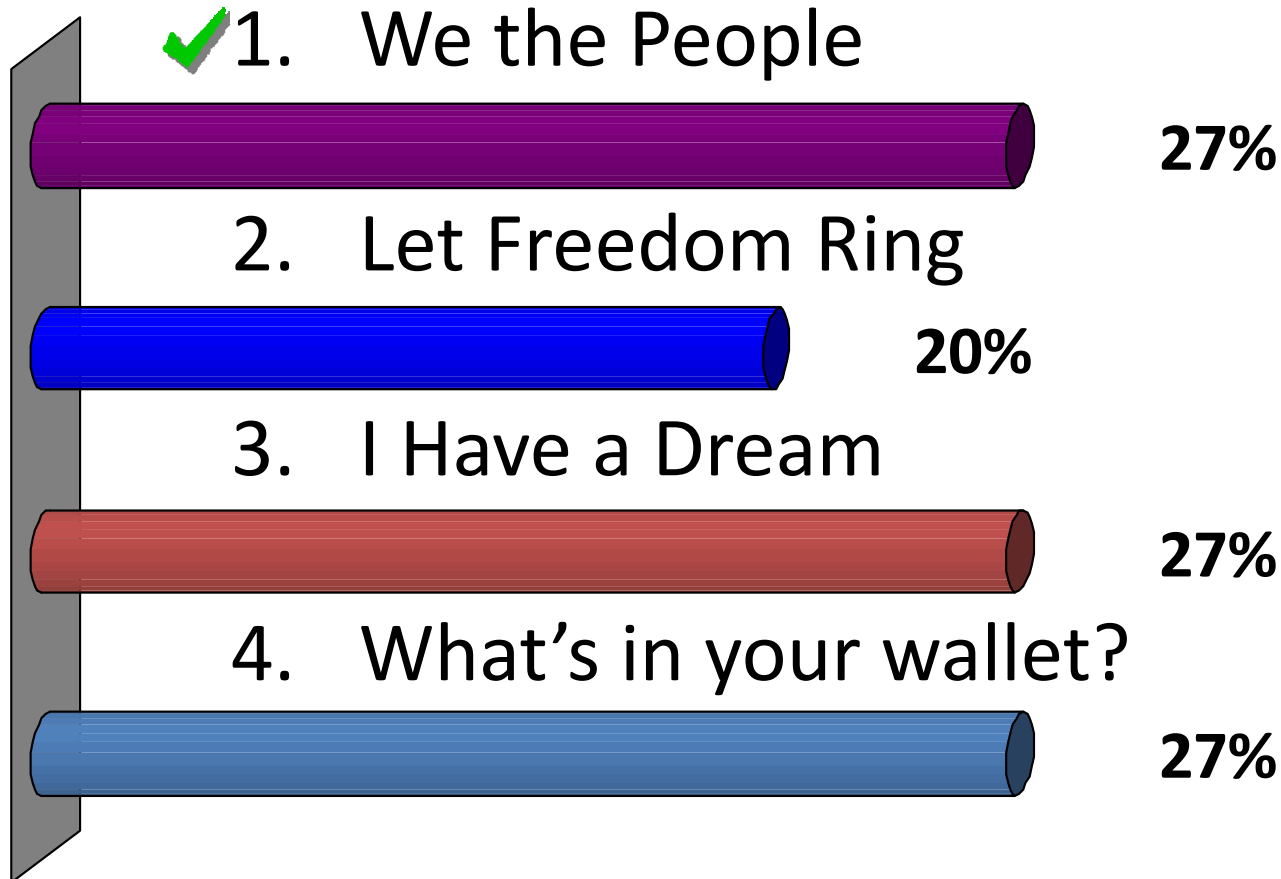
Consider the following...

- The Faculty has adopted the following as an intuitional-level student learning outcome:
“Students are responsible citizens who understand the foundations of our representative democracy.”
- They have adopted an assessment tool to determine if students have met this outcome.

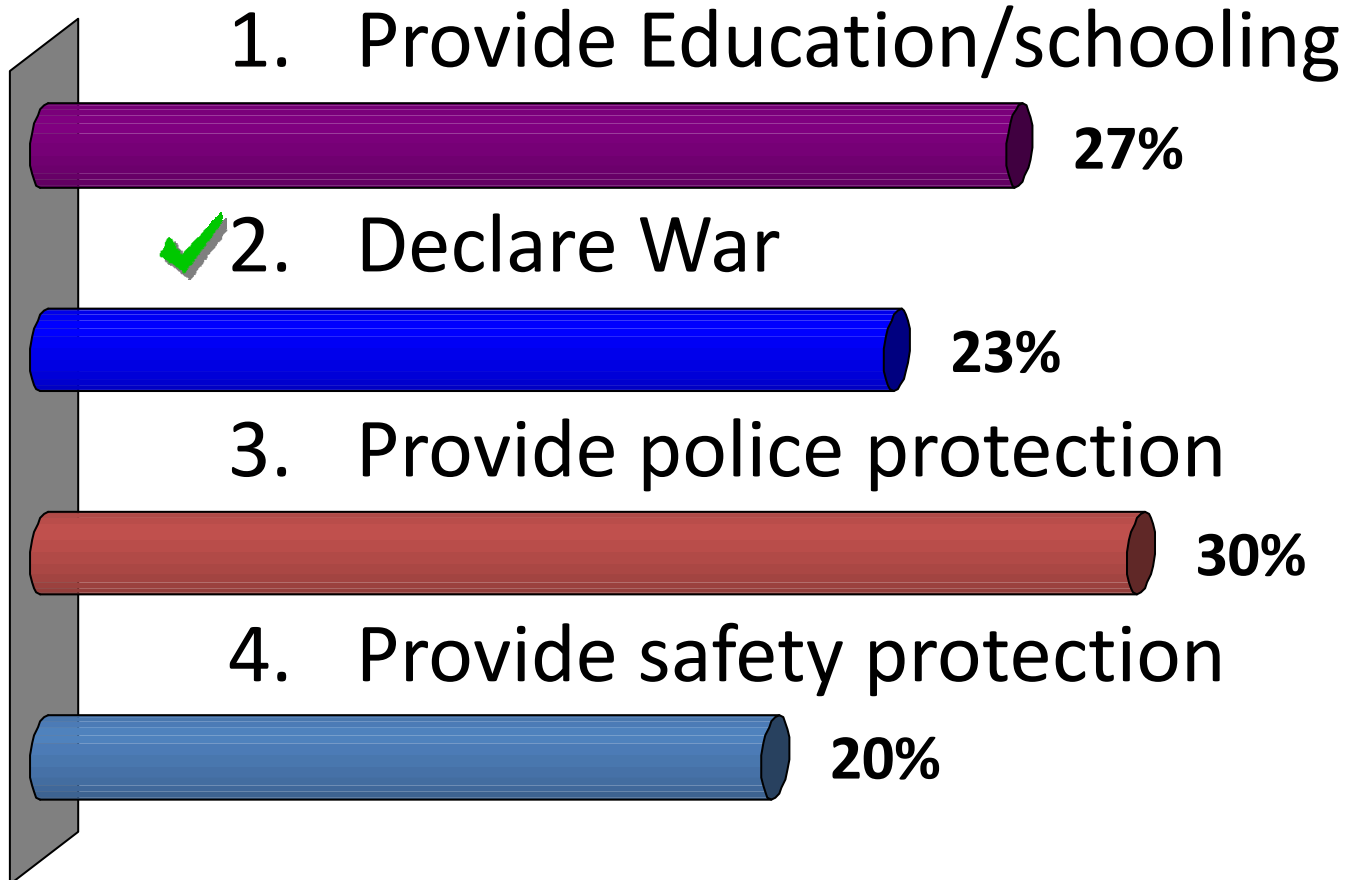
Part One:

- You are the students, and you will now participate in this assessment . . .
- Using the clickers, please choose the ONE best answer to each question.
- Do not confer with others, nor discuss your answers until after the assessment is completed.

The idea of self-government is represented by what phrase?

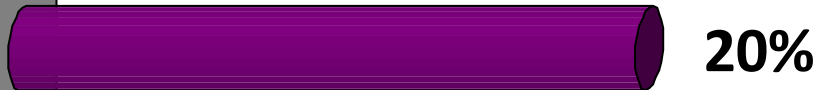


Which of the following is a power of the Federal government?

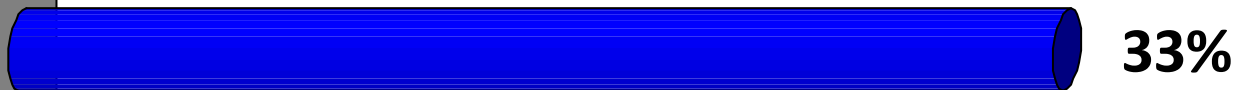


Which is NOT an amendment regarding who can vote?

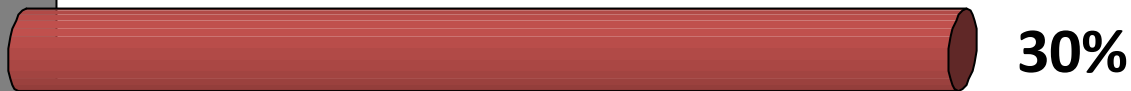
1. You have to be a citizen to vote.



✓ 2. You have to own property to vote.



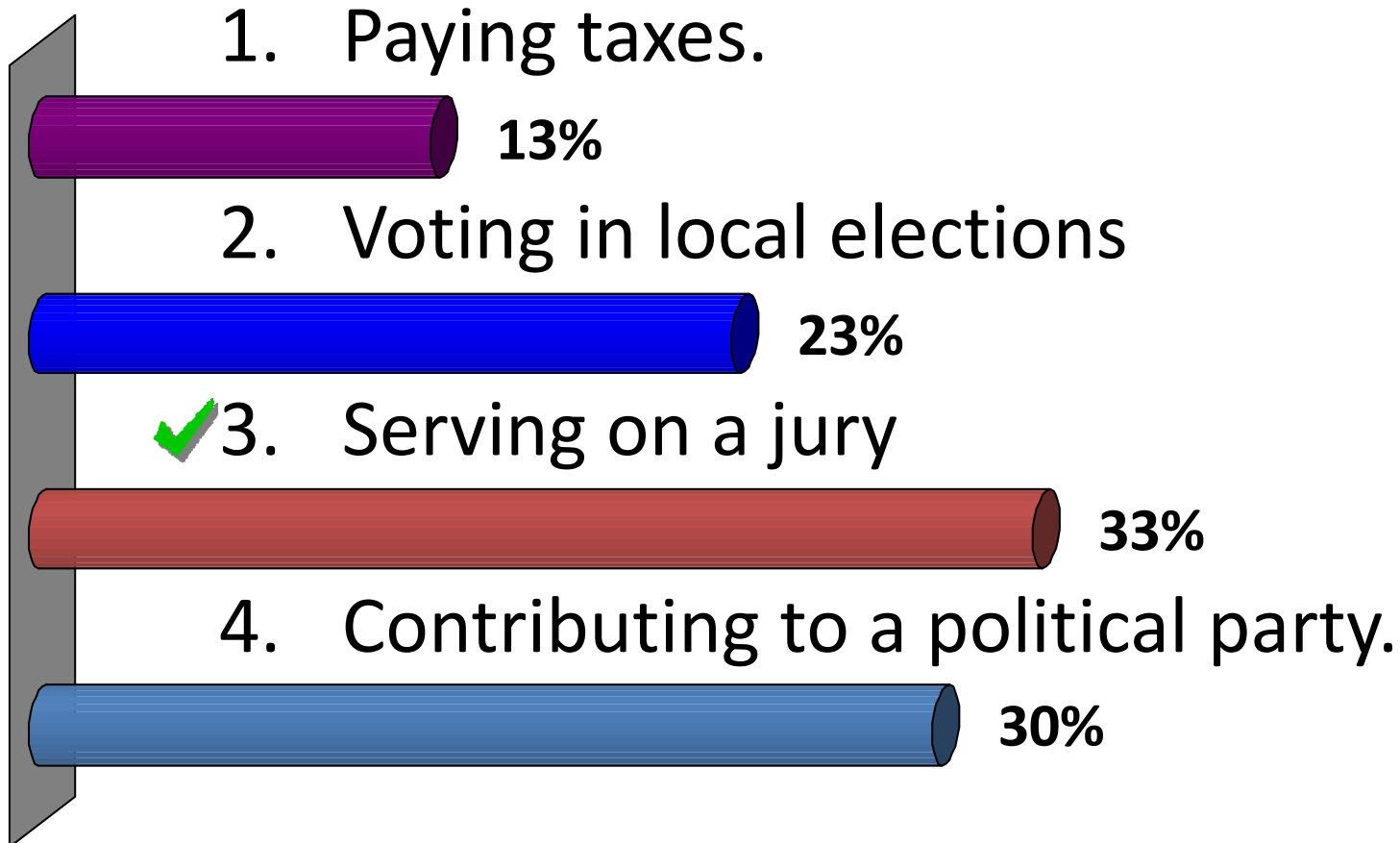
3. You have to be 18 to vote.



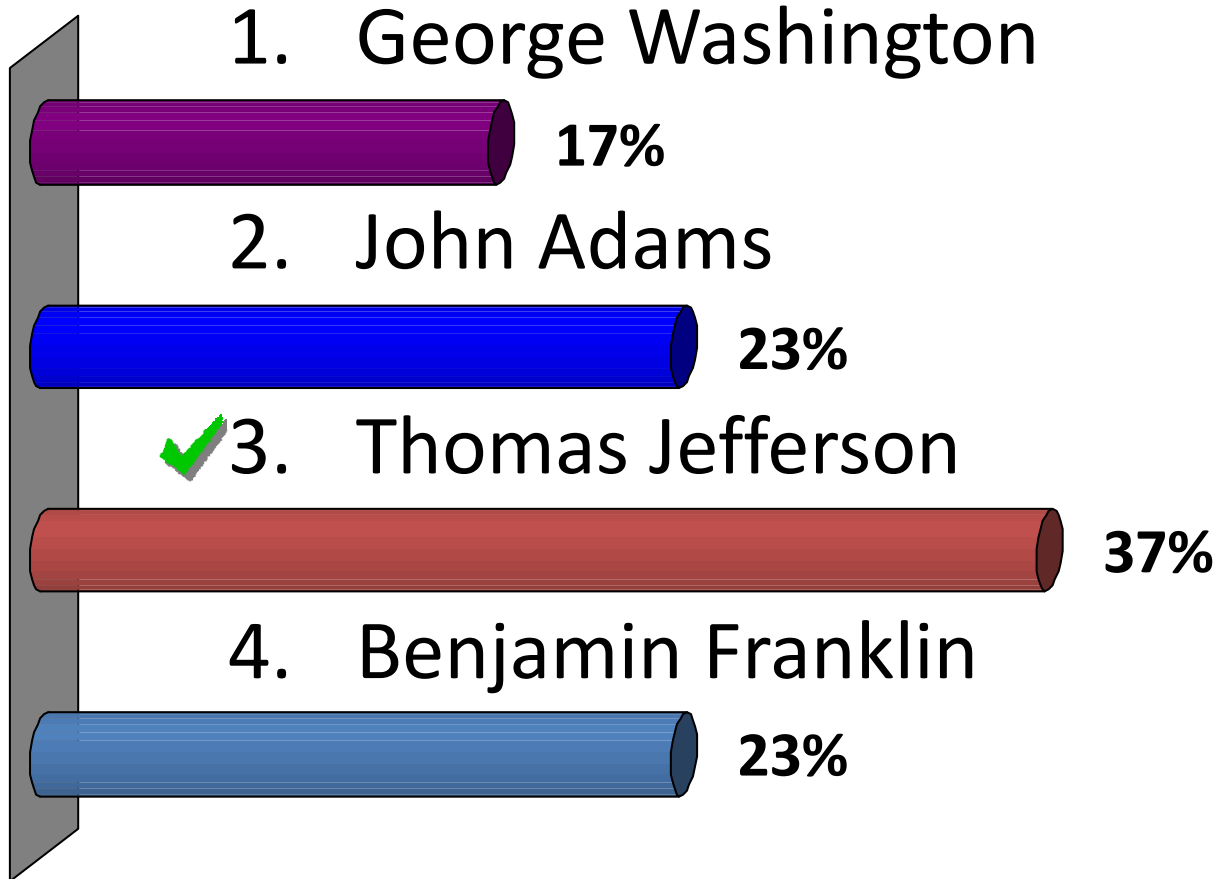
4. You can be a male citizen of any race to



What is one responsibility of US Citizens?



Who wrote the Declaration of Independence?

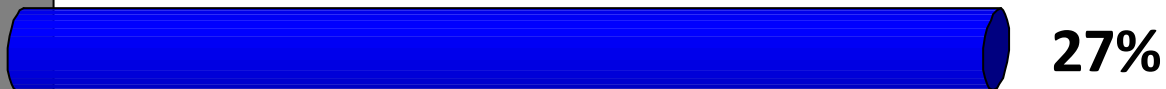


What did Susan B. Anthony do?

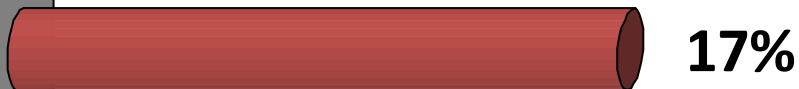
1. She invented the U.S. Flag



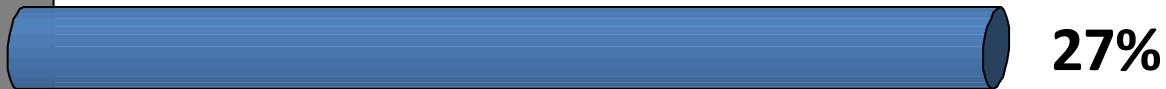
✓ 2. She fought for Civil Rights.



3. She introduced the Dollar coin.



4. She was married to Thomas Jefferson.



SWITCH:

- You are now the FACULTY, and you will now analyze the results of this assessment.
- Work in groups to determine the following:
 - Where did students perform to expectations?
 - Where did students perform below expectations?
 - What strategies would you consider to improve student performance?

Closing the Loop:

- Revisit the outcomes
- Review the method used to assess
- Determine if data collected is sufficient to make observations.
- Discuss:
 - Where did students meet/exceed outcome?
 - Where did student not meet outcome?
 - How would you explain these results?

Closing the Loop:

- Given these results, what is working well?
- Where can student performance improve?
- What strategies can we employ to improve performance?

Documenting the Cycle

- It is important that all steps in the Improvement Cycle are documented.
- eLumen provides the capacity to collect, organize and archive the evidence, findings and improvement steps.



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Section Improvement Plan

1. SLO-State the Student Learning Outcome to be assessed for this course.
2. Method of Assessment - Describe the method used to observe and record student learning or performance.
3. Criteria for Success - If you have established a performance goal or Benchmark for the assessment, please describe it here.
4. Summary of Evidence -- What were some noteworthy observations you discovered from the Evidence?

Follow-up/De-Brief:

- What did you find most valuable about this process?
- What remains unclear about this process?
- What were some of your findings?
- What would improve this process?