

Institutional Assessment Plan

The Outcomes Committee

Gary J. Williams,

Instructional Assessment Specialist

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"
[Redacted]
- By 2014: "Sustainable Continuous Quality Improvement."
- 2014: Next CHC Comprehensive Self-Study & Visit

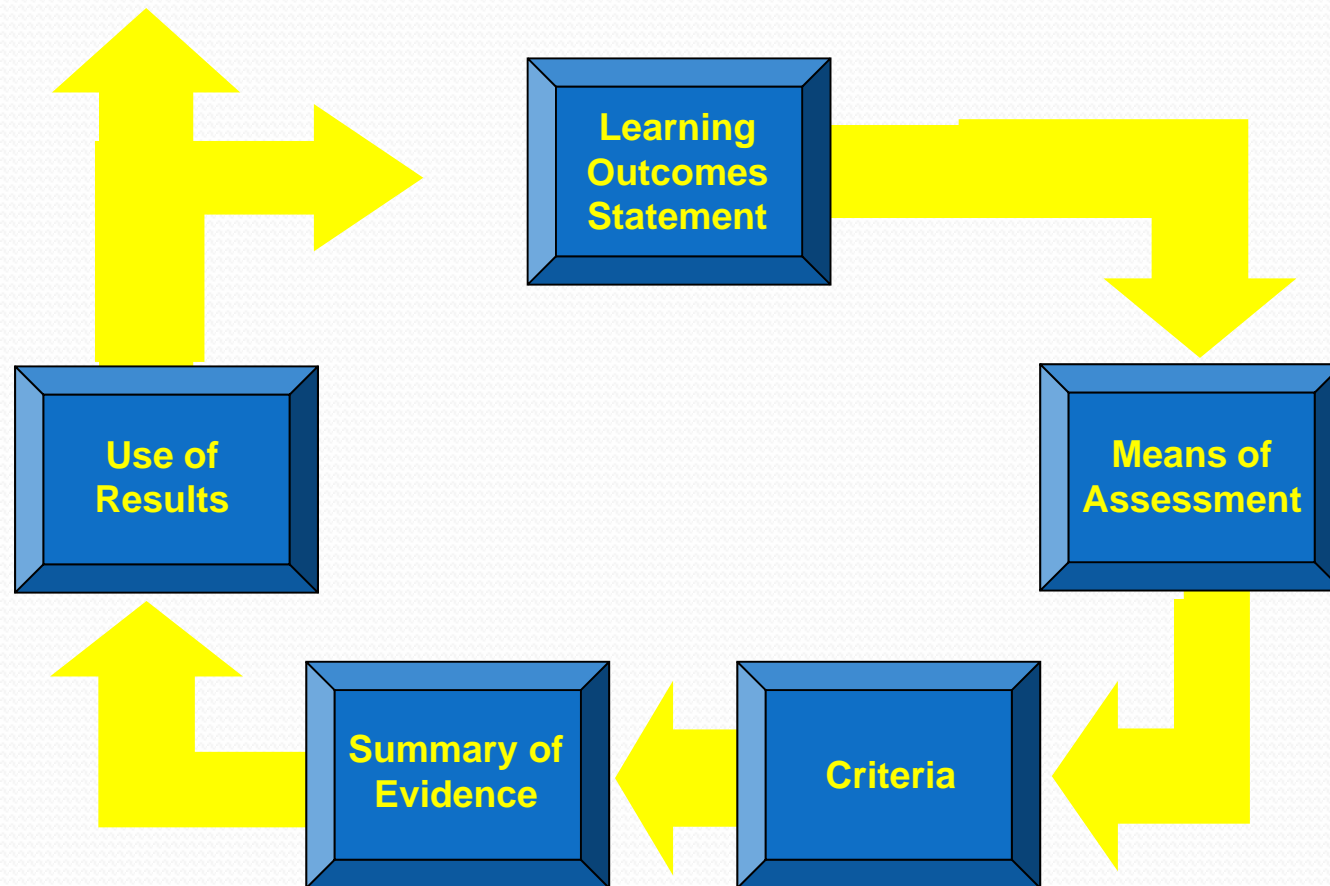
Where We need to be . . .

- 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~~
~~_____~~
~~_____~~
~~_____~~
- 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



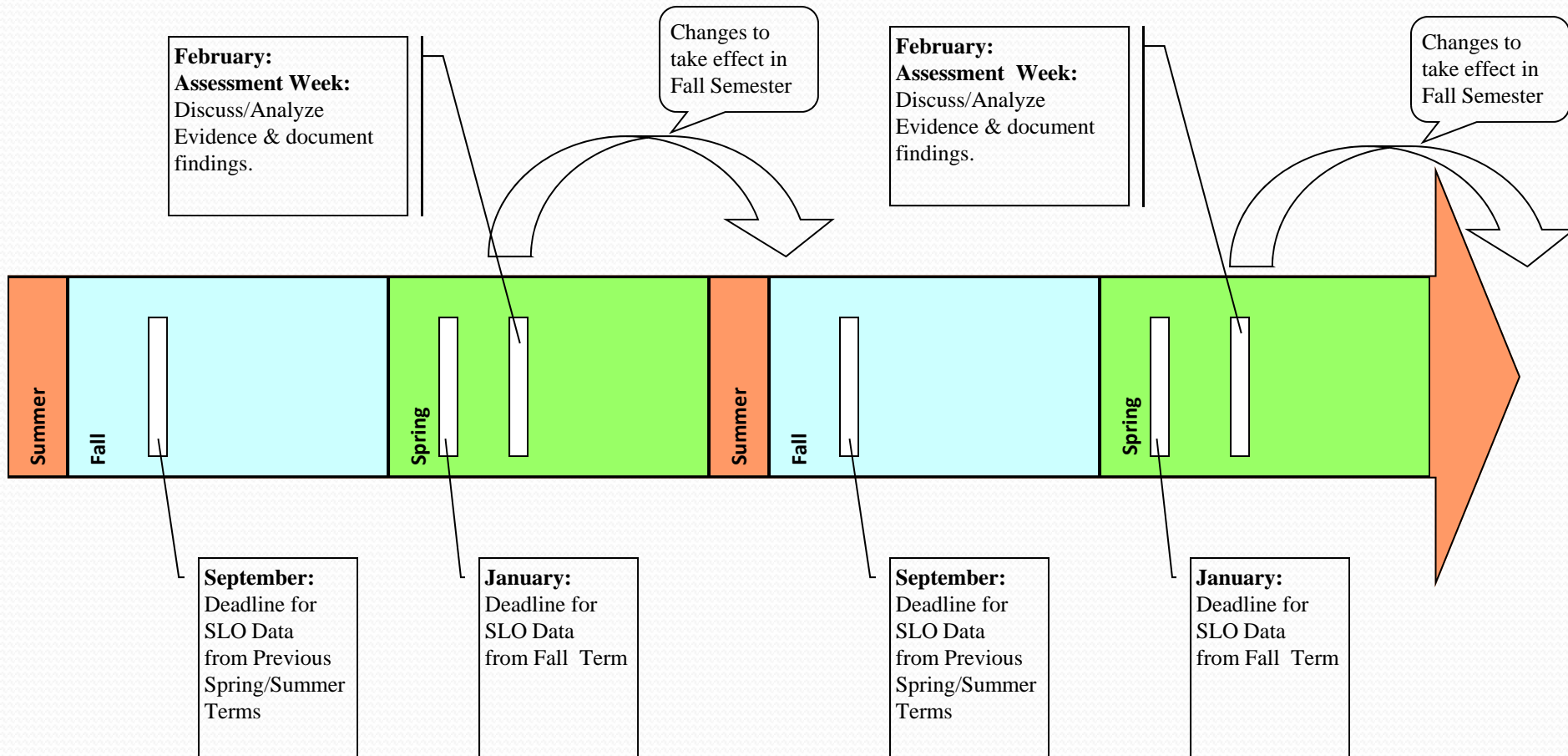
What is an IAP? What does it do?

- 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”



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

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Humanities & Social Sciences

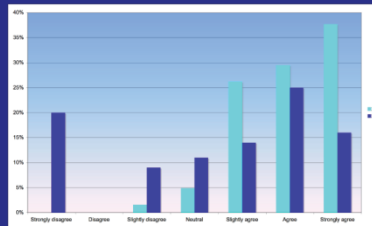
GENERAL STUDIES (A.A.)

- ◆ Sample of five student papers were evaluated by three profs. Combined average across purpose/audience development, and mechanics was 1.98, slightly satisfactory.
- ◆ GPA's of five graduates in College's Bachelor's program was 3.758.
- ◆ Exit survey revealed students believe they achieved their intended learning outcomes.

Improvements

- ◆ Re-evaluate writing sequence.
- ◆ Re-evaluate purpose and direction of program.
- ◆ B.A. in Integrated Studies is launched.

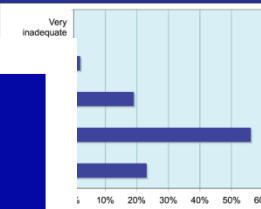
I value assessment to help me improve student learning.



Improve faculty support

Improve student learning

Overall quality of education



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.”