Spring Planning Day 2012: Looking Ahead

Assessment and Use of Results
Assessment is....

Assessment at COS is an ongoing process aimed at understanding and improving student learning and institutional effectiveness.

It involves:

- making our expectations explicit and public;
- setting appropriate criteria and high standards for student learning, student achievement, student support, and institutional effectiveness;
- systematically gathering, analyzing, and interpreting evidence to determine how well we meet those expectations and standards; and
- using the resulting information to document, explain, and improve performance.
What do we mean by “Evidence”?

- Evidence that Students are Learning (SLOs)
  - Occurs at the course or program level
  - Methods we might use assess include: classroom observation, test questions, assignments, rubrics, and student portfolios

- Evidence that we are meeting students needs, helping them achieve their goals, and administering efficient and effective processes
  - Occurs at all levels of the organization
  - Methods we might use to assess include: institutional data, survey data, focus groups or interviews, or local department data
SLO Example

- **SLO:** Student can distinguish between the types of law enforcement patrol processes.
- **Assessment Method:** Questions 3, 5, and 6 on Exam #2 in ADJ 1001.
- **Results:** After exam, the results show that students provided the correct answer 55% of the time.
- **Use of Results:** In order to emphasize differences in patrol processes, instructor will add an additional assignment where each student must bring in and discuss a newspaper/journal article highlighting a particular patrol process. This SLO will be re-assessed after change has been applied.
**Institutional Effectiveness Example**

- **Outcome**: New students intending to earn a degree at COS persist from their first semester to their second semester.
- **Measurable Objective**: 65% of new degree-seeking students enrolled at census fall semester 2013 will be enrolled at census spring semester 2013. (Baseline for 2012 = 57%)
- **Activities**: Mandatory 3 Credit Study Skills Course for all new students in their first semester.
- **Results**: 80% of new degree-seeking students persisted from fall to spring semester.
- **Use of Results**: Continue mandatory Study Skills Course Requirement; monitor results to ensure ongoing success.
Why Engage in Assessment

When assessment is embedded effectively within larger institutional systems, assessment can help us to:

- focus our collective attention,
- examine our assumptions,
- create a shared environment where we continuously strive to assure and improve the quality of higher education, and
- use our resources efficiently.

It is a requirement of our Accrediting Organization (ACCJC) that we provide evidence that we engage in assessment for the purpose of improving.
Program Review/Student Learning Outcomes Assessment – All areas of the College engaged in a Program Review this year; Faculty focused on SLOAs

Educational Master Plan – Each EMP Outcome has one or more measurable objectives that set the criteria for success for that outcome

Institutional Evaluation – Conducted a campus climate survey; began the work of evaluating the Governance Process and the Re-organization; set up an Evaluation Schedule integrating assessment and evaluation into our institutional processes

Student Achievement – Formed a Student Achievement Committee; Student Survey; Institutional Data
Challenges for 2012–13

- **Closing the Loop** – Focus on using the results of our assessment efforts to validate and improve our work at all levels of the organization

- **Documenting Change** – Provide evidence that we are not only engaged in assessment but that it impacts our decision-making at all levels of the organization

- **Incorporating Assessment** – Continue to work on embedding assessment and use of results into our Academic Programs and Institutional Processes
Activities for 2012–13

- Ensure that the information we collect about student learning, student success, and institutional effectiveness gets USED.
  - **Program Review**
    - Academic Program Review Committee Sharing Results from 2011–12 PRs and revising form to improve usefulness
    - Department Level – for both Academic and Non-Academic Areas – Focus on dialog and capturing the changes made based on assessment results
    - Course Level – Encourage Individuals and/or small groups to make needed changes (in the classroom or office) to improve
  - **Planning**
    - Yearly progress reports are due in the fall, they will include a look at the Measurable Objectives of the plan and will inform 2nd Year Implementation Plans
  - **Other**
    - Survey Follow-Up
What can you do?

- Ask Yourself the Questions:
  1. What can I do locally in my classroom, office, department or area to assess and USE the information gathered through assessment activities?
     - Identify changes you can you make to improve
     - Implement and evaluate those changes
     - Document and share the information you’ve collected with others
  2. How can I help to bring assessment into the committees, groups, or areas I work with?
     - Identify which groups could benefit from the assessment results
     - Find out what others are doing