Outcomes & Assessment
101

A practical overview for creating and implementing assessment
Philosophical Framework

- Learning is messy.

- The task of teaching (or providing a support service) is to help students engage in learning **activities**. These activities must have a **purpose**.

- Curriculum and program design begins OUTSIDE the classroom/college.

ACCJC and Assessment
Assess for Effectiveness & Continuous Improvement

Assessments are:
- Based on meaningful institutionally identified student needs and outcomes;
- Used for improvement by informing integrated planning, resource allocation, & decision making;
- Part of ongoing and systematic cycle of evaluation.

Results are:
- Documented and used to communicate matters of quality assurance;
- Based on quantitative and qualitative data.

Adopted from Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards
Purpose of Assessment

- **Create a Culture of Evidence**
  - Identify course/department/unit outcomes that are aligned with program/division outcomes which ultimately align with institutional outcomes.
  - Identify meaningful, accessible, and verifiable indicators of achievement.
    - Basis for evaluating accomplishment of department/program goals.

- **Use Data to Improve Student Success & Learning**
  - Use data to **improve student learning and success**.
  - Use data to **improve program/course effectiveness** and **service delivery**.
  - Use data to **describe the impact** on student success.
  - **Foster partnerships** between various areas of the college.

- **Apply an Intentional Planning Model Based on Outcomes**
  - Allocation of resources
  - Create shared language on assessment
  - Reflect awareness of national/state completion agenda
A Common Language

- Assessment terms and concepts can be confusing!
- Establishment of a common set of assessment terms across the college is key to our practice.
Outcomes

“What do our students need to be able to DO ‘out there’ (in the rest of life) that we are responsible for ‘in here’?”

- These are clear statements of what students will be able to do outside of our classrooms/program/departments with what they have learned from going through our classes/programs or using services in our departments.

- They are clearly written but complex enough to provide direction for the entire program/department. They should reflect program goals and mission.

- They should visualize and describe students in their “rest of life” or outside HonCC situations.

- They should describe students’ ability to apply what they have learned.

- Remember – outcomes are NOT skills and they are not program/department GOALS – they are about the STUDENT and their LEARNING.

- Goals are what a program aspires to do.
Assessment Tasks

What will students have to do to ‘in here’ to demonstrate evidence of the outcome?

- What students are asked to do (e.g. projects, demonstrations, presentations) to show their understanding and skill.

- Examples: Facilitate discussions, Create a written accident prevention and safety management program, Write a research paper, Take a test, Work as part of a team, Pay a bill, Fill out a form, Follow directions
# Concepts and Issues

What must the student understand to demonstrate the intended outcome?

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps to bring understanding.</td>
<td>Potential dilemmas or problems students must understand.</td>
</tr>
<tr>
<td>Connects meaning to new experiences.</td>
<td>Students will most likely have to do some work to resolve issues defined.</td>
</tr>
<tr>
<td>Elevates our thinking.</td>
<td>Examples: Diversity in the workforce, Workplace professionalism, Financial literacy,</td>
</tr>
<tr>
<td>Typically represented by a list of words that have universal application and appear timeless.</td>
<td></td>
</tr>
<tr>
<td>Examples: Critical Thinking, Problem Solving, Leadership, Decision Making, Teamwork</td>
<td></td>
</tr>
</tbody>
</table>
Process Skills

What skills must the student master to demonstrate the intended outcome?

- Things students must be able to do that require routine of practice and feedback.

- Examples: Create a marketing plan, Replace exterior molding, Write an essay, Quadratic equation, Weld and cut high-strength steel, Register using MyUH, Create an academic plan.
What makes a “good” Outcomes Statement?

- Action
  - All statements are written in active voice.
  - Action words have been carefully chosen to describe the intention of outcome.

- Context
  - All of the statements describe what you envision students doing “after” and “outside” this academic/college experience – because of the experience.

- Scope
  - All of the statements represent reasonable expectations for these students given the time and resources available.

- Complexity
  - The statements, as a whole, have sufficient substance to drive decisions about what the students need to learn in this learning/college experience.

- Brevity and Clarity
  - The language is concise and clear, easily understood by students and other stakeholders.
Examples: Instructional Learning Outcome

- Produce professional grade designs based on client needs in a timely and efficient manner.
- Design and deliver speeches that integrate personal experience and research materials in an organized format.
### Example: Non-Instructional Learning vs. Service Outcome

<table>
<thead>
<tr>
<th>SLO (Student Learning)</th>
<th>SAO (Service Area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the Program intends students to learn or develop. What students are able to do outside our Program as a result of our Program.</td>
<td>What the Program intends to deliver and/or standards to be met. They measure how effective a program is at accomplishing its overall service goals.</td>
</tr>
</tbody>
</table>

**Example:** As a result of getting service from the Admissions & Records office, students will be able to **recognize the importance of meeting deadlines and identify ways in which they can meet deadlines in the future.**

**Example:** Admissions & Records Office will process official transcript requests within 5 working days.
Terms in Action

Academic Advising EXAMPLE

- Mission: Academic Advising is an essential service provided by professional advisors who support students’ intellectual growth, and empower them to clarify and attain their diverse academic, personal, and professional goals. In collaboration with students, faculty, staff, and external partners, the Academic Advising Office fosters student retention and success.

- Goals:
  - Academic Advising intends to promote student growth & development through the use of a developmental advising model
  - Academic Advising intends to actively collaborate with instructional & student service partners to promote & support student academic progress

- Learning Outcomes:
  - As a result of academic advising, students will be able to…
    - Comply with college policies and procedures
    - Create and follow an academic plan to meet requirements for academic goal

- Service Outcomes:
  - Students served by advising will be representative of the student population (race/ethnicity, gender, Distance Ed, etc.)
Creating Assessment Tools – Focus on Rubrics

What is a Rubric?

A scoring tool that explicitly represents the performance expectations for an assignment or piece of work. It divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Can also be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.
Rubrics

- rcampus - free online rubric maker
- Carnegie Mellon Teaching Excellence - Examples and Definition
- UH Rubric Bank
- Coure Level Outcomes Rubric
- Community College Assessment Framework
### Intended Learning Outcome: Design an ongoing Assessment Plan

<table>
<thead>
<tr>
<th>Factors</th>
<th>1 - In Progress</th>
<th>2 - Adequate</th>
<th>3 - Good</th>
<th>4 - Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce and/or use <strong>qualitative</strong> methods/tools that support</td>
<td>No qualitative methods/tools were developed or used to support established</td>
<td>A few qualitative methods/tools were developed and used to support established</td>
<td>Quality qualitative methods/tools were developed and used to support</td>
<td>Quality qualitative methods/tools were developed and used to support</td>
</tr>
<tr>
<td>established student learning and program outcomes</td>
<td>student learning outcomes.</td>
<td>student learning outcomes.</td>
<td>established student learning outcomes, there was room for improvement in</td>
<td>established student learning outcomes.</td>
</tr>
<tr>
<td>Produce and/or use <strong>quantitative</strong> method/tools that support</td>
<td>No quantitative methods/tools were developed or used to support established</td>
<td>A few quantitative methods/tools were developed and used to support established</td>
<td>Quantitative methods/tools were developed and used to support established</td>
<td>Quantitative methods/tools were developed and used to support established</td>
</tr>
<tr>
<td>established student learning outcomes and program outcomes</td>
<td>student learning outcomes.</td>
<td>student learning outcomes.</td>
<td>student learning outcomes, there was room for improvement in the</td>
<td>student learning outcomes.</td>
</tr>
<tr>
<td>Assessment plan is clear and</td>
<td>Assessment plan is unclear and/or nor manageable.</td>
<td>Assessment plan has some clarity, but manageability is unclear.</td>
<td>Assessment plan is clear and manageable but is not robust. Does not</td>
<td>Assessment plan is clear and manageable, including checkpoints and</td>
</tr>
<tr>
<td>manageable within department/program</td>
<td></td>
<td></td>
<td>show accountability and checkpoints.</td>
<td>shows accountability</td>
</tr>
<tr>
<td>Yearly Assessment Reports followed the outlined plan and future plan</td>
<td>Report does not follow outlined plan and/or incorporates findings/recommendations</td>
<td>Report follows outlined plan yet does not incorporate findings/recommendations</td>
<td>Report follows outlined plan, only incorporates a few of the findings/recommendations</td>
<td>Report is follows the outlined plan and incorporates findings/recommendations</td>
</tr>
<tr>
<td>incorporates findings/recommendations from prior plan</td>
<td>from prior plan without explanation.</td>
<td>from prior plan without explanation.</td>
<td>from prior plan with little explanation.</td>
<td>from prior plan.</td>
</tr>
<tr>
<td>Assessment plan addresses and evaluates identified service standards</td>
<td>Assessment plan does not address and/or evaluates identified service standards.</td>
<td>A few of the service standards are evaluated and/or addressed within the</td>
<td>Assessment plan addresses and evaluated identified service standards, but</td>
<td>Assessment plan clearly addresses and evaluates identified service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment plan, considerable room for improvement exists.</td>
<td>lacks future plan of incorporating recommendations.</td>
<td>standards in a robust manner. Service standards were adjusted to reflect</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>current recommendations from the assessment plan.</td>
</tr>
</tbody>
</table>
Cycle of Assessment

1. Establish / 6. Reaffirm
   - Mission, goals, learning outcomes, service outcomes
   - Reaffirm annually following assessment process

2. Verify
   - Program activities & design align with intended outcomes
   - Develop Program Map
   - Modify activities

3. Plan
   - Identify 2-4 outcomes to assess annually
   - Identify methods to assess

4. Conduct
   - Gather and interpret evidence
   - Pose questions for practice

5. Document
   - Submit Annual Assessment Report with decisions/recs
   - Complete Program Review every 4-5 years