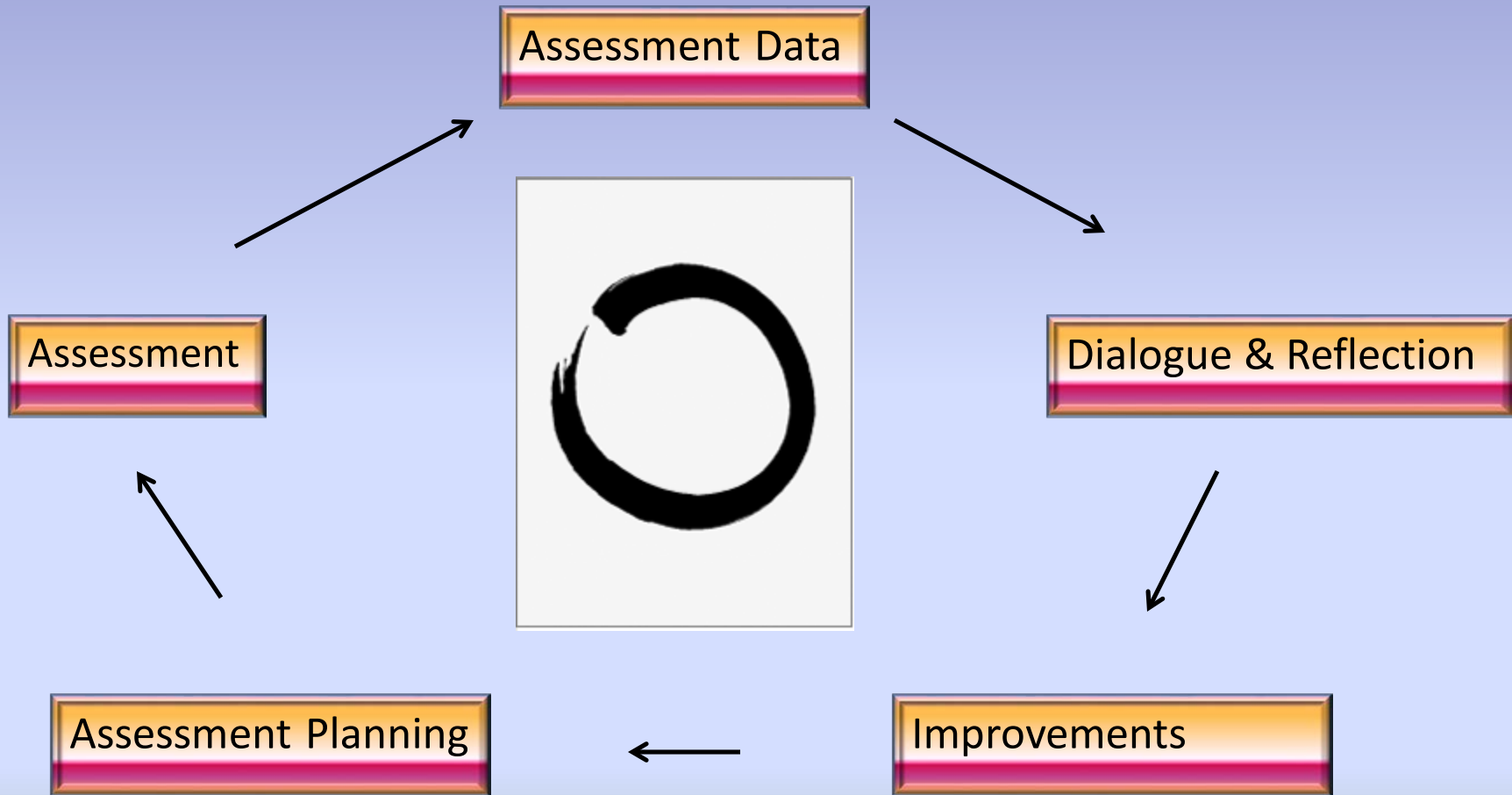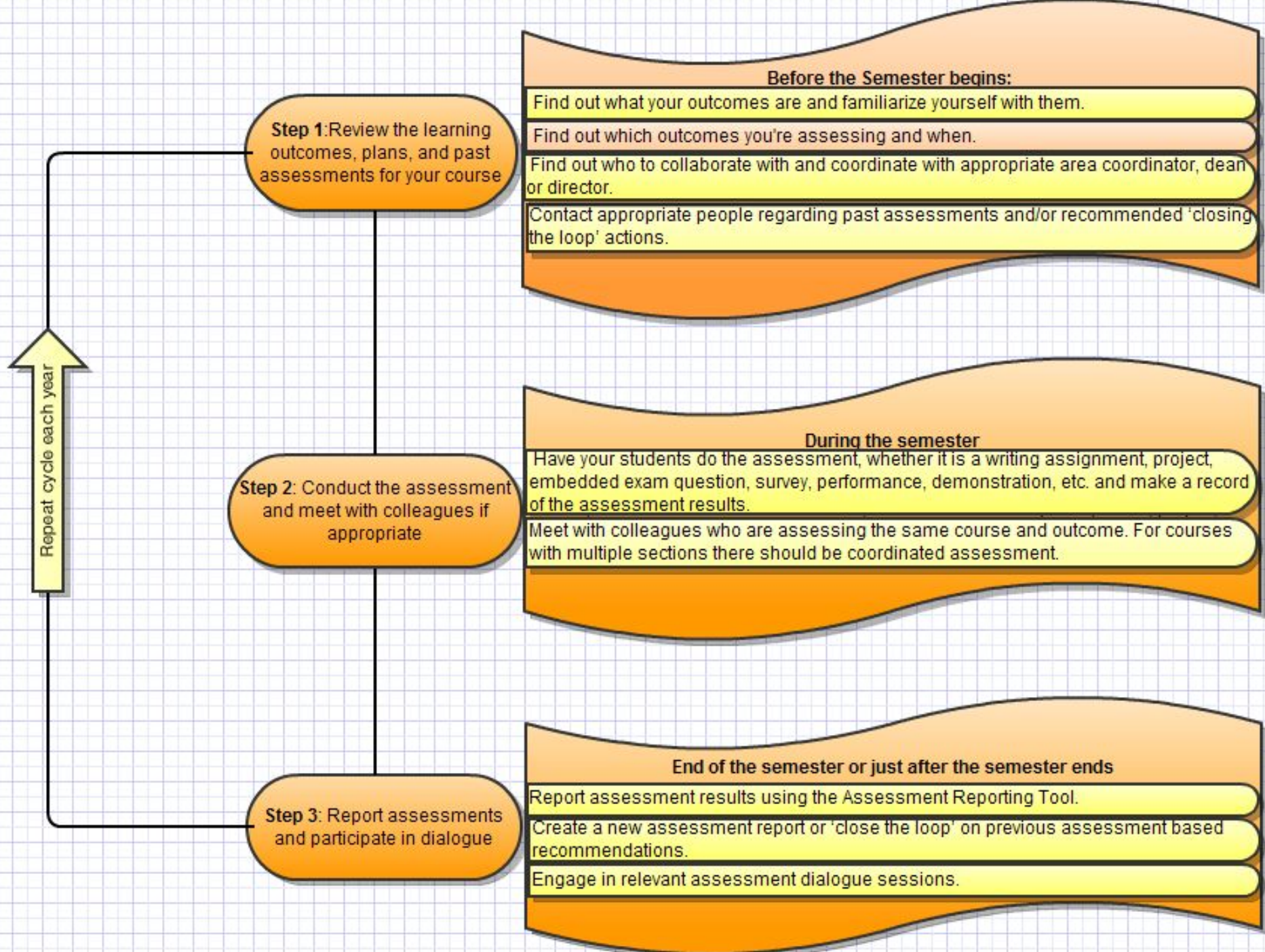# Assessment

Assessment is a Cycle

- Assessment of outcomes is a cycle of continuous improvement.
- The aim of this presentation is to describe the assessment processes in different parts and at different levels of College of the Redwoods.
- The next slide shows a diagram of course level assessment process.
- The diagram is just a preliminary example and will be returned to in more detail.

Step 1: Review the learning outcomes, plans, and past assessments for your course

Before the Semester begins:

Find out what your outcomes are and familiarize yourself with them.

Find out which outcomes you're assessing and when.

Find out who to collaborate with and coordinate with appropriate area coordinator, dean or director.

Contact appropriate people regarding past assessments and/or recommended 'closing the loop' actions.

Step 2: Conduct the assessment and meet with colleagues if appropriate

During the semester

Have your students do the assessment, whether it is a writing assignment, project, embedded exam question, survey, performance, demonstration, etc. and make a record of the assessment results.

Meet with colleagues who are assessing the same course and outcome. For courses with multiple sections there should be coordinated assessment.

Step 3: Report assessments and participate in dialogue

End of the semester or just after the semester ends

Report assessment results using the Assessment Reporting Tool.

Create a new assessment report or 'close the loop' on previous assessment based recommendations.

Engage in relevant assessment dialogue sessions.

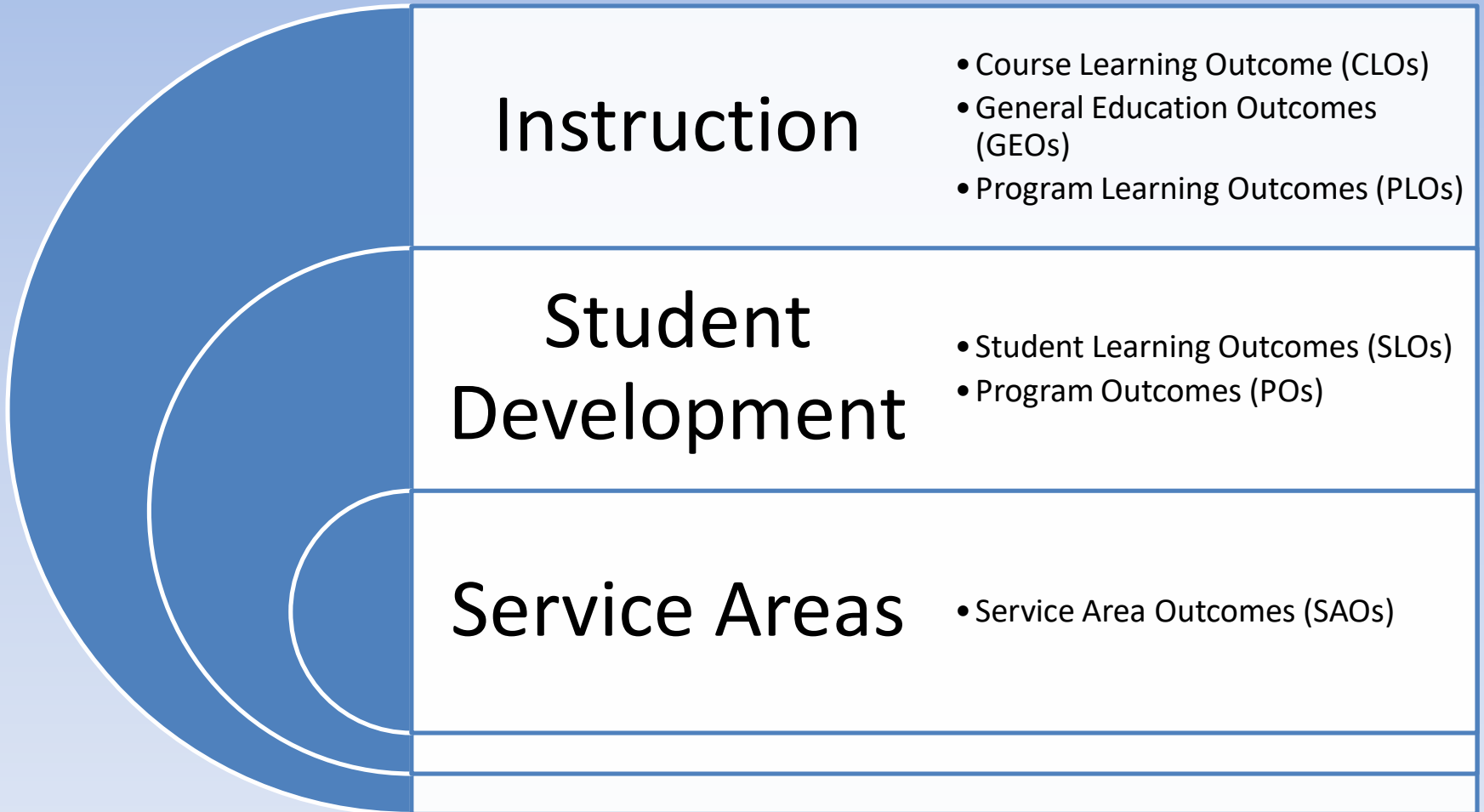Repeat cycle each year

Assessment Terminology

Establish a common set of terms for Assessment in the context of procedures at College of the Redwoods.
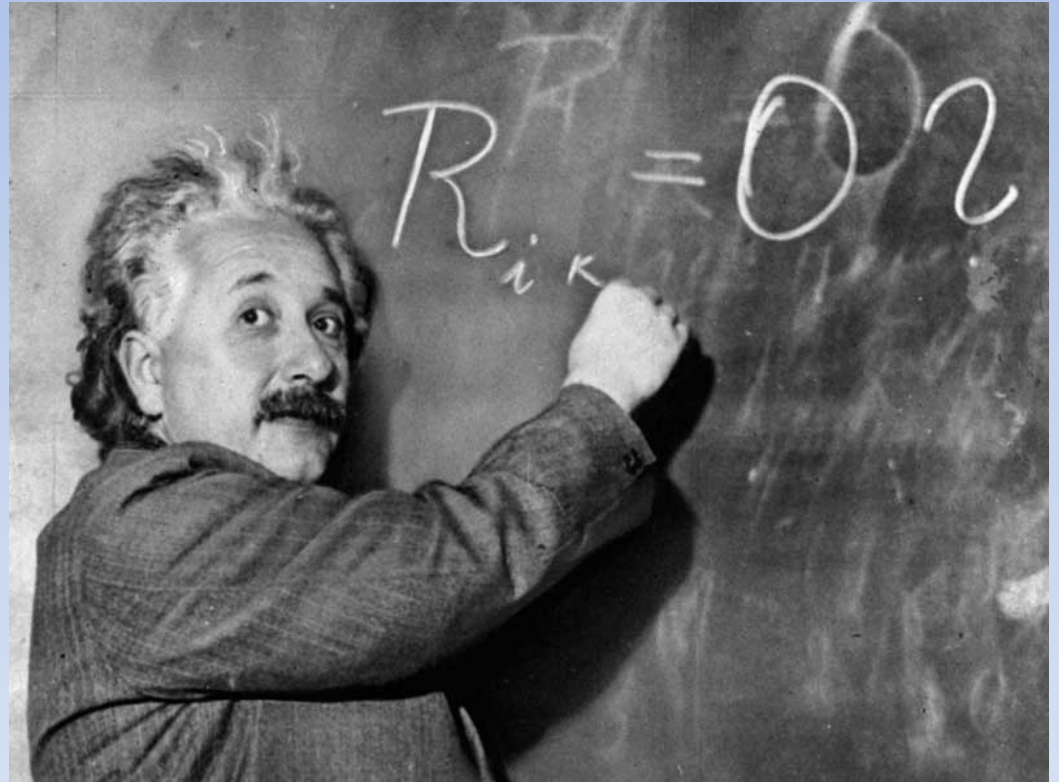
Student Learning Outcomes

- A Student Learning Outcome (SLO) is defined as knowledge, skills, values, or abilities that can be demonstrated as a result of students' participation in a particular set of educational experiences.

- There are a number of categories of SLOs.

- SLOs are not just for courses, but all other parts of the institution as well.

Outcomes for Everyone

Instruction	• Course Learning Outcome (CLOs) • General Education Outcomes (GEOs) • Program Learning Outcomes (PLOs)
Student Development	• Student Learning Outcomes (SLOs) • Program Outcomes (POs)
Service Areas	• Service Area Outcomes (SAOs)

Course Level Outcomes

- A Course Level Outcome (CLO) is an outcome that is achieved in an individual course.

- CLOs are found on the course outline of record.

- Changes to CLOs are made by updating the course outline through the Curriculum Committee.

General Education Outcomes

- A General Education Outcome (GEO) is one of three outcomes defined here at CR that all GE courses should include.

  - Effective Communication
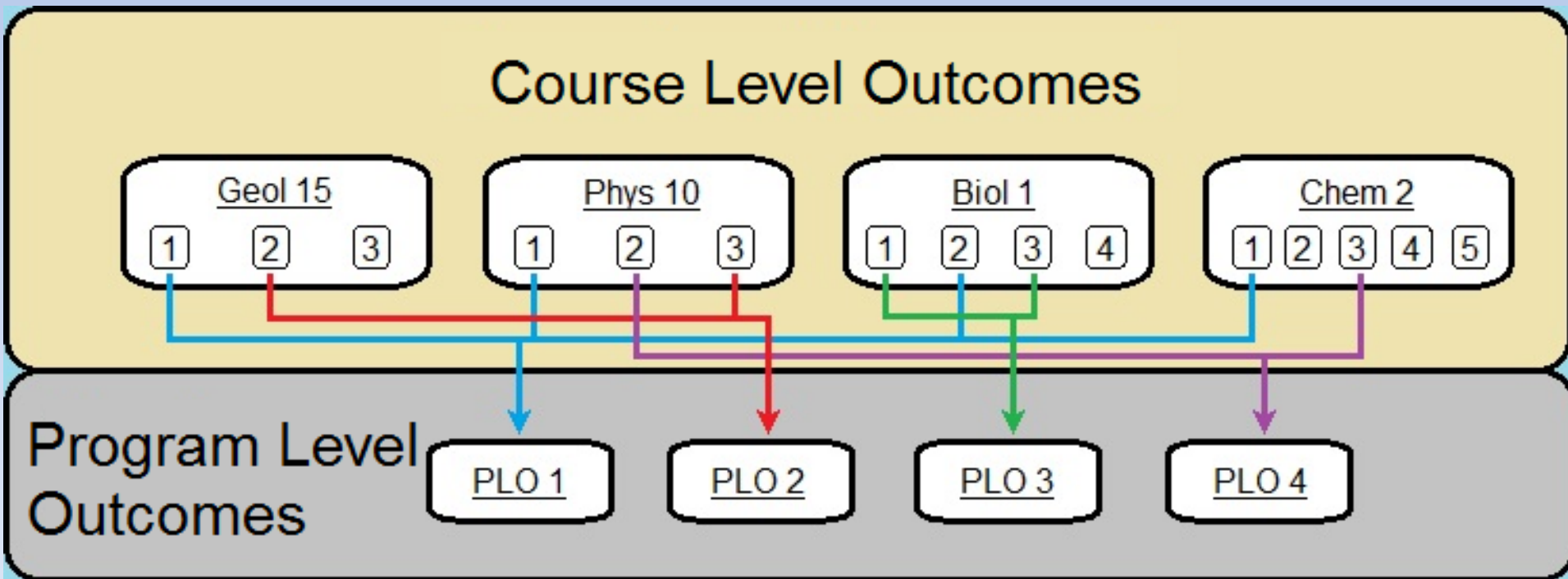 - Critical Thinking
  - Global/Cultural Context

Program Learning Outcomes

- Also referred to as Degree or Certificate Outcomes, Program Learning Outcomes (PLOs) are the outcomes defined for a particular program.

- There should be a mapping from CLOs for courses in the program to the PLOs, though not all courses have to have them, nor do all CLOs in the program have to map to a PLO.

Mapping Diagram

A CLO maps to a PLO if the demonstrable knowledge, skills, abilities, or values in the CLO are also in the PLO.

Course Level Outcomes

Geol 15			Phys 10			Biol 1				Chem 2				
1	2	3	1	2	3	1	2	3	4	1	2	3	4	5

Program Level Outcomes

| PLO 1 | PLO 2 | PLO 3 | PLO 4 |

Student Development & Service Area Outcomes

- Program Outcomes (POs) and Service Area Outcomes (SAOs) are what the program/unit intends to accomplish or achieve in support of student learning. They are broadly defined and establish overall purpose.

- Student Development SLOs are operational. They are measurable statements of what students should be able to do within the scope of the POs.

Course Assessments

- An Assessment in a course is generally a task done by students that requires them to demonstrate a specific outcome.

- Assessments are much like any other assignment in a course, and can be one of the usual assignments in fact, but is evaluated for whether the students as a group successfully demonstrated the outcome.

- Examples include embedded exam questions, writing assignments, lab assignments, projects, surveys, etc.

Student Development Assessments

- Benchmarks for what level of student accomplishment is acceptable as evidence that an outcome is being met is the first step.

- Assessment instruments can include surveys, focus groups, portfolios of student work, pre & post measurements, etc.

Assessment Data

- Assessment Data is the information collected from an assessment administered to students.

- The new Assessment Reporting Tool software has a three point scale for reporting quantitative data.

- It asks you to report how many students (1) Exceeded expectations, (2) Met expectations, and (3) Did not meet expectations.
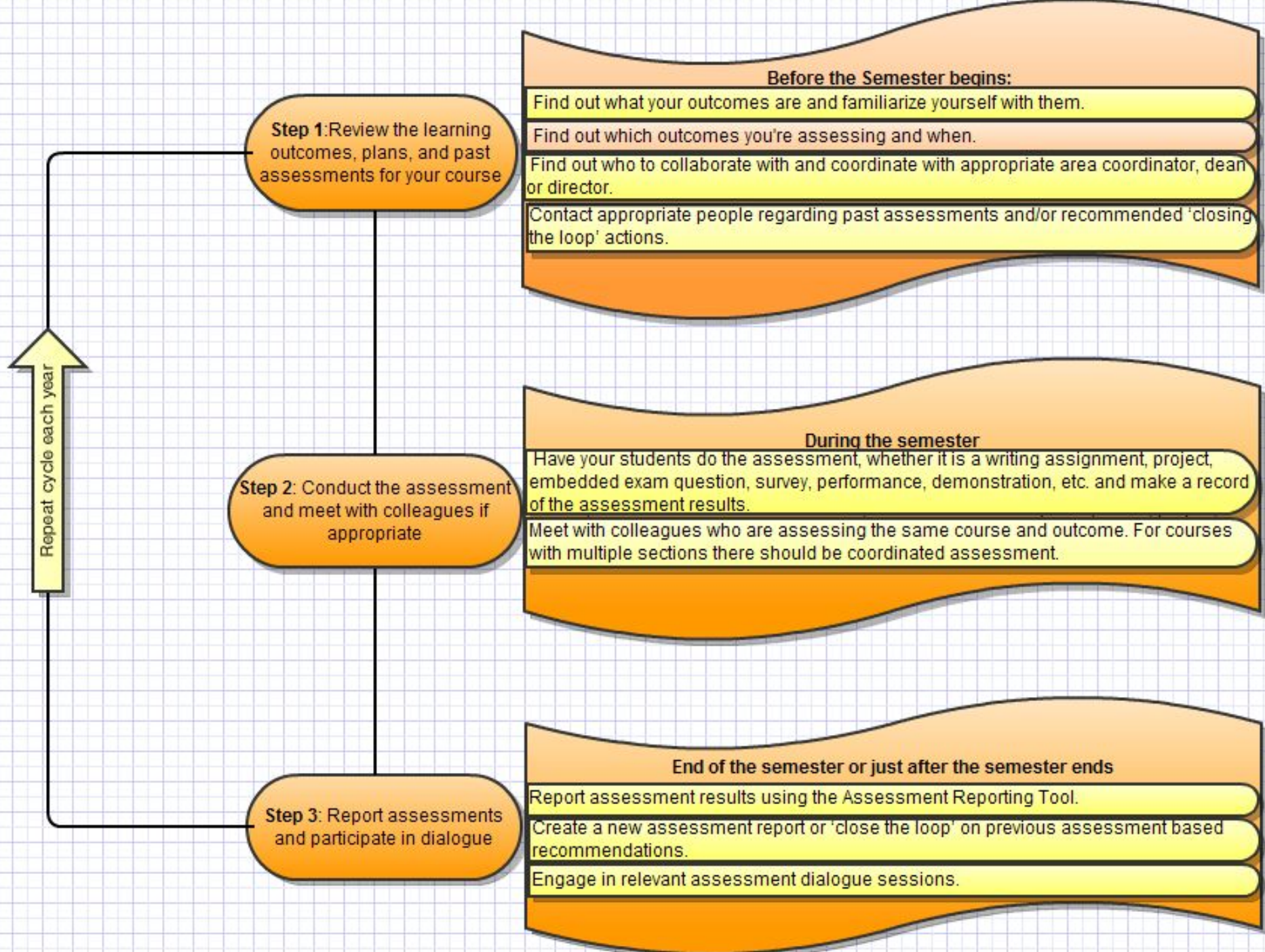
Making Improvements

- Assessment data should be used to identify changes and/or improvements.

- Implementing changes followed by reassessment is closing the loop.

- Course level and Service Area assessment reporting in the assessment reporting tool has a "closing the loop" process built into it.

"Closing the Loop"

- Closing the loop does not have to occur for every assessment, only if a change or improvement is indicated.

- If a change or improvement is indicated, checkbox B should be checked in the report.

- Checking box B makes the assessment report available for future "closing the loop".

- When the same outcome is reassessed the "closing the loop" form should be completed; it is a simple form with just one box to be filled in.

- An assessment report should also be filled out on the new assessments. If further improvement is needed, check box B again.

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Repeat cycle each year

Some Hyperlinks

- http://redwoods.edu/assessment/planning/
- http://redwoods.edu/test/Assessment/
- http://redwoods.edu/test/Assessment/faculty.asp
- http://inside.redwoods.edu/assessment/outcomes/assessmentv2.aspx
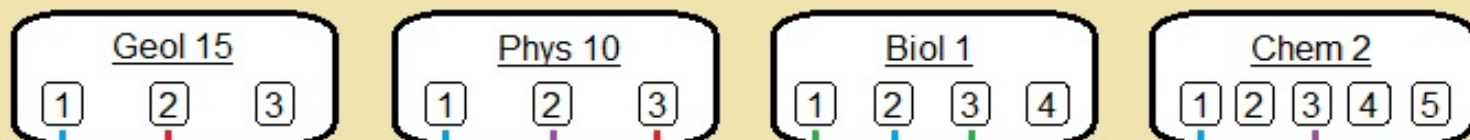
Assessment Dialogue

- Dialogue is defined at three levels at CR
  - Discipline dialogue
  - Program dialogue
  - Institutional dialogue
- Discipline level dialogue occurs within the individual disciplines. It does not have its own reporting form in the Assessment Reporting Tool software, but may be recorded on the Assessment Forums.
- Discipline level dialogue is not a required part of assessment, but is generally good in larger disciplines.

Program Dialogue and Assessment

- Program dialogue is facilitated dialogue on a particular PLO. It is reported on in the Assessment Reporting Tool software.

- Program dialogue is a component of PLO assessment.

- Program dialogue is based on course level assessments of CLOs that map to the PLO. Not all CLOs that map to the PLO need to be included.

Course Level Assessment

Geol 15
1 2 3

Phys 10
1 2 3

Biol 1
1 2 3 4

Chem 2
1 2 3 4 5

Mapping
CLOs to PLOs

PLO 1   PLO 2   PLO 3   PLO 4

Program Assessment

Program Dialogue
Facilitated dialogue session that addresses one PLO at a time using mapped course level assessments from a subset of program courses to identify mapping issues, discuss assessments related to PLO, and identify program improvements based on assessments.

Annual Program Assessment Summary
Program summary that shows and documents to what extent the PLOs in a program have been assessed that year through the course level assessments of course outcomes that map to the PLOs.

Institutional Dialogue

- Institutional Dialogue involves a broader part of the institution than one program or service area.

- Particular sessions will come out of institutional issues identified in assessment reports at the course and program level.

- The Assessment Committee will identify topics for sessions, schedule them, and make sure all potentially interested participants are notified.

Assessment & Planning

- Assessment reports at the course and program level must be referenced in program review to justify resource requests.

This presentation may end, but the assessment cycle never does.