College of the Redwoods

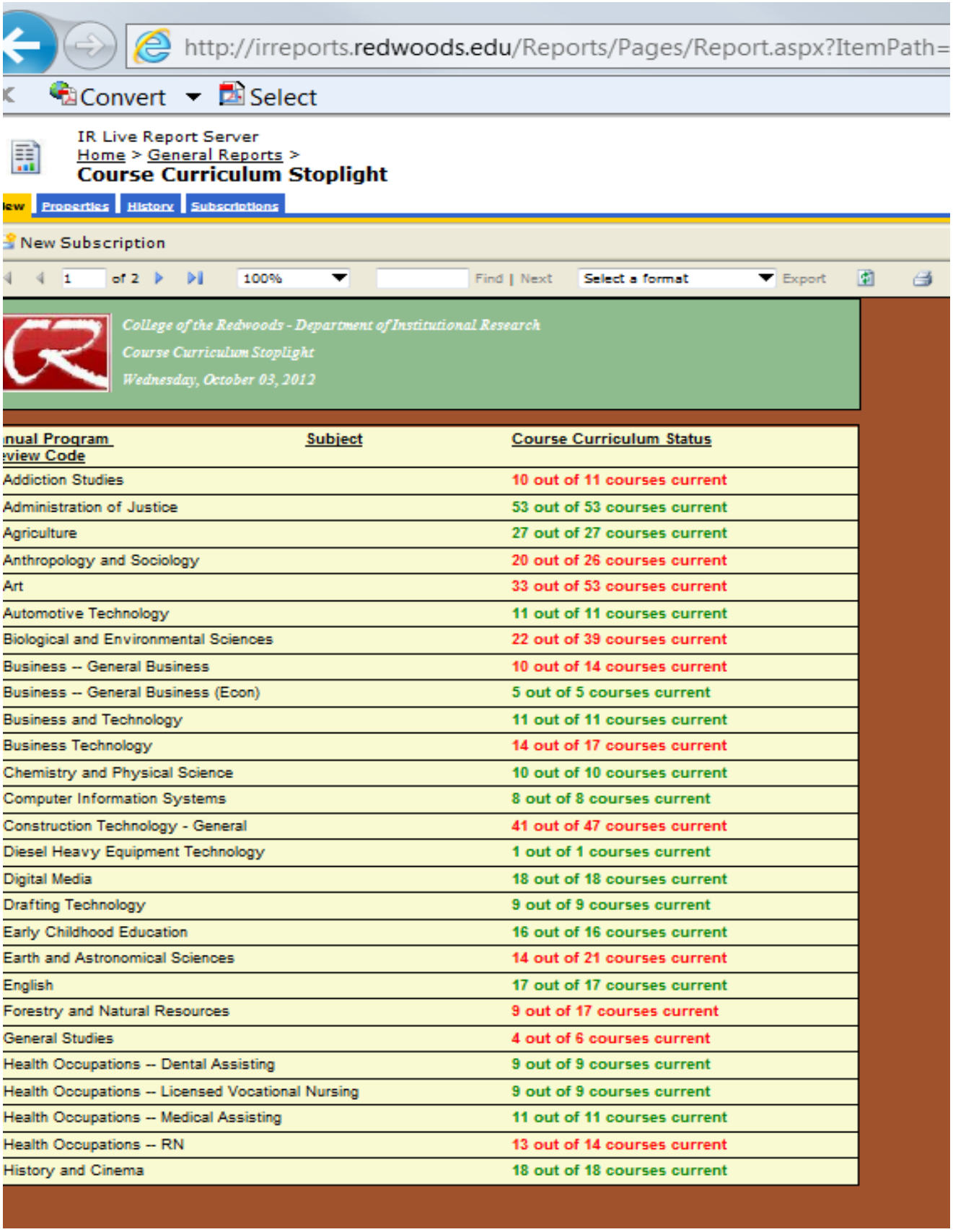
7351 Tompkins Hill Road
Eureka, CA 95501

Evidence to Support College Status Report on Student Learning Outcomes Implementation

Submitted to
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2012

http://irreports.redwoods.edu/Reports/Pages/Report.aspx?ItemPath=%2fGeneral+Reports%2fCourse+Curriculum+Stoplight



nual Program eview Code	Subject	Course Curriculum Status
Addiction Studies		10 out of 11 courses current
Administration of Justice		53 out of 53 courses current
Agriculture		27 out of 27 courses current
Anthropology and Sociology		20 out of 26 courses current
Art		33 out of 53 courses current
Automotive Technology		11 out of 11 courses current
Biological and Environmental Sciences		22 out of 39 courses current
Business -- General Business		10 out of 14 courses current
Business -- General Business (Econ)		5 out of 5 courses current
Business and Technology		11 out of 11 courses current
Business Technology		14 out of 17 courses current
Chemistry and Physical Science		10 out of 10 courses current
Computer Information Systems		8 out of 8 courses current
Construction Technology - General		41 out of 47 courses current
Diesel Heavy Equipment Technology		1 out of 1 courses current
Digital Media		18 out of 18 courses current
Drafting Technology		9 out of 9 courses current
Early Childhood Education		16 out of 16 courses current
Earth and Astronomical Sciences		14 out of 21 courses current
English		17 out of 17 courses current
Forestry and Natural Resources		9 out of 17 courses current
General Studies		4 out of 6 courses current
Health Occupations -- Dental Assisting		9 out of 9 courses current
Health Occupations -- Licensed Vocational Nursing		9 out of 9 courses current
Health Occupations -- Medical Assisting		11 out of 11 courses current
Health Occupations -- RN		13 out of 14 courses current
History and Cinema		18 out of 18 courses current

Description	How Often	Default Plan	Revised Plan	Outcome #	Outcome
ANTH-1	Every Sem.	2012-F		1	Explain the relationship of physical anthropology to so
ANTH-1	Every Sem.	2013-S		2	Analyze primary and secondary sources in order to ex physical anthropology
ANTH-1	Every Sem.	2013-F		3	Apply anthropological concepts to real-world situatio using scientific methods and anthropological concepts
ANTH-1	Every Sem.	2013-F		4	Create their own arguments based upon anthropolog
ANTH-1	Every Sem.	2014-S		5	Exhibit the ability to think logically about issues in phy interpreted those issues.
ANTH-1	Every Sem.	2014-S		6	Discuss how physical anthropologists have analyzed a evolution.
ANTH-100	Every other Yr.	2013-14		1	Define basic anthropological terms and offer specific
ANTH-100	Every other Yr.	2013-14		2	Describe the differences between, and similarities am
ANTH-100	Every other Yr.	2013-14		3	Provide oral and written summaries of authors' main
ANTH-100	Every other Yr.	2013-14		4	Explain the relationship between the subdisciplines of anthropology and other social sciences.
ANTH-100	Every other Yr.	2013-14		5	Analyze primary and secondary sources in order to ex cultural anthropology.
ANTH-100	Every other Yr.	2013-14		6	Apply anthropological concepts to real-world situatio using anthropological concepts.
ANTH-100	Every other Yr.	2013-14		7	Create arguments based upon anthropological concep
ANTH-100	Every other Yr.	2013-14		8	Logically analyze issues in the four subdisciplines of an those issues.
ANTH-100	Every other Yr.	2013-14		9	Sustain an argument through the use of evidence and and term papers.
ANTH-2	Once a year	2012-13		1	Explain the relationship of archaeology to other subdi and social sciences.
ANTH-2	Once a year	2012-13		2	Define major concepts in archaeology.
ANTH-2	Once a year	2013-14		3	Analyze and defend viewpoints on controversial archa might apply to real-world situations.
ANTH-2	Once a year	2013-14		4	Demonstrate a knowledge of basic archaeological ma
ANTH-3	Every Sem.	2013-S		1	Explain the relationship of cultural anthropology to ot biological and social sciences.
ANTH-3	Every Sem.	2013-F		2	Define major concepts in cultural anthropology.

ANTH-3	Every Sem.	2014-S		3	Analyze and defend viewpoints on controversial anth might apply to real-world situations.
ANTH-4	Once a year	2012-13		1	Distinguish the dynamic and "traditional" component
ANTH-4	Once a year	2012-13		2	Analyze primary and secondary sources in order to ex folklore.
ANTH-4	Once a year	2012-13		3	Apply anthropological concepts to real-world situatio information into their own interpretive frameworks.
ANTH-4	Once a year	2013-14		4	Create their own arguments based upon anthropolog
ANTH-4	Once a year	2013-14		5	In class discussions, written work, and written examin issues in folklore and how people have interpreted th
ANTH-4	Once a year	2013-14		6	Communicate about issues in folklore and how peopl
ANTH-4	Once a year	2013-14		7	Discuss how folklorists have analyzed and interprete limited to, race, ethnicity, class, gender, technology, a questions, and term papers.
ANTH-5	Once a year	2012-13		1	Explain the relationship of archaeology to other subdi and social sciences.
ANTH-5	Once a year	2012-13		2	Define major concepts in archaeology.
ANTH-5	Once a year	2013-14		3	Analyze and defend viewpoints on controversial archa
ANTH-5	Once a year	2013-14		4	Summarize the importance of noted archaeological si
ANTH-6	Once a year	2012-13		1	Explain the relationship of forensic anthropology to so
ANTH-6	Once a year	2013-14		2	Identify primary skeletal markers used in the identific
ANTH-6	Once a year	2013-14		3	Analyze and interpret skeletal remains based upon an examples of cultural and ethical applications in the fie

Instructional Program Review #1.3

Section 3 – Critical Reflection of Assessment Activities	
Curriculum & Assessment Data	
# of SLO Assessments Reported	
# of SLO's Scheduled to be Assessed	
# of PLOs Assessed and Reported	
% of Course Outlines of Record updated	
Assessment Reporting completed? Y/N	
Program Advisory Committee Met? Y/N	

Administrative Program Review

Section 3 –Critical Reflection of Assessment Activities (2011/2012)
3.0 ***Describe Service Area Outcomes Assessed or reviewed in the current cycle***:
3.1 Summarize the conclusions drawn from the data and the experience of staff working to achieve the outcomes:
3.2 Summarize how assessments have led to improvement in Service Area Outcomes (top three.):
3.3 (Optional) Describe unusual assessment findings/observations that may require further research or institutional support:

http://inside.redwoods.edu/IPM/documents/IB-89PlanningManual.pdf #1.4

Resource Allocation and the Integrated Planning Model

The resource allocation process links program reviews and institutional plans to the resources needed to accomplish the college goals. The guiding principles for resource allocation processes are as follows:
1. Resources include all assets of the college including its fiscal resources, facilities, equipment, and the time and talents of its faculty and staff.
2. The process for allocating resources is transparent. All members of the college community are informed about the routines and components of planning that lead to resource allocation.
3. The resource allocation processes begin in January of each year with the development of budget assumptions that forecast the available discretionary general fund resources for the coming fiscal year.
4. Priority will be given to resource requests that support achievement of institutional plans and ensure health, safety, and accessibility.
5. To the extent that it is fiscally possible, the college will sustain an innovations fund (excess reserves) to support planning initiatives.

The integrated planning model (IPM) and the process described in this section indicate how the assessment of learning and the evaluation of other measures of institutional effectiveness are integrated into annual resource allocation decisions.

In accordance with BP/AP 3260, Participatory Governance, decisions are to be made at the broadest possible level of the organizational structure. This means that wherever possible, decisions that can be made at the program or committee level are institutionally supported. The following descriptions detail the functions within the IPM.
Program Review: As described above, each program or unit submits an annual or comprehensive Program Review each year as directed by the Program Review calendar. Each program review includes an evaluation of program goals and plans, and a summary of course-level, and program-level assessment activities conducted during that year. Resource allocation requests embedded within the program reviews include assessment-based and/or planning-based justifications. The Program Review Committee determines whether each resource request is tied to a specific assessment outcome and/or planning objective before forwarding all eligible requests to the appropriate IPFC committee.

Integrated Planning Functional Committees The integrated planning functional committees (IPFCs) utilize their areas of expertise to make effective program recommendations for the college. The IPFCs include the Technology Planning Committee, the Facilities Planning Committee, the Enrollment Management Committee, and the Budget Planning Committee. Faculty staffing requests are prioritized according to the college's Faculty Prioritization Process as outlined in AP 7217, and staffing requests are ranked and funded by administrators.
Each committee evaluates information within its specialized area and is responsible for the following duties:

 Updating an annual operating agreement that describes the committee's purpose and processes. If applicable, the committee also defines projects and reports, and has targeted due dates.

 Designating persons who are responsible for completion of these responsibilities.

 Each committee will make every effort to include constituency group representation and regularly post their work on the college website for the entire college to review.

 Committees will use institutional effectiveness measures in their deliberations, including supporting the college mission and vision, meeting strategic and education master plan goals and objectives, and supporting outcomes assessment-based justifications for resources. The work of the committees will be data driven and reflect an assessment-planning-implementation-evaluation cycle.

 Committees will develop a format for meeting minutes that highlight the results of the committee's work.

 Committee executive summaries and budget requests will be submitted to BPC for review and consideration.

 Protocols and policy discussions are submitted to the College Council.

 Communication between committees and "establishing priorities between committees" occurs at the IPFC level. Committees will communicate with one another regarding requests/information as needed.

 Conduct an annual self-assessment of the planning process to inform process improvements in subsequent cycles.

Budget Planning Committee (BPC)

The allocation of college resources is based on a clear description of the relationship between the resource requested and its impact on student learning via outcomes assessment, program effectiveness, and the vision, mission, and strategic goals of the college.

The BPC evaluates the ranked priorities of program planning initiatives and ranked by the various integrated planning committees as well as the operational and personnel requests identified by the college's administrative team. The BPC will essentially reconcile the ranked requests with available resources, and recommend a reasonable "cut-off" point for these requests.

2010-13-04

Memorandum of Understanding
Redwoods' Community College District (District)
College of the Redwoods' Faculty Organization (C.R.F.O.)

In the interest of addressing assessment as part of faculty duties, the District and CRFO agree to the following contract revisions:

COLLECTIVE BARGAINING AGREEMENT:

3.9 Additional Faculty Responsibilities:

3.9.1 Student Consultation: A regular part of a faculty member's assignment is to provide guidance and advice to students throughout the academic year. Student consultation hours are part of a faculty member's professional responsibility.

3.9.2 Student Learning Outcomes, Program Learning Outcomes, and Assessment: A regular part of a faculty member's assignment is to participate in the program development and assessment of student learning outcomes and program learning outcomes. Faculty members are responsible for ensuring that course outlines of record are current and reflect effective practices for outcomes and assessment.

3.9.3 In addition to his/her regular assignment, a faculty member is expected to engage in at least two college service activities as part of his/her professional responsibilities. Committees/activities approved to meet these requirements are as follows:

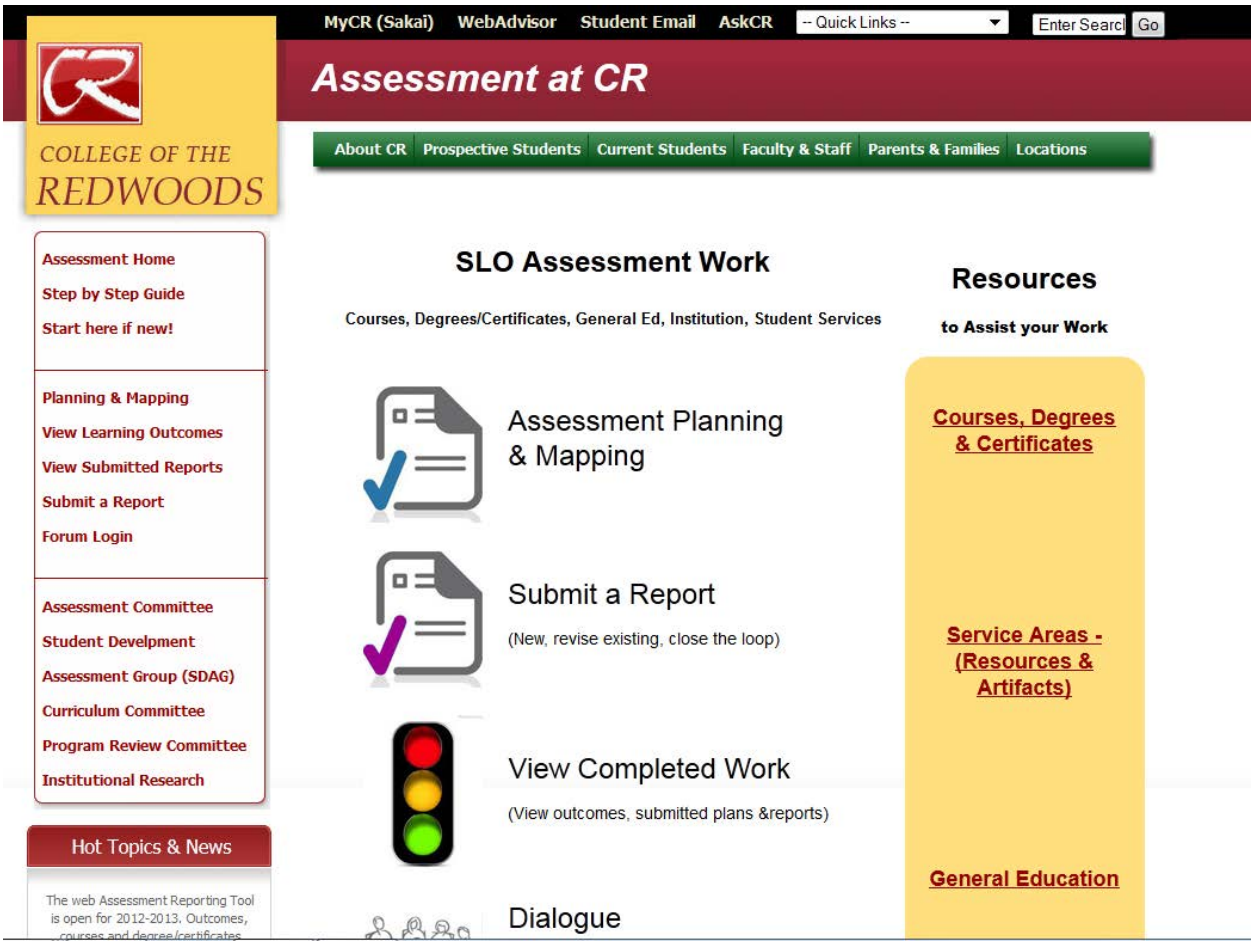
- List of Committees compiled by the Academic Affairs Office
- List of Committees compiled by the Academic Senate
- Accreditation committees
- Personnel hiring/screening committees
- Committees or other assignments established by the Vice Presidents and Campus Vice Presidents
- Committees/activities approved by mutual consent of CRFO and the District

3.10 Additional Associate Faculty Responsibilities:

3.10.1 A regular part of an associate faculty member's assignment is to provide guidance and advice to students throughout the academic year.

3.10.2 Student Learning Outcomes, Program Learning Outcomes, and Assessment: While under contract, a regular part of an associate faculty member's assignment is to participate for up to one hour per contract term in the development and assessment of student learning outcomes and

http://www.redwoods.edu/assessment/ #1.6



http://www.redwoods.edu/assessment/documents/2012AssessmentSummitSummaryandThemes_000.pdf

2012 Assessment Summit
Summary and Themes

I reviewed all of the academic disciplinary program forums notes and discovered several important themes arising across disciplines. The most common comment will probably not come as a surprise to anyone at the college. At least 11 different forums noted the idea that the college could improve student learning by focusing on **Writing Across/Within the Disciplines**. Faculty frequently identified a need for assistance in integrating writing and composition pedagogy into their courses. People generally recognized that this was not simply a matter for the English Department, but a need for *all faculty* to participate in the teaching of writing. A similar idea arose concerning the need for connecting mathematics across the curriculum and disciplines. The primary focus for math turned toward the idea of math faculty consulting with colleagues across the disciplines to create themed-math problems. The idea struck a chord in several meetings and served as a strong showcase example of quality improvement that could be readily implemented without a great deal of support or planning. The same probably cannot be said about writing across the disciplines; as was noted at several of the meetings, students' habits of mind and the lack of attention to literacy generally in our culture now means that we will need to approach the issue of writing and reading carefully and with the kind of deliberate focus that will lead to sustainable improvement across the college.

Counseling and Advising was the next most frequent theme of the forums. Since this issue and the questions surrounding it also came up frequently at large-scale Assessment Summit forums, such as the General Education and Basic Skills meetings, as well as at several Assessment Fridays, a number of ideas about the relationship between counseling and advising and student success swirled through many of the facilitators' notes. For those of us who have participated often in discussions of basic skills, math and English placement, and developmental education and the like, these ideas are not new. One identifiable shift that arose out of the Summit process is the desire for discipline faculty to connect more frequently with counselors and advisors in order to share our ideas with them and assist them as they help our students make better choices and design clearer plans and goals. It also became clear that many discipline faculty would do well to gain a better understanding of how counselors and advisors function in the institution. Several forums requested *meetings with counselors and advisors*, a most hopeful sign. There were also several comments regarding professional development for advisors and counselors to enhance professionalism and increase student success.

The third most prominent theme from the forums is the idea that we should consider adding **Prerequisites and Recommended Preparations,** and especially **Adding English or Math Prerequisites.** In the large format discussions of General Education and Basic Skills, and in earlier Assessment Friday meetings during review of institutional research data and student surveys, faculty and staff proposed a number of ideas for coordinating and aligning outcomes from class to class to increase

success in student learning. It is particularly encouraging to see interest in reassessing

prerequisites and recommendations for specific course preparation at this time because the State Academic Senate is now actively urging curriculum committee chairs and local senates to reconsider assigning and approving prerequisites. With the changes to Title 5 allowing course content justifications for pre-requisites and a keen awareness of the kinds of changes that may be required due to the Student Success Task Force recommendations, the college would do well to take up a serious institutional discussion of prerequisites and preparation advisories in courses *across disciplines*. On the state level, this initiative was deemed so important that the State Academic Senate's Curriculum Committee chose to conclude the 2012 ASCCC Summer Curriculum Institute with a two-hour general session on prerequisites. Clearly, the CR faculty are thinking about the role prerequisites might play in improving student success, retention, and completion. As Curriculum Committee Chair, I intend to propose a number of ideas and processes to increase inquiry into prerequisites and reassess their value to our students and programs.

Another theme that came up at several sessions was the need for some sort of **Curriculum Software** to help *all of us* navigate and coordinate the information required for assessing our programs and reporting to the Chancellor's Office. The Assessment Summit provided faculty and staff the kind of broad overview we seldom see during our usual duties of preparing and teaching our classes or authoring or revising curriculum. The Summit helped people to see the complexity inherent in the interconnected matrices of general education-level, program-level and course-level outcomes, and increased awareness generally about the need to make all of this more manageable. In addition, the kinds of detailed information required by the Chancellor's Office in MIS and course-based data coding would be much simpler to report and easier to access for data recovery if the college adopted some kind of curriculum entry and tracking software. Based on an informal general survey of curriculum chairs, articulation officers, and CIOs I conducted at the Summer Curriculum Institute, I would say that *most* colleges have purchased or developed some sort of curriculum software. The majority of CCCs seem to have adopted Curricunet, but there are others available and currently in use around the state. With the Chancellor's Office's shift from the Curriculum Inventory Version 1 to Version 2 this coming September, such software would be all the more valuable and would undoubtedly facilitate assessment, reporting, and general transparency in programs, planning, and catalog creation.

One other theme arose often enough to warrant mention separately in this summary. At several forum sessions faculty voiced ideas about **Linked Introductory Courses / Cohorts / Interdisciplinary Freshmen Seminars or Learning Communities**. Sometimes the ideas arose among people who had already discussed such innovation, but there were also instances when new pathways into linked coursework or alternative reasons for clustering students were raised. The concept of enhancing disciplinary coursework by developing *similarly themed courses in outside disciplines,* such as a learning community of clustered courses for, say, Nursing or Forestry and Natural Resources students was raised more than once, and the idea of an interdisciplinary freshman seminar that would allow students to gain knowledge about kinds of disciplines or careers they might choose was also proposed. It seems clear from

P. Blakemore Recommendation 1 Work Group
reading through the forums that faculty are very aware of how valuable it might be to link courses or create freshman cohorts. We know it's not a new idea, and many of us have dabbled in it in the recent past—some of us still do link courses—but the renewed interest expressed at the Assessment Summit may mean that it's worth taking up the inquiry yet again, particularly if we would engage in a serious examination and planning accordingly. Perhaps in these times of budgetary constraint, our college simply cannot afford an innovation of this kind—in my own opinion, linking the right courses or creating functional and sustainable learning communities requires commitment and a good deal of extra work. However, we probably ought to revisit this.
Finally, I want to point out that many facilitators recorded comments from faculty and staff regarding the need to carry the broad institutional dialog of the Assessment Summit forward, and many people were especially adamant about doing so at Convocation. Classified staff, managers, and associate faculty offered this comment at many of the sessions I attended, and we heard this sentiment reiterated frequently at the large sessions on the Assessment Summit's last day. In effect, our institution is telling itself that it needs more internal communication and consistent regular opportunities to meet and talk—about assessment, about outcomes, about student learning and success, and about pedagogy.
My list of themes follows (these first five are ranked based on frequency):
1) Writing in the disciplines / writing across curriculum
2) Advising / need to work with advising / professional development for advisors
3) Prerequisites and recommended preps / advisories
4) Curriculum software
5) Learning communities / cohorts / introductory freshmen seminar
These ideas arose at least two or three times in the forums:
1. Identify who the leader is for degrees/ programs
2. Dialog about how electives are to be treated and the extent to which they should be included in degree outcomes
3. Other campuses
4. Quality of equipment
5. Alternative forms of dialogue
P. Blakemore Recommendation 1 Work Group
6. Connections between courses, degrees and programs
7. Increased cross-discipline representation and coordination

Mapping Example

	Degree		**AS/CA--Manufacturing Tecnology, AS/CA--CADD/CAM**					
	PLO	**#1**	Set up and operate manual machine tools including milling machines, lathes, precision grinders, Electrical Discharge Machines, and support equipment including drill presses, grinders, and saws.					
	PLO	**#2**	Set up and operate Computer Aided Manufacturing systems and Computer Numerical Control machine tools, including machining centers, turning centers, and rapid prototyping machines.					
	PLO	**#3**	Produce machine parts from engineering drawings within dimensional tolerances.					
	PLO	**#4**	Determine the best way to manufacture a given part, and produce it utilizing the available tools and equipment.					
	PLO	**#5**	Produce industry-standard design documentation using Computer Aided Drafting (CAD) and technical sketching.					
Degrees	**Course**	**SLO #**	**Outcome**	**PLO #1**	**PLO #2**	**PLO #3**	**PLO #4**	**PLO #5**
AS-MT, CAD	MT-10	1	Use appropriate measuring tools to industry standards.			**x**		
CA-MT, CAD	MT-10	2	Use layout tools to accurately produce a machined part.			**x**		
	MT-10	3	Distinguish the correct tool and safely and correctly set up and operate various machine tools using accurate speed and feed calculations.	**x**	**x**			
AS-MT, CAD	MT-11	1	Complete common lathe operations to prescribed tolerances.	**x**				
CA-MT, CAD	MT-11	2	Calculate information needed and manufacture unified, acme, multiple-lead, and metric threads.	**x**				
	MT-11	3	Determine appropriate use of the surface grinder with accuracy based on project parameters.	**x**				

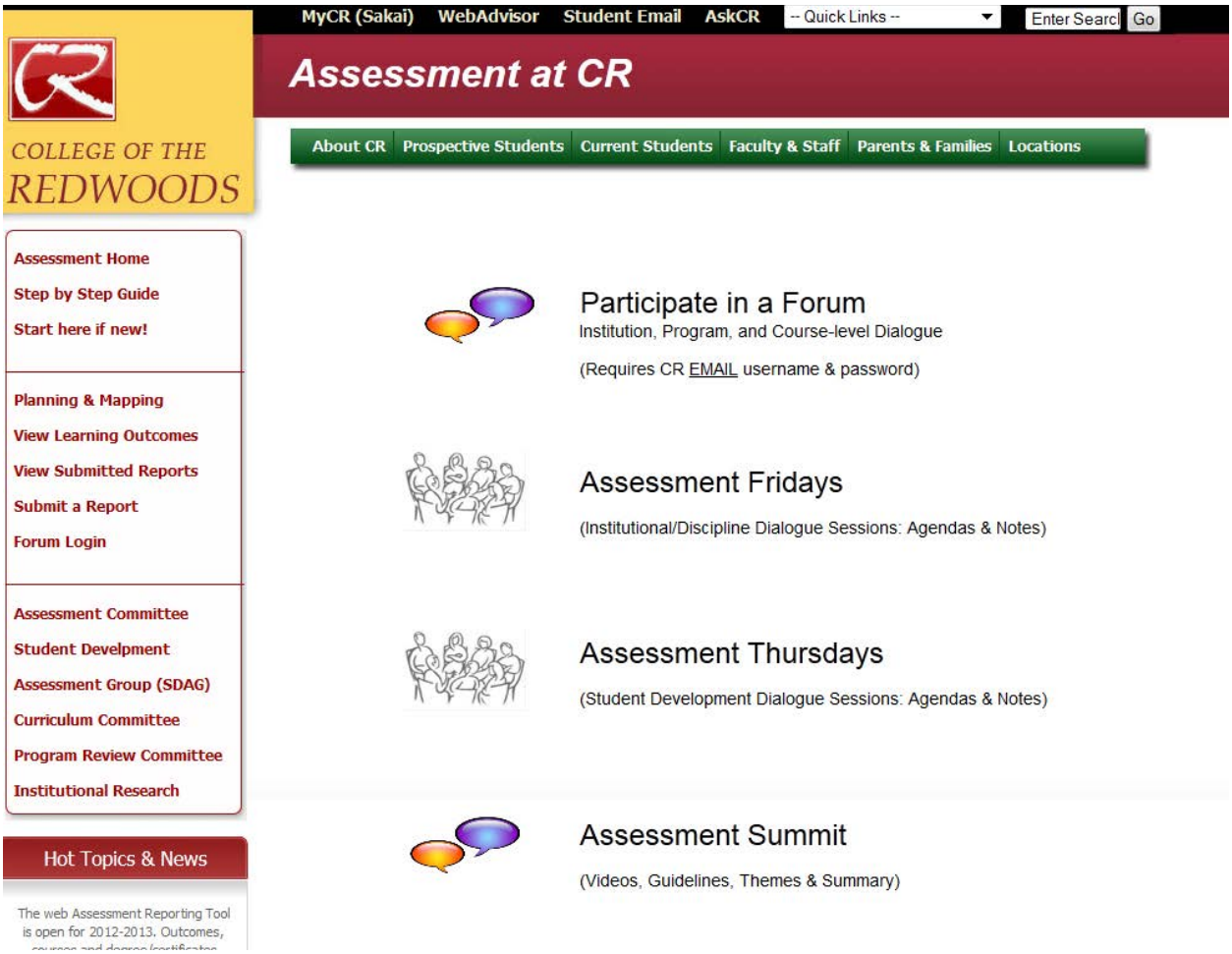
AS/CA-MT	MT-12	1	Safely and accurately set up and operate vertical and horizontal milling machines.	**x**				
	MT-12	2	Perform proper calculations and setups when using industrial indexing systems.	**x**				
	MT-12	3	Make proper calculations for and manufacture various gear types.	**x**				
AS/CA-MT	MT-13	1	Program, set up, and operate four- and five- axis machine tools using standard industry practices.		**x**			
	MT-13	2	Perform calculations, set up, and operate EDM machines.	**x**				
	MT-13	3	Program, set up, and operate rapid prototyping machine and laser cutter/engraver.		**x**			
AS-MT, CAD	MT-52	1	Demonstrate and exercise safe shop practices.					
CA-MT, CAD	MT-52	2	Set up and adjust OAW equipment with correct setting for neutral flame.					
	MT-52	3	Describe, produce, and evaluate polished, hardened, and tensile samples.			**x**		
	MT-52	4	Explain metallurgy terms and testing.					
	MT-52	5	Create lab records of test procedures.					
AS-MT, CAD	MT-54A	1	Program, set up, and operate three-axis CNC vertical mills according to industry standards.		**x**			
CA-MT, CAD	MT-54A	2	Manually operate CNC machine tools to given tolerances.		**x**			
	MT-54A	3	Write computer programs using current machine tool language to accurately control CNC machine tools.				**x**	
AS/CA-MT	MT-54B	1	Create efficient CNC program files that save time and minimize tool wear.				**x**	
	MT-54B	2	Revise CNC programs to maximize efficiency and reduce run time.				**x**	
	MT-54B	3	Produce CNC program files as per instructor's assignments.				**x**	
	MT-54B	4	Manufacture repeatable machine parts that fall within dimensional tolerances from standard engineering drawings.			**x**		
	MT-54B	5	Research and report on current topics in CNC machining.					

Optional	MT-54L	1	Manufacture individual CNC machining projects under instructor's supervision.				**x**	
	MT-54L	2	Research and report on current topics in CNC machining.					
AS-MT, CAD	MT-59A	1	Create Mastercam X3 solid model computer files that represent machined objects.				**x**	
CA-MT, CAD	MT-59A	2	Produce machining simulations and CNC programs per instructor's assignments.		**x**		**x**	
	MT-59A	3	Manufacture repeatable machine parts that fall within dimensional tolerances from standard engineering drawings.			**x**		
	MT-59A	4	Research and report on current topics regarding CAM systems and CNC machining.					
AS/CA-MT	MT-59B	1	Write programs for wireframe and surface models for multi-axis machining.		**x**			
	MT-59B	2	Plan machining operations, select tooling, set parameters, and process Mastercam-generated parts utilizing computers and three- to four-axis milling machines.		**x**			
AS/CA-CAD	DT-23	1	Develop orthographic projections, isometrics, obliques, and perspective pictorial representations of designs using CAD and sketching.					
	DT-23	2	Demonstrate correct visualization and representation of 3D information from 2D data and vice-versa.					
	DT-23	3	Present design information using current industry-standard documentation and annotation techniques.					**x**
	DT-23	4	Define terminology related to engineering graphics.					
	DT-23	5	Prepare a professional portfolio.					
	DT-23	6	Research, document, and present various elements of the technical drawing industry.					**x**
As/CA-CAD	DT-25	1	Create, modify, and plot 2D technical drawings per industry standards.					
	DT-25	2	Demonstrate correct use of industry-standard coordinate input systems and drawing scales.					

	DT-25	3	Manipulate the CAD user interface efficiently, including customization techniques and file management.					
	DT-25	4	Properly add dimensions and annotations to technical drawings per industry standards.					**x**
	DT-25	5	Effectively use CAD software to improve drafting productivity, especially through the use of templates, dynamic blocks, layouts, workspaces, attributes, and external references (xrefs).					**x**
	DT-25	6	Define terminology associated with the CAD industry and describe the role of drafters in a design firm.					
	DT-25	7	Prepare a professional portfolio of corrected work.					
AS/CA-CAD	DT-50	1	Use CAD software to create 3D CAD models using wireframe, surface, solid, and feature-based parametric techniques.					**x**
	DT-50	2	Manipulate the 3D coordinate system and 3D viewing systems.					**x**
	DT-50	3	Use the CAD software user interface, including customization and file management.					**x**
	DT-50	4	Analyze a 3D model in terms of form, function, and mass properties, including interference detection.					
	DT-50	5	Develop a 3D model by converting 2D data.					
	DT-50	6	Use software processes to create photorealistic renderings of a 3D model.					
	DT-50	7	Create dimensioned orthographic drawings from 3D model data.					
	DT-50	8	Define various 3D CAD file formats.					
	DT-50	9	Create physical prototypes of a design using rapid prototyping.					
	DT-50	10	Define terminology associated with the CAD industry and describe the role of design visualization and prototyping in the design process.					
	DT-50	11	Choose the proper software tools to meet a client's needs.					
	DT-50	12	Prepare a professional portfolio.					
AS/CA-CAD	DT-60	1	Apply mechanical CAD software to develop industry-standard orthographic, section, and auxiliary views from parametric solid					**x**

			models.					
	DT-60	2	Develop print, digital image, and concept model output from solid model data.					
	DT-60	3	Calculate and document appropriate design tolerances using ANSI standards as well as non-standard techniques.					
	DT-60	4	Determine type and size and specify fasteners (nuts/bolts/rivets/screws/pins) on a drawing.					
	DT-60	5	Analyze a mechanical design in terms of form, function, and mass properties.					
	DT-60	6	Research, document, and present information related to the mechanical design industry.					
AS/CA-CAD	IT-60A	1	Interpret basic engineering drawings to identify machine part feature locations.			**x**		
	IT-60A	2	Construct orthographic, isometric, and oblique sketches from given information.					**x**
	IT-60A	3	Analyze basic Geometric Dimensioning and Tolerance (GD&T) symbols.					
AS-CA-CAD	IT-60B	1	Analyze the terminology and nomenclature used on advanced industrial prints.					
	IT-60B	2	Visualize three-dimensional objects from complicated engineering drawings and solid models.				**x**	
	IT-60B	3	Describe Geometric Dimensioning and Tolerancing (GD&T) positional dimensioning, surface finish specifications, and surface texture symbols when reading complex industrial prints.				**x**	

http://www.redwoods.edu/assessment/Dialogue.asp #2.2



http://inside.redwoods.edu/StrategicPlanning/Assessment/ #2.3

Assessment Committee
Senate Report 4/20/12

Progress in Assessment:

- All outcomes gathered from Public Folders and MyCR to be centralized in new assessment webpage
- Percentage of assessed courses still being determined; all from MyCR have been inventoried, but assessments from old program review forms still need to be included in inventory
- All information (plans, outcomes, reports) from MyCR have been copied and are being reorganized and renamed in a uniform manner to be put in an online archive that will be available through the new assessment webpage; for this reason, it is critical that nothing new be put on MyCR
- Active vs. inactive courses, degrees, and certificates are being sorted out from various, sometimes conflicting sources so that the inventory is correct by year
- All assessment reporting (initial and closing the loop) now takes place via software; old forms are only being permitted for submitting assessment results that has been archived since before 2009, but never submitted
- Drop-in sessions for help continue to be held, but not well attended:
  In PS119D (Erik's office): MW 10-11am and 1-3pm; TTh 11am-1pm
  In CA 128 (Justine's office): M 4-5pm, Th 3-4pm
  In FM 107: F 1-3pm
- Erik and Justine went to the KT site on Wednesday, 4/18 for help time
- Rec 1 group meets Monday and Wednesday 3-4pm; Rec 1 representative also attends the AOC and met with consultants and potential trustee; Rec 1 met with Standard II also
- Ad hoc committee is looking at how to refine the relationship between the PRC and AC, possibly considering redefining the role of the AC
- Assessment Summit will be May 15, 16, 17; schedule for this will be announced very soon
- All summer classes must be assessed

To Emphasize:

- It is critical that, in addition to reporting on assessment, we document more meaningful, intentional conversations about assessment work and results; besides that that is appropriate for reporting forms, minutes or other summary notes can be submitted to Angelina Hill; there may be a form for this in the future, but a word document that includes who was present, outcomes/ assessment discussed, and changes made/ measured works for now
- Assessment Friday activities are continuing; we must show more attendance, and not with the same audience, to use these as good evidence of district-wide participation in assessment dialogue
- Erik or I can set up a forum on MyCR for any group that would like to carry out an online discussion

#2.4

http://inside.redwoods.edu/assessment/outcomesource/stoplightreport.aspx?AcadYear=2011-2012%20&courseDegreeArea=CT-57C

Assessment Reporting

Course	**CT-57C**
Submitted by:	R-EUREKA\Paul-Kinsey
Instructor(s):	Paul Kinsey
Outcome Assessed:	1 - Identify furniture and cabinet styles used throughout history.
Additional Information:	
Findings/Results:	Pretest results indicate that students can identify 5% of the furniture styles viewed. After lessons in furniture styles and t of the styles correctly in a post test.
Actions/Changes To Be Implemented:	Through the use of better photos, and identifying features, I anticipate a greater success in this outcome.
Resolution (Closing the Loop):	Used better photos and conducted a pre and post test of cabinetry styles. Previous results for post test were 74% correct answers, new post test results are 85%.
Assessment Tools:	
Rubric:	Test Question: 6. Match the period with the style associated with it. Period Style American Colonial Highboy Arts and Crafts Lattice Work Hepplewhite Windsor Chair Windsor Shield Back Chairs William and Mary Bronze Tipped Legs Art Nouveau Cabriole Leg Sheraton Roll-top desk Duncan Phyfe Utilitarian Furniture Chippendale Mission Style Queen Anne Curves within Squares
Addressing Needs:	Add more and better photos to the lesson.

http://inside.redwoods.edu/assessment/outcomesource/stoplightreport.aspx?AcadYear=2011-2012%20&courseDegreeArea=MATH-5

Assessment Reporting

Course	**MATH-5**
Submitted by:	R-EUREKA\Bruce-Wagner
Instructor(s):	B. Wagner
Outcome Assessed:	1 - Accurately communicate mathematical ideas using correct mathematical notation, graphs, and vocabulary.
Additional Information:	
Findings/Results:	Although there were some good scores on this exam, the average score was very poor (46%). Results for CLO #2 (correct evaluation using the calculator) were judged to be acceptable. The written work for CLO #1 was also acceptable for those who knew how to set up the solutions. Results for CLO #3 and #5 were poor. An analysis of the written work on various questions on the exam showed that many students were having significant problems with the most basic percentage questions.
Actions/Changes To Be Implemented:	In this particular class, students were given a chance to improve their work by correcting mistakes on the exam. Students were also given additional practice exercises and tested again on these topics on the final exam. Results on the final exam are not directly comparable, but the overall results were significantly better (average was 61%). For future classes, additional online practice exercises on basic percentage problems will be created for student use near the beginning of the course.
Resolution (Closing the Loop):	Additional online practice exercises on basic percentage problems were created for the Spring 2012 class. Students were assigned online problems for points, and allowed multiple repeats with similar questions. Students were also allowed to practice these online problems on their own after the assignments were due, to help them prepare for an exam. An exam was then given on basic percentage problems and other problems involving percentages. The results were good overall - the average score was 67%, and the median was 71. The scores were a significant improvement over the Fall 2011 scores on these types of problems.
Assessment Tools:	The exam covered basic percentage problems, use of indices, compound interest and savings plans, consumer debt, and marginal tax rates (i.e., topics in finance and social choice). Almost all questions used percentages in some way.
Rubric:	Average score on the exam, along with a qualitative judgement of the written work. Students were required to show their work: set up each problem correctly using an appropriate mathematical equation or expression, and then solve the equation or evaluate the expression correctly.
Addressing Needs:	Encourage faculty to share activities that foster learning.

Excerpt #2.6

College of the Redwoods
Annual Institutional Plan: 2012-2013

I. Improve support for incoming students. This initiative supports Strategic Plan Goal 1 and Education Master Plan Goal 1 and includes the actions outlined below.				
Annual Action Plans	**When?**	**Responsible person?**	**Evaluation**	**Linkages**
I.A. Develop a First Year Experience (FYE) program. 1. Form FYE steering committee 2. Develop Framework for FYE Program 3. Develop budget/ costs for FYE 4. Include Program Plan for FYE in Counseling/ Advising Program Review 5. Develop and publish materials 6. Provide staff training	 1. March 2012 2. Sep. 2012 3. Oct. 2012 4. Nov. 2012 5. Feb. 2013 6. Mar. 2013	V.P. Student Development/CSSO	Plan will be developed and incorporated into preliminary/ tentative 2013-14 budget Course success Course retention Student persistence	SP 1.4 Enhance student support and student engagement EP 1.2 Improve support for students EP 1.6 Improve success among underrepresented populations
I.B. Develop mandatory student orientations for face-to-face and on-line students 1. Develop/ refine orientation format	 1. Fall 2012	V.P. Student Development/CSSO	Program assessments (CATs) Number of students participating	SP 1.4 Enhance student support and student engagement EP 1.2 Improve support for students Assessment Summit Theme –

http://inside.redwoods.edu/BudgetPlanning/documents/MembershipPrioritizatioprocess100412_000.pdf

Members shall consider the following as the primary and overriding factors for all BPC recommendations:

1. Compliance with Accreditation Standard 3, specifically:

a. Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness.

b. District planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

c. When making short-range plans, the District considers its long-range financial priorities to assure financial stability.

d. The District clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

e. The District has sufficient cash flow and reserves to maintain stability.

f. The District plans for and allocates appropriate resources for the payment of liabilities and future obligations.

2. Compliance with legal mandates and other accreditation requirements.

3. Compliance with State Chancellor's Office deadlines and rules.

4. The maintenance of the minimum fund balance percentage as determined by the Board of Trustees.

5. Additional factors related to the Mission, Strategic Plan, Education Master Plan and the Annual Institution Plan may also be considered.

http://inside.redwoods.edu/IPM/documents/IB-89PlanningManual.pdf

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Overview of Planning and Program Review:
The goal of integrated planning at College of the Redwoods is to utilize data and analysis to ensure continuous quality improvement in all of our services. Integrated planning also includes a budget development process that prioritizes the funding of plans based on the goals, objectives, and assessment data of the college. Through planning, the college ensures that its policies, budgets, and decisions support the mission of the college.
Assessment drives institutional planning at every level of the college, including in the instructional, student support, and administrative areas. Assessment activities and analysis of assessment results are documented in course-level and program-level assessment reports, and are summarized in Program Review reports. All of these reports and summaries are available to the entire college, and also inform institutional dialogue, institutional planning, and resource allocation through a number of pathways described in this manual.

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Program Review Process
Program Review is an institution-wide process of program evaluation, planning, and improvement for all instructional and non-instructional programs or units. The Program Review process includes the following five components:
 Evaluation of trend, student success, and student equity data
 Summary and analysis of assessment results
 Updates and progress reports related to goals from the previous year
 Action plans and goals for the subsequent year
 Resource requests

Each year, the Program Review Committee consolidates program review information and routes this information to the functional committees or entities in accordance with the integrated planning model. The routing of information is generally as follows:
 Results of assessment work will be sent to the Assessment Committee for review and identification of assessment themes that require interdepartmental and institutional-level

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dialog. This comprehensive assessment dialog is then forwarded to administration for incorporation into institutional plans.
 An analysis of trends in student achievement, including differences across student equity groups, and significant challenges and accomplishments for each program will be forwarded to Deans and Vice Presidents for discussion and action.
 Program planning that requires institutional support will be routed to the integrated planning functional committees (for example the Facilities and Technology committees).

 Operational funds will be requested through the college's administrative structure (Directors, Deans, and Vice Presidents) and adjustments may be made as a result of budget hearings or other processes directed by the budget planning committee.
 Requests for personnel may take the form of faculty requests, which will be prioritized by the Faculty Prioritization Committee, or staffing requests which will be prioritized for funding through the college's administrative structure. Data and information relevant to program revitalization and discontinuation decisions will be routed to stakeholders in accordance with AP4021, "Program Revitalization and Discontinuation".
 The Program Review Committee (PRC) will prepare a master executive summary that evaluates the yearly Program Review cycle and identifies major themes that can be used for institutional planning.

Programs and departments also undergo comprehensive program review every five years to evaluate additional data elements.

Section 3 – Critical Reflect 3.InstructionalProgRevTemplate8212(4).docx	
Curriculum & Assessment Data	
# of SLO Assessments Reported	
# of SLO's Scheduled to be Assessed	
# of PLOs Assessed and Reported	
% of Course Outlines of Record updated	
Assessment Reporting completed? Y/N	
Program Advisory Committee Met? Y/N	

3.0 ***How has assessment of course level SLO's led to improvement in student learning (top three)*****:**
3.1 How has assessment of program level outcomes led to degree/certificate improvement (top three):
3.2 (Optional) Describe unusual assessment findings/observations that may require further research or institutional support:

College of the Redwoods
Annual Institutional Plan: 2012-2013

I. Improve support for incoming students. This initiative supports Strategic Plan Goal 1 and Education Master Plan Goal 1 and includes the actions outlined below.				
Annual Action Plans	**When?**	**Responsible person?**	**Evaluation**	**Linkages**
I.A. Develop a First Year Experience (FYE) program. 1. Form FYE steering committee 2. Develop Framework for FYE Program 3. Develop budget/ costs for FYE 4. Include Program Plan for FYE in Counseling/ Advising Program Review 5. Develop and publish materials 6. Provide staff training	1. March 2012 2. Sep. 2012 3. Oct. 2012 4. Nov. 2012 5. Feb. 2013 6. Mar. 2013	V.P. Student Development/CSSO	Plan will be developed and incorporated into preliminary/ tentative 2013-14 budget Course success Course retention Student persistence	SP 1.4 Enhance student support and student engagement EP 1.2 Improve support for students EP 1.6 Improve success among underrepresented populations
I.B. Develop mandatory student orientations for face-to-face and on-line students 1. Develop/ refine orientation format 2. Pilot new orientation format 3. Implement as mandatory (assumes BOG action taken)	1. Fall 2012 2. Spring 2013 3. Fall 2013	V.P. Student Development/CSSO	Program assessments (CATs) Number of students participating Student satisfaction	SP 1.4 Enhance student support and student engagement EP 1.2 Improve support for students Assessment Summit Theme – Counseling and Advising
I.C. Include SEP development into all new student orientations 1. Refine SEP format 2. Review with staff and Enrollment Management Committee. 3. Full implementation	1. Sept. 2012 2. Oct. 2012 3. Spring 2013	V.P. Student Development/CSSO	Number of students with SEP in place. Course completions Student persistence.	SP 1.1 Match student readiness with educational pathways EP 1.1 Provide structured academic pathways. EP 1.2 Improve support for students EP 1.4 Increase transfers and degree and certificate completions Assessment Summit Theme – Counseling and Advising
I.D. Add technology component to orientation sessions to improve student proficiency with technology tools (e.g. myCR/Sakai, student email, WebAdvisor, E-forms)	Develop in Fall 2012 for Spring 2013 implementation	Director of Distance Education	Tracking call (helpdesk) data Student surveys Number of student attending technology orientations	Technology Services Program Review SP 1.4 Enhance Student Support and Student Engagement SP 4.4 Improve efficiency through technology D.E. 4.1 Prepare students for distance education or eLearning

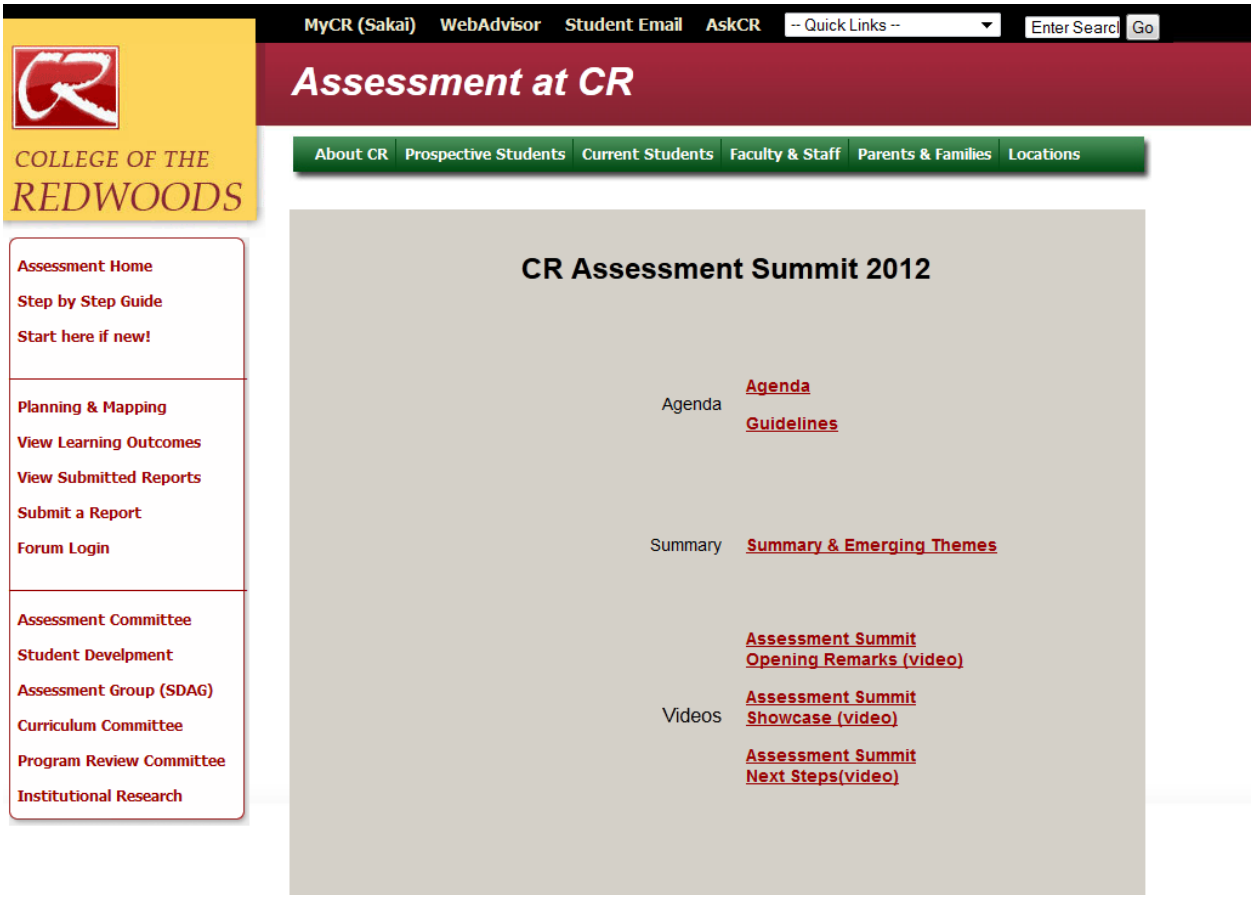
II. Improve academic programs to support student success. This initiative supports Strategic Plan Goal 1 and Education Master Plan Goal 1 and includes the actions outlined below.				
Annual Action Plans	**When?**	**Responsible person?**	**Evaluation**	**Linkages**
II.A. Improve basic skills across the curriculum 1. Form task force 2. Research best practices (e.g. California Acceleration Project, writing across the curriculum) 3. Propose alternatives for evaluation and implementation 4. Pilot alternate curriculum/delivery	1. Oct. 2012 2. Nov. 2012 3. Jan. 2012 4. Fall 2013	BSC Committee in collaboration with the English and Math departments	Updated courses Percentage of incoming students achieving basic skills competencies within one year.	SP 1.5 Improve basic skills success EP 1.3 Improve effectiveness of basic skills education Assessment themes
II.B. Embed advisors into GS 1, GS 6, and Reading 360 courses	Fall 2012 and Spring 2013	V.P. Student Development/CSSO	Students in GS 1, GS 6, and READ 360 develop SEPs Course success Course retention Student persistence	SP 1.4 Enhance student support and student engagement EP 1.2 Improve support for students EP 1.6 Improve success among underrepresented populations
II.C. Develop degree plans 1. Identify list of courses for which student success rates are reasonable at each basic skills level 2. Map courses to program requirements for students based upon various basic skills levels 3. Develop recommended degree plans for all degrees and certificates based upon basic skills level.	1. Oct. 2012 2. Nov. 2012 3. Mar. 2013	V.P. Instruction/CIO in collaboration with V.P. Student Development/CSSO	Course retention Course success Student persistence	SP 1.1 Match student readiness with educational pathways EP 1.1 Provide structured academic pathways.
II.D. Provide professional development training for working with basic skills students	January 2013 Institutional Flex Days	V.P.I. Instruction in collaboration with BSC, Professional Development, and Flex committees	Number of staff and faculty participating in training	SP 1.6 Support staff and faculty development and instructional innovation.

III. Provide institutional support for educational effectiveness. This initiative supports Strategic Plan Goals 3 and 4 and includes the actions outlined below.				
Annual Action Plans	**When?**	**Responsible person?**	**Evaluation**	**Linkages**
III.A. Automate Data Warehousing using CCCCO MIS data files 1. Identify & download appropriate MIS referential files 2. Determine the best database structure and load the files 3. Investigate the most effective way to query the database (e.g., SQL, Hyperion/Brio) 4. Implement new query tool, if necessary, and begin reporting	1. Oct. 2012 2. Dec. 2012 3. Feb. 2013 4. May 2013	IR Director in collaboration with Technical Services	Data warehouse implemented Reporting tool installed Training provided to users	SP 4.5 Improve data gathering and utilization to support instructional, student service, and administrative decision making.
III.B. Improve videoconferencing functionality in new academic building and at instructional sites/educational centers 1. Identify equipment needed 2. Purchase needed equipment 3. Install equipment 4. Provide training	1. Oct. 2012 2. Dec. 2012 3. Mar. 2013 4. Summer 2013	Director of Technology Services/CTO	Number of locations/nodes using standard videoconferencing equipment and software. Faculty and staff satisfaction Student satisfaction	TP 2.6 Improve and integrate overall communication systems with reduced cost. SP 4.1 Improve technology infrastructure to support all college operations.
IV. Provide technological support for organizational effectiveness. This initiative supports Strategic Plan Goals 3 and 4 and includes the actions outlined below.				
Annual Action Plan	**When?**	**Responsible person?**	**Evaluation**	**Linkages**
IV.A. Automate software updates 1. Develop protocol 2. Conduct staff training 3. Implement new protocol	1. Feb. 2013 2. Mar. 2013 3. Jun. 2013	Director of Technology Services/CTO	Number of computers using current software. Number of computers with current patch upgrades	TP 2.3 Maintain software currency SP 3.2 Improve college operational efficiencies SP 4.4 Improve efficiency through technology EP 4.2 Update the comprehensive technology replacement plan.
IV.B. Complete full implementation of one e-form. 1. Select and map one 2. Develop and test eforms 3. Full implementation	1. Fall 2012 2. Spring 2013 3. July 2013	Technology Services director in collaboration with data owners and managers in key operational areas.	One eform is developed and in use Staff and faculty survey	TP 3.2 Support electronic forms and business processes SP 3.2 Improve college operational efficiencies SP 4.4 Improve efficiency through technology
IV.C. Improve videoconferencing for conference calls with satellite campuses 1. Identify equipment needed 2. Purchase needed equipment 3. Install equipment 4. Provide training	1. Oct. 2012 2. Dec. 2012 3. Mar. 2013 4. Summer 2013	Tech Services Director in collaboration with DE Director and consultant	Number of locations/nodes using standard videoconferencing equipment and software. Faculty and staff satisfaction	TP 2.6 Improve and integrate overall communication systems with reduced cost. SP 4.1 Improve technology infrastructure to support all college operations.

V. Maintain fiscal and operational sustainability. This initiative supports Strategic Plan Goal 3 and includes the actions outlined below.				
Annual Action Plans	**When?**	**Responsible person?**	**Evaluation**	**Linkages**
V.A. Lease available buildings 1. Identify realtor 2. Advertise space 3. Identify viable renters 4. Negotiate leases 5. "Ready" the space for move-in	1. Feb. 2013 2. Mar. 2013 3. May 2013 4. Summer 2013 5. Fall 2013	VP Administrative Services in collaboration with Facilities Director	Leased square footage Lease revenue	SP 5.3 Develop partnerships for utilization of available buildings.
V.B. Develop capital equipment replacement budget 1. Inventory existing capital equipment 2. Identify depreciation schedule and replacement cost for capital equipment 3. Determine necessary annual budget for capital equipment replacement.	1. Dec. 2012 2. Feb. 2013 3. Apr. 2013	VP Administrative Services in collaboration with Accounting Manager	Tentative 2013-14 budget includes capital equipment replacement costs	SP 3.2 Improve college operational efficiencies EP 4.1 Lab equipment and technology effectively supports instructional needs
V.C. Reduce accounts receivable 1. Develop and implement process to send three collection letters 2. Submit delinquent accounts to CO-TOP 3. Submit delinquent accounts to collection agency.	1. Oct. 2012 2. Dec. 2012 3. Jan. 2013	VP Administrative Services/CBO	Amount of outstanding accounts receivable Accounts receivable over one year old	SP 3.2 Improve college operational efficiencies.
VI. Meet community needs. This initiative supports Strategic Plan Goal 2 and includes the actions outlined below.				
Annual Action Plans	**When?**	**Responsible person?**	**Evaluation**	**Linkages**
VI.A. Coordinate a business leader's summit 1. Confirm scope and funding 2. Plan event 3. Send invites 4. Hold event	1. October 2012 2. Nov. 2012 (date/location/ list of invitees) 3. Spring 2013 4. Spring 2013	CTE Dean in collaboration with CTE Grants Manager and BTC Director	Number of participants	SP. 2.4 CTE programs respond to community training needs. SP 2.2 Respond to business and industry short-term training needs. EP 2.2 Enhance incumbent worker and contract training EP 2.4 CTE programs respond
VI.B. Develop one non-credit program 1. Identify one program to develop 2. Develop curriculum 3. Internal CR approvals 4. Submit curriculum to CCCCO	1. Nov. 2012 2. Jan. 2013 3. Feb. 2013 4. May 2013	V.P. Instruction/CIO	Non-credit enrollment	SP 2.3/EP 2.5 Develop non-credit programs

VII. Continuously improve college structures and processes. This initiative supports Strategic Plan Goal 3 and Education Master Plan Goal 3 and includes the actions outlined below.				
Annual Action Plan	**When?**	**Responsible person?**	**Evaluation**	**Linkages**
VII.A. Improve SLO/PLO structures and process 1. Develop mapping and assessment planning process 2. Pilot mapping process 3. Refine, provide assistance	1. Summer 2012 2. August 24, 2012 3. Sept. 2012	V.P. Instruction/CIO in collaboration with Assessment Committee	Number of mapped programs Number of student learning outcomes (course and program level) assessed Number of student learning outcomes incorporated into 2-year plan	SP 1.2 Continuously assess and evaluate programs to provide effective educational programs and services for all learners. EP 3.1 Improve tools for assessment reporting
VII.B. Better incorporate assessment and planning into program review process 1. Revise Template 2. PRC Committee approval of updated template and instructions 3. Commence program review	1. Summer 2012 2. Sept. 2012 3. Oct. 2012	V.P. Instruction/CIO and V.P. Student Development/CSSO	Number of program reviews that include a summary of assessment results Number of closing the loop forms submitted Number of reviews that include program plans Number of plans incorporating assessment results	SP 1.2 Continuously asses and evaluate programs to provide effective educational programs and services for all learners. EP 3.2 Student learning will be a visible priority in all practices and structures EP 3.3 Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.
VIII. Enhance institutional profile. This initiative supports Strategic Plan Goal 5 and includes the actions outlined below.				
Annual Action Plans	**When?**	**Responsible person?**	**Evaluation**	**Linkages**
VIII.A. Develop alumni database 1. Review current instruments to identify any necessary changes 2. Adjust completer/leaver survey and/or petition to graduate to gather alumni contact info. 3. Administer revised instrument	1. Nov. 2012 2. Jan. 2013 3. April/May 2013	CR Foundation Director in collaboration with the Public Information Officer. Need resource support from IR.	Number of alumni in database.	SP 5.4 Reactivate the alumni association.

http://www.redwoods.edu/assessment/Summit.asp



College of the Redwoods

Assessment Handbook

To the CR Community,

Assessment is an integral part of what we are about. Whether it is a course or program or service area assessment, our goal for assessment remain the same—to ultimately improve student learning and experience. I am glad to see the Assessment Committee produce this important handbook.

As we look to enhance educational excellence, it will be important for all of us to individually, and collectively, be part of the culture of assessment. It is my hope that each of us will do our part to make assessment at CR the very best it can be.

Thanks in advance for your good work.

(Electronic Signature)

Utpal K. Goswami, Ph.D.
Interim President/Superintendent

Introduction

This assessment handbook is provided to staff and faculty at College of the Redwoods (CR) to assist in the development of student learning outcomes, program outcomes, and assessment practices for determining the effectiveness administrative and student support services and programs.

The intrinsic value of the assessment process related to service and program quality improvement is evident throughout the cycle of identifying student learning and program outcomes, assessing them, interpreting the data, and using the data to improve programs. External mandates also require appropriate, ongoing assessment.

The College of the Redwoods Assessment Handbook provides a framework for continuous improvement of student learning and a commitment to program excellence.

CR's framework insures that learning outcomes are observable and are performed by the student, that curriculum alignment provides the opportunity for students to achieve these outcomes because the curriculum is driven by intended learning outcomes and assessment evidence, and that learning opportunities are consistent and contribute to student learning. The assessment process further ensures that successful program completion provides students with the requisite skills and abilities described in the general education goals and are clear enough to be understood by our stakeholders; and that faculty teaching these courses provide students with multiple integrated learning opportunities to assure that students will be able to do outside the classroom (in context) what they have learned through their learning experiences.

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update version 6, October 2012

Nine Principles of Good Practice for Assessing Student Learning

American Association for Higher Education ASSESSMENT FORUM

1. The assessment of student learning begins with educational values.

Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also, and equally, to the experiences that lead to those outcomes.

Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing not episodic.

Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples

of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved.

Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully address without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public.

There is a compelling public stake in education. As educators, we have a responsibility to the public that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES

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July 2011

Memo to: **ACCJC Member Institutions**

From: **Barbara Beno, President** Barbara A Beno

Subject: **ACCJC Rubric for Evaluating Institutional Effectiveness**

Attached you will find a copy of the Rubric for Evaluating Institutional Effectiveness, updated by the Accrediting Commission for Community and Junior Colleges/WASC in June 2011. This Rubric was first published in 2007 and has undergone two previous editorial revisions. The 2011 edition reflects language added to provide some additional detail.

Since 1994, the Commission's Accreditation Standards have required institutions to engage in a systematic and regular review of program quality as well as in short-and long-term planning, and an allocation of resources to assure that institutions achieve their stated mission and assess and improve institutional effectiveness. The 2002 Accreditation Standards added requirements that institutions become more intentionally supportive of student learning by defining intended student learning outcomes, assessing learning, and incorporating the results of assessment into decisions about institutional priorities and improvement plans.

The Rubric for Evaluating Institutional Effectiveness was developed to assist colleges as they conduct self evaluation, and to assist external review teams as they examine institutional quality during accreditation reviews. The Rubric gives institutional members, evaluators, and the Commission a common language to use in describing the institution's practices in three key areas of the continuous quality improvement process – Program Review, Integrated Planning, and Student Learning Outcomes.

It is important to note that the sample behaviors described in each text box of the Rubric are not new criteria or standards for evaluation of an institution's quality, but rather are examples of behavior that, if characteristic of an institution, would indicate the institution's stage in the implementation of the Accreditation Standards, particularly Standard IB and important sections of Standard II and Standard III. The Rubric should be used in conjunction with the Accreditation Standards and the *Guide to Evaluating Institutions*, and *Guide to Evaluating Distance Education and Correspondence Education.*

The Commission has previously announced its expectations for institutional performance with regard to the practices described in the Rubric, as follows:

- The Commission expects all accredited institutions to be at the Sustainable Continuous Quality Improvement level in Program Review (Part1 of the Rubric) and Planning (Part 2 of the Rubric).
- At present, the Commission expects all accredited institutions to be at least at the Development Level or above in Student Learning Outcomes (Part 3 of the Rubric).
- The Commission expects all accredited institutions to be at the Proficiency Level in Student Learning Outcomes by fall 2012. The Commission will assess all member institutions during the 2012-13 year.

Institutions in the ACCJC membership widely share a commitment to the purposes of assessment -- to improve student outcomes. The Commission hopes that institutional leaders will find the 2011 Rubric helpful as they assess their own institution's quality and work to achieve greater student success.

The Commission welcomes any ideas for improving the Rubric and for improving institutional practices in continuous quality improvement. [1] Please direct comments to accjc@accjc.org.

BAB/bd

Attachment

[1] The ACCJC's Task Force on Student Learning Outcomes met in spring 2011 to provide the updates contained in the 2011 Rubric.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review *(Sample institutional behaviors)*
Awareness	• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	• Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part II: Planning

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning *(Sample institutional behaviors)*
Awareness	• The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	• The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	• The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes *(Sample institutional behaviors)*
Awareness	• There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	• Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation of student learning outcomes processes. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

Guidelines for Assessment Activities

College of the Redwoods Academic Senate

The College of the Redwoods' Academic Senate defines our assessment philosophy and related activities at the college as the following:

I. Why assess student learning outcomes?

The purpose of student learning assessment is to document and improve the college's programs. When we assess our students' learning, we are able to identify which of our teaching practices have been successful and which have not, thus enabling us to modify our teaching practices in order to increase success. When we identify student learning outcomes for our courses and share them with our students, we encourage students to become more actively involved in their own learning.

II. What is assessment?

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. Assessment helps us create a shared academic culture dedicated to assuring and improving the quality of higher education. (AAHE Bulletin 1995)

Assessment is an ongoing process, which ideally permeates the institution. The assessment loop involves both gathering information and using that information to modify and improve teaching and student learning. Outcomes assessment is not for the purpose of evaluating an individual student or a faculty member's performance. Therefore, assessment information will be reported in collective form.

III. Who will conduct outcomes assessment?

It is within the purview of the faculty of College of the Redwoods to identify the core knowledge and skills that our students need to master, in keeping with the college's goals, and to shape, design, and disseminate institutional assessment, as instructed by the Academic Senate.

IV. Who will develop the processes of assessment?

It is within the purview of the faculty of College of the Redwoods to develop the criteria by which student progress may be evaluated. These ongoing processes are open to modification and improvement. Not all assessment need be done in individual classes, and not every faculty member need assess all of the core learning. Faculty shall maintain ownership of student learning outcomes and assessment processes.

V. What will assessment be used for?

At College of the Redwoods, ongoing assessment of student learning outcomes helps us understand, and thereby improve, student learning through informed decision making and planning.

Assessment of student learning may include multiple measures. As such, the measures used by department/programs may vary across the college. Specific measures may depend upon both the learning goals and the methods of assessment most appropriate for specific curriculum. Indicators of student learning can be expressed as narratives, a performance, or numbers.

More specifically, assessment helps us:

- Improve services, feedback, guidance, and mentoring to students in order to help them better plan and implement their educational programs
- Design and improve programs and courses
- Plan at the department and program level
- Identify shared definitions and measurable benchmarks for evaluating student abilities
- Understand how groups of students experience the college differently and respond appropriately to the needs of all students
- Align and coordinate courses within and across disciplines
- Align and coordinate courses and programs with external institutions' requirements as necessary
- Continuously reflect, refine and modify teaching and learning practices.

VI. What will assessment not be used for?

Effective assessment relies upon a climate of trust and freedom of inquiry. As faculty at College of the Redwoods, we perform assessments of student learning and control the results of our assessments. Data gathered in support of all learning assessment work shall be aggregated so as to remove the identity of any students, faculty, and/or staff.
Therefore, College of the Redwoods

- Will not use assessment of student learning as an end in itself. Assessment that does not help us promote student learning is a waste of time.
- Will not use assessment of student learning punitively or as a means of determining faculty or staff salaries or rewards. The purpose of assessment is to evaluate student learning, not to reward or punish faculty or staff.
- Will not use any single mode of assessment to answer all questions or strictly determine program decisions.
- Will not use assessment in a way that will impinge upon the academic freedom or professional rights of faculty. Individual faculty members must continue to exercise professional judgment in matters of grading and discipline.
- Is not expected to assess **all** students in order to learn about the effectiveness of our programs and policies; a subset is sufficient.
- Will not assume that assessment is only quantitative. While numerical scales or rubrics (such as the four-point grading scale) can be useful, their accuracy always depends upon the clear understanding of the concepts behind the numbers. We will not assume that assessment is only grading.
- Will not use assessment only to evaluate the end of the student's experience or merely to be accountable to outside parties.
- Will not use student learning outcomes for evaluation of faculty.
- Will not use student learning outcomes data for program/discipline reduction or elimination.

VII. What is the college's role in assessing student learning?

Assessment of student learning can significantly enhance the college's ability to fulfill our mission and goals. Consequently, the college supports assessment of student learning as a valued and important activity and provides successful models for developing assessment.

VIII. How will we use assessment of student learning?

When faculty chooses to assess student learning, we will:

- Always seek multiple methods of assessing student learning rather than relying on any single method.
- Assess those skills, attitudes, behaviors and knowledge that our faculty judges to be important and valuable.
- Assess the ongoing progress of students throughout their experience at College of the Redwoods.
- Use assessment processes and instruments to accommodate and encourage creativity and originality shown by students.
- Explain the purposes of assessment so that staff, students, and the community can see why assessment is being used.

In conclusion, faculty shall facilitate and drive the process of assessment of student learning in their own programs. This process includes the selection of the methods chosen or designed for assessment of student learning, administration of the assessment, analysis of the assessment data, and use of the assessment results.

This Academic Senate document is based upon the work done by College of Marin, Palomar College, Modesto Junior College, Coastline Community College, and El Camino College.

Assessment Committee Mission and Scope

The Assessment Committee will support the collaborative efforts of faculty and staff in the enhancement of student success by providing guidance and support for the assessment of outcomes and a continuous cycle of improvement.

Scope

The Assessment Committee (AC) provides guidance to committees and individuals about how and why assessment should be conducted, facilitates discussions and decision-making related to assessment work, and helps to ensure that outcomes assessment is embedded in processes as directed by the ACCJC, WASC, CCC Systems (Chancellor's) office, and other accreditation and supervisory organizations.

While the AC may produce summary documents concerning the overall progress and needs of the College, the AC itself will not measure or document the degree to which specific outcomes are achieved.

In order to support its mission, the AC provides guidance to related committees including, but not limited to, the Program Review Committee, Curriculum Committee, and Enrollment Management Committee. The AC will include an Academic Assessment Subcommittee and the Student Services Assessment Subcommittee, as well as other subcommittees related to specific college functions.

Assessment of Student Learning

Frequently Asked Questions (FAQs)

Assessment is a type of *action research* to help us gather indicators that will be useful for improving student learning through our curriculum and teaching strategies. It focuses on student learning and what the student will be able to do and *not so much* on what we are going to teach.

The following Q & As will attempt to provide answers to some frequently asked questions that may further your understanding of the assessment process.

1. Q. Why do we assess student learning?

A. To *do* assessment for the goal of *doing assessment* and writing a report would be a waste of time. Link your assessment practices to compelling, powerful, and consequential processes such as department review or program validation. You can link it to curriculum revisions, distance learning, retention, service learning, and improving student learning and teaching strategies.

There is considerable evidence that assessment drives student learning and curriculum. Most importantly, our assessment tools tell our students what we consider to be important and make clear our expectations of what the student will do to be successful in the course or program. They will learn what we guide them to learn through our assessments. By using appropriate assessment techniques, we can encourage our student to raise the bar. Think of assessment for learning as the “learning process” where our students and we receive significant feedback to improve learning.

It’s not always the assessments, but the changes they lead to, that are important. Change and innovation take courage, but they’re also at the heart of the teaching profession.

2. Q. I already give tests and grades. Isn’t that assessment?

A. Not really. Tests and quizzes are an *evaluation* of learned material. Assessment involves a sample of behavior from your student that can be observed and judged on the basis of specific criteria developed and assessed in multiple modes and contexts, the *learning process*. For example, a project, presentation, a number of writing assignments, labs, and more. Traditional testing methods are limited measures of student learning and of limited value for guiding student learning. We can’t just say that 73% of our students are getting As and Bs, so we must be doing okay. A letter grade itself does not give enough information about the learning that is occurring.

3. Q. Aren’t student learning outcomes specific tasks that the student will perform?

A. No, not tasks. Student learning outcomes are generic abilities that can be developed/improved and assessed.

4. Q. What is an outcomes-based course?

A. An outcomes-based course is supported with multiple learning opportunities for the student to achieve the learning outcomes.

5. Q. How does assessment FOR learning help faculty?

A. It provides teachers with useful information about their students, including the quality as learners and readiness for learning. Ongoing assessment informs the teachers about the pace and progress of student learning in their classroom.

6. Q. Is this something extra for me to do? Who should be doing assessment?

A. No, it's not extra. You're already assessing. It's those learning opportunities that you have designed in your curriculum where you can give your students on-going feedback so that they can improve learning. The primary differences are that assessment targets specific outcomes, rather than giving grades based upon multiple criteria, and assessment is concerned with how the entire group of students is performing, rather than the grade of a single individual. Only faculty who guide the learning process can identify the student learning outcomes of that process, what it is they expect to happen to/for the student. It is the faculty who teach in that program, who can interpret the results, and recommend improvements in pedagogy and curriculum.

7. Q. How can I assess attitudes and understandings which are simply not quantifiable?

A. It seems a common misunderstanding that assessment requires that everything be reduced to statistical measures. The thrust of assessment is objective results such that anyone will know that the learning goals are being met; but this *need not be quantifiable*. If the faculty identify as an important result that which is not quantifiable, the process simply asks them to specify some objective means to demonstrate that the results are happening as intended.

8. Q. Does student assessment information results affect faculty evaluation?

A. No. We're focusing on the classroom level. Assessment is informed by the expertise and professional judgment of the faculty. Faculty in an academic department or program, interpreting the results of an assessment measure, might collectively decide to give more attention to certain outcomes, and might even recommend changes in pedagogy.

9. Q. Why is the ACCJC making us assess?

A. Right now, higher education is concerned with two national issues: the learning college and accountability. Most faculty have been engaged in some type of assessment throughout their teaching careers and have found it to be a tool for understanding what their students are learning.

10. Q. Are associate faculty involved?

Yes, by all means. All faculty—full and part-time are involved in student learning. We have many creative and dedicated associate faculty at College of the Redwoods.

11. Q. What is the connection among the various levels of assessment?

A. The focus of assessment is student learning. The most significant educational interaction happens between students and faculty in the classroom. The individual class section is part of a course, and courses are parts of programs. These levels reflect different, yet interrelated, facets of a student's education.

12. How will assessment improve learning?

A. Assessment is a tool; however, it is a tool by which we can communicate with our students about learning with learning opportunities and ongoing feedback. Assessment does not accomplish learning—but it provides information to the student and the faculty who may use it to improve learning.

14. How does classroom assessment relate to program/discipline assessment, and how does program/discipline assessment fit in with the College's overall assessment efforts?

Classroom assessment involves assessing student learning in a particular course. This can be accomplished using Classroom Assessment Techniques (CATs), which are quick, ungraded, classroom assignments used to provide feedback for determining student understanding of particular lessons. It is an ongoing process with the primary purpose of improving course-level instruction and student learning.
This is accomplished through an annual process where each program/discipline designs and implements an Assessment Plan, measures learning outcomes, analyzes the data collected, communicates the information, and uses these results to develop an action plan aimed at improving student learning.

College assessment efforts include classroom assessment, program/discipline assessment, and assessment of general education. The goal of assessment of student learning at College of the Redwoods is to improve student learning and support the College in fulfilling its educational mission. Assessment provides evidence of how well College of the Redwoods is meeting its mission and helps identify areas for improvement. These improvements might include things like from providing more research materials in the library, to finding better means to communicate information about policy changes to students, to developing more explicit rubrics for assignments, to changing the requirements for a degree, to better utilizing feedback from advisory boards.

15. Q. How many faculty of a given program should participate in the assessment process?

A. All faculty, both full time and adjunct, should participate in assessment. All have a stake in the success of their respective program or discipline.

16. Q. How, why, or when would or should a department rotate courses to be assessed?

A. Faculty within a department may decide to assess student learning in one or more courses as a means to gain insight into the level of success of student learning throughout the program. There is no real rule that courses need to be rotated.

17. Q. How do faculty within a department identify student learning outcomes?

A. Some learning outcomes can be mandated by outside agencies or advisory boards. Others are identified through discussion among faculty who have tried to answer the question of what knowledge or skills their students should demonstrate upon exiting the course or program. Course-level outcomes, developed by faculty from throughout the district who teach a subject, are included in the course outlines that are approved by the Curriculum Committee.

Degree- and certificate-level outcomes are also developed by faculty who teach the courses included in our degrees and certificates, but they reflect goals and skills that students should attain in the process of successfully completing these programs of study. While each course in a degree or certificate need not contribute knowledge related to every outcome, they cumulatively should enable students to achieve these outcomes. Learning outcomes inform our curriculum, teaching, and assessment.

18. Q. Who chooses lead instructors for assessment in the department/ discipline?

A. This is a departmental decision. Typically the department chair or area coordinator would make this decision. 26. Q. *What is a program outcome? A.* Think about what your students will need to be able to DO "out there" (in the rest of life) that *you* are responsible for in *your* program?*" (*The Outcomes Primer, 2002. Stiehl, Lewchuk)

When developing your program outcomes, encompass several *levels of learning* through the learning sequence of the program. One program outcome will encompass more than one course. Look at the big picture, not tiny details of skills that could be checked off.

27. Q. What's the difference between an objective and an outcome?

A. Objectives describe skills, tools, and content that enables a student to achieve the outcome. Objectives are *teacher-centered*. Objectives may be impossible to assess because they can often be numerous, specific, and detailed.

Outcomes describe the overarching product(s) that students will generate by applying skills, tools, and content. Outcomes are learner-centered. Outcomes require the use of higher-level thinking such as analysis, synthesis, and evaluation in order to demonstrate the student's ability to apply the skills, tools, and content in authentic contexts for learning.

Outcomes can be assessed. They are products that can be observed as a behavior, attitude, skill, or discrete usable knowledgeable and can be measured against criteria (rubric, checklist, Likert scale, survey).

From
COLUMBUS STATE COMMUNITY COLLEGE
CENTER FOR TEACHING & LEARNING INNOVATION

Assessment vs. Evaluation

Assessment is the analysis and use of data by students, faculty, and/or departments to make decisions about improvements in teaching and learning.

Evaluation is the analysis and use of data by faculty to make judgments about student performance. Evaluation includes the determination of a grade or a decision regarding pass/fail for an individual assignment or a course.

Assessment Examples	Evaluation Examples
A faculty member provides feedback to a student regarding performance on an examination. The student uses that feedback to study differently in order to improve learning and performance.	A faculty member corrects an examination and assigns a grade of 82% to a student.
A team of faculty members analyzes examination results of all students in a course and discovers that 65% of the students did not demonstrate understanding of an important concept. Faculty members investigate possible causes and plan changes in teaching/learning strategies to improve student understanding.	Pop quizzes are given in a class to determine if students have read sections of the text that cover important concepts. Simple Pass/Fail grades are assigned and tallied at the end of the quarter. The quizzes count for 5% of the total course grade.
A student delivers an oral presentation in class. The faculty member provides a critique of delivery and content so that improvements may be made in the student's subsequent presentations.	A student delivers an oral presentation in class. The faculty member provides a critique of delivery and content accompanied by a grade for the assignment.
A faculty member analyzes the results of oral communication checklists completed for all students in the course section who delivered oral presentations in class in order to determine opportunities for improving teaching and learning.	An Allied Health faculty member uses a rating scale to assign numbers (1-4) that indicate the level of achievement of clinical criteria based on observation of a student's performance of patient care.
The class attendance record indicates that a student has been absent multiple times. The faculty member advises the student in order to facilitate improved attendance, as studies suggest that regular class attendance contributes to student success.	Points are deducted from a student's grade for each class absence in accordance with a department policy.
Students are videotaped interacting with the children in the Early Childhood Education Centers. They view their videotapes and develop self-assessment narratives in which they describe and evaluate their performances. They then develop specific plans for improvement.	Students are videotaped interacting with children in the Early Childhood Education Centers. A faculty member evaluates each videotaped performance based upon course criteria and assigns a letter grade.
A student reads another student's essay and gives feedback on the content and correctness of the essay as a way to improve the writing.	A faculty member reviews a student peer reader's feedback and assigns a point value to the documentation to indicate satisfactory completion of the assignment.

Notes About Qualitative Assessment

Qualitative assessment is a legitimate form of assessment which should be seriously considered in any departmental decision regarding the choice of means of assessment. Qualitative means of assessment describe those evaluations in which a holistic judgment concerning a subject is made.

Some examples include portfolio reviews, public performances, oral examinations, or dissertation defenses. Some limitations include:

- Difficulty in identifying specific criteria for assessment and standards for success
- Unless external evaluators are used, those conducting the evaluations are frequently the same faculty who taught the students, reducing objectivity
- Inter-rater reliability is inconsistent over time, which can only be solved through thorough training of evaluators using identical procedures each year.

Class Grades v. Assessment

There are 2 instances in which course grades are acceptable as means of assessment:

- Analysis of course grades in mainstream courses as a measure of the success of developmental or remedial education
- Analysis of grades or grade point averages of students transferring from two- to four-year institutions as a means of assessment for the success of the transfer program at the two year institution.

The following grading matrix shows that assessment differs from grading in the aggregation of specific criteria (e.g. spelling, grammar, punctuation, and structure) across rows/students rather than down the columns (Nichols and Nichols, p. 43 of Asssessment Toolkit).

Relationship Between Individual Student Grading and Educational Outcomes Assessment						
Criteria	Student 1	Student 2	Student 3	Student 4	Student 5	Average
Spelling	3	4	1	2	3	2.6
Grammar	2	5	3	2	5	3.4
Punctuation	4	5	2	3	4	3.6
Structure	4	3	4	5	3	3.8
TOTAL	13	17	10	12	15	
Student Grade	C	A	D	C	B	
Total "down the columns" for Individual Student Grading Analyze "across the rows" for assessment of educational outcomes accomplishment						

Glossary of Assessment Terms

Accountability
The obligation placed on an educational institute by public officials, employers, and taxpayers for school officials to prove that money invested in education has led to measurable learning. Accountability is often viewed as an important factor in education reform. An assessment system connected to accountability can help identify needs so that resources can be equitably distributed. The responsibility of an agency to its sponsors and clientele for accomplishing its mission with prudent use of its resources. In education, accountability is currently thought to require measurable proof that faculty and institutions are teaching students efficiently and well, usually in the form of student success rates on various tests.

Accreditation
Official recognition that an institution meets required standards. College of the Redwoods is accredited by the ACCJC.

Achievement Test
A standardized test designed to efficiently measure the amount of knowledge and/or skill a person has acquired, usually as a result of classroom instruction. Such testing produces a statistical profile used as a measurement to evaluate student learning in comparison with a standard or norm.

Affective
The affective domain describes learning objectives that emphasize a feeling tone, an emotion,or a degree of acceptance or rejection. Affective obectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. They include concepts being undertook and gained or realized through an active process of engagement with some problem or experiment. Students are encouraged to not just receive information at the bottom of the affective heirarchy. We'd like for them to respond to what they learn, to value it, to organize it and maybe even to characterize themselves as students or professionals in their fields of study.

Alternative Assessment
Alternatives to traditional, standardized, norm- or criterion-referenced traditional paper and pencil testing. An alternative assessment might require students to answer an open-ended question, work out a solution to a problem, demonstrate skill, or in some way produce work rather than select an answer from choices on a sheet of paper. Portfolios and instructor observation of students are also alternative forms of assessment. (Also Assessment Alternatives)

Analytic Scoring
A type of rubric scoring that separates the whole into categories of criteria that are examined one at a time. Student writing, for example, might be scored on the basis of grammar, organization, and clarity of ideas. Useful as a diagnostic tool. An analytic scale is useful when there are several dimensions on which the piece of work will be evaluated. (See **Rubric.**)

Aptitude Test
A test intended to measure the test-taker's innate ability to learn, given before receiving instruction.

Artifact
A sample of student work that is scored according to an established rubric for assessment purposes.

Assessment
Assessment is "closing the loop" by conducting assessment, analyzing the data, and evaluating the results to inform improvements to the teaching and learning process.
"Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards, and using the resulting information to document, explain and improve performance' (Tom Angelo, 1995) "Assessment is the systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and development" (Palomba & Banta, 1999). The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. The Latin root *assidere* means to sit beside. In an educational context, the process of observing learning; describing, collecting, recording, scoring, and interpreting information about a student's learning. At its most useful, assessment is an episode in the learning process; part of reflection and autobiographical understanding of progress. Traditionally, student assessments are used to determine placement, promotion, graduation, or retention. In the context of institutional accountability, assessments are undertaken to determine the effectiveness of academic programs, etc. In the context of school reform, assessment is an essential tool for evaluating the effectiveness of changes in the teaching-learning process.

Assessment Literacy
The possession of knowledge about the basic principles of sound assessment practice, including terminology, the development and use of assessment methodologies and techniques, familiarity with standards of quality in assessment. Increasingly, familiarity with alternatives to traditional measurements of learning.

Assessment Task
An illustrative task or performance opportunity that closely targets defined instructional aims, allowing students to demonstrate their progress and capabilities.

Authentic Assessment
Evaluating by asking for the behavior the learning is intended to produce. The concept of model, practice, feedback in which students know what excellent performance is and are guided to practice an entire concept rather than bits and pieces in preparation for eventual understanding. A variety of techniques can be employed in authentic assessment. The goal of authentic assessment is to gather evidence that students can use knowledge effectively and be able to critique their own efforts. Tasks used in authentic assessment are meaningful and valuable, and are part of the learning process. Authentic assessment can take place at any point in the learning process. Authentic assessment implies that tests are central experiences in the learning process, and that assessment takes place repeatedly. Patterns of success and failure are observed as learners use knowledge and skills in slightly ambiguous situations that allow the assessor to observe the student applying knowledge and skills in new situations over time.

Benchmark
Student performance standards (the level(s) of student competence in a content area.) An actual measurement of group performance against an established standard at defined points along the path toward the standard. Subsequent measurements of group performance use the benchmarks to measure progress toward achievement. Examples of student achievement that illustrate points on a performance scale, used as exemplars. (See **Descriptor, Cohort, Criteria/Standards.**)

Bloom's Taxonomy of Cognitive Objectives
Benjamin Bloom originated this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies. There are six levels arranged in order of increasing complexity (1=low, 6=high):

1. Knowledge: Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.
2. Comprehension: Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.
3. Application: The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
4. Analysis: Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. Synthesis: The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. Evaluation: Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.

Capstone Assessment
Assessment of outcomes structured into learning experiences occurring at the end of a program. The experiences involve demonstration of a comprehensive range of program outcomes through some type of product or performance. The outcomes may be those of the major and of the general education program or of the major only. (Palomba & Banta, 1999)

Cohort
A group whose progress is followed by means of measurements at different points in time.

Concept
An abstract, general notion -- a heading that characterizes a set of behaviors and beliefs.

Criteria/Standards
Performance descriptors that indicate how well students will meet expectations of what they should be able to think, know or do. They are descriptive benchmarks against which performance is judged. These criteria or standards may be described in varying gradients of success as in rubrics or in grades. Often they are stated in terms of percentages, percentiles or other quantitative measures (Nichols, 2000) (See **Descriptor, Rubrics, Benchmark.**)

Criterion Referenced Tests
A test in which the results can be used to determine a student's progress toward mastery of a content area. Performance is compared to an expected level of mastery in a content area rather than to other students' scores. Such tests usually include questions based on what the student was taught and are designed to measure the student's mastery of designated objectives of an instructional program. The "criterion" is the standard of performance established as the passing score for the test. Scores have meaning in terms of what the student knows or can do, rather than how the test-taker compares to a reference or norm group. Criterion referenced tests can have norms, but comparison to a norm is not the purpose of the assessment. Criterion referenced tests have also been used to provide information for program evaluation, especially to track the success or progress of programs and student populations that have been involved in change or that are at risk of inequity. In this case, the tests are used to give feedback on progress of groups and individuals.

Curriculum Alignment
The degree to which a curriculum's scope and sequence matches a testing program's evaluation measures, thus ensuring that teachers will use successful completion of the test as a goal of classroom instruction.

Curriculum-embedded or Learning-embedded Assessment
Assessment that occurs simultaneously with learning such as projects, portfolios and "exhibitions." Occurs in the classroom setting, and, if properly designed, students should not be able to tell whether they are being taught or assessed because the assessment artifacts are being gathered from activities and assignments that are already a part of the class. Tasks or tests are developed from the curriculum or instructional materials, as opposed to being administered to students solely for the sake of gathering assessment artifacts.

Cut Score
Score used to determine the minimum performance level needed to pass a competency test. (See **Descriptor** for another type of determiner.)

Descriptor
A set of signs used as a scale against which a performance or product is placed in an evaluation. Descriptors allow assessment to include clear guidelines for what is and is not valued in student work.

Dimension
Aspects or categories in which performance in a domain or subject area will be judged. Separate descriptors or scoring methods may apply to each dimension of the student's performance assessment.

Direct Assessment Methods
These methods involve students' display of knowledge and skills (e.g. text results, written assignments, presentations, classroom assignments) resulting from learning experience in the class/program. (Palomba & Banta, 1999)

Essay Test
A test that requires students to answer questions in writing. Responses can be brief or extensive. Tests for recall, ability to apply knowledge of a subject to questions about the subject, rather than ability to choose the least incorrect answer from a menu of options.

Evaluation
Both qualitative and quantitative descriptions of student behavior plus value judgments concerning the desirability of that behavior. Using collected information (assessments) to make informed decisions about continued instruction, programs, activities. Exemplar Model of excellence. Decisions made about assessment findings; deciding about the value of programs/program outcomes; may involve recommendations for changes.
(See **Benchmark, Norm, Rubric, Standard.**)

Formative Assessment
Observations which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not now or is unable to do. Outcomes suggest future steps for teaching and learning. Assessment conducted during a performance/course/program with the purpose of providing feedback that can be used to modify, shape, and improve a performance/course/program. (Palomba & Banta, 1999) (See **Summative Assessment.**)

Holistic Method/Holistic Scoring
In assessment, assigning a single score based on an overall assessment of performance rather than by scoring or analyzing dimensions individually. The product is considered to be more than the sum of its parts and so the quality of a final product or performance is evaluated rather than the process or dimension of performance. A holistic scoring rubric might combine a number of elements on a single scale. Focused holistic scoring may be used to evaluate a limited portion of a learner's performance. A type of grading in which an assignment is given an overall score. Possible scores are described in a rating scale. A high score indicates achievement of all aspects of the assignment, while a low score means few if any of the desired outcomes have been achieved. The score levels need to be specific enough to reveal meaningful, diagnostic information when the scores are aggregated. (Ewell, 1991; Palomba & Banta, 1999).

Indirect Assessment Methods
Assessment methods that involve perceptions of learning rather than actual demonstrations of outcome achievement (e.g. alumni surveys, employer surveys, exit interviews).

Institutional Effectiveness
The measure of what an institution actually achieves.

Item Analysis
Analyzing each item on a test to determine the proportions of students selecting each answer. Can be used to evaluate student strengths and weaknesses; may point to problems with the test's validity and to possible bias.

Journals
Students' personal records and reactions to various aspects of learning and developing ideas. A reflective process often found to consolidate and enhance learning.

Mean
One of several ways of representing a group with a single, typical score. It is figured by adding up all the individual scores in a group and dividing them by the number of people in the group. Can be affected by extremely low or high scores.

Measurement
Quantitative description of student learning and qualitative description of student attitude.

Median
The point on a scale that divides a group into two equal subgroups. Another way to represent a group's scores with a single, typical score. The median is not affected by low or high scores as is the mean. (See **Norm.**)

Metacognition
The knowledge of one's own thinking processes and strategies, and the ability to consciously reflect and act on the knowledge of cognition to modify those processes and strategies.

Mission
A holistic vision of the values and philosophy of a department, program, unit or institution. General education learning goals are often found in the institution's mission statement. (Palomba & Banta, 1999; Allen, 2004)

Modifications
Recommended actions or changes for improving student learning, service delivery, etc. that respond to the respective measurement evaluation.

Multidimensional Assessment
Assessment that gathers information about a broad spectrum of abilities and skills.

Multiple Choice Tests
A test in which students are presented with a question or an incomplete sentence or idea. The students are expected to choose the correct or best answer/completion from a menu of alternatives.

Norm
A distribution of scores obtained from a norm group. The norm is the midpoint (or median) of scores or performance of the students in that group. Fifty percent will score above and fifty percent below the norm.

Norm Group
A random group of students selected by a test developer to take a test to provide a range of scores and establish the percentiles of performance for use in establishing scoring standards.

Norm Referenced Tests
A test in which a student or a group's performance is compared to that of a norm group. The student or group scores will not fall evenly on either side of the median established by the original test takers. The results are relative to the performance of an external group and are designed to be compared with the norm group providing a performance standard. Often used to measure and compare students, schools, districts, and states on the basis of norm-established scales of achievement.

Objectives
Synonymous with outcomes. They are statements that describe measureable expectations of what students should be able to do when they've completed a given educational program. Each statement should describe one expectation; should not bundle several into one statement. The statements must be clear and easily understood by all faculty in the area/department.
(See **Outcomes)**

Objective Test
A test for which the scoring procedure is completely specified enabling agreement among different scorers. A correct-answer test.
On-Demand Assessment
An assessment process that takes place as a scheduled event outside the normal routine. An attempt to summarize what students have learned that is not embedded in classroom activity.

Outcomes
An operationally defined educational goal, usually a culminating activity, product, or performance that can be measured. (See **Objectives)**

Percentile
A ranking scale ranging from a low of 1 to a high of 99 with 50 as the median score. A percentile rank indicates the percentage of a reference or norm group obtaining scores equal to or less than the test-taker's score. A percentile score does not refer to the percentage of questions answered correctly, it indicates the test-taker's standing relative to the norm group standard.

Performance-Based Assessment
Direct, systematic observation and rating of student performance of an educational objective, often an ongoing observation over a period of time, and typically involving the creation of products. The assessment may be a continuing interaction between faculty and student and should ideally be part of the learning process. The assessment should be a real-world performance with relevance to the student and learning community. Assessment of the performance is done using a rubric, or analytic scoring guide to aid in objectivity. Performance-based assessment is a test of the ability to apply knowledge in a real-life setting. Performance of exemplary tasks in the demonstration of intellectual ability. Evaluation of the product of a learning experience can also be used to evaluate the effectiveness of teaching methods.

Performance Criteria
The standards by which student performance is evaluated. Performance criteria help assessors maintain objectivity and provide students with important information about expectations, giving them a target or goal to strive for.

Portfolio
A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. The collection should involve the student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation. It should include representative work, providing a documentation of the learner's performance and a basis for evaluation of the student's progress. Portfolios may include a variety of demonstrations of learning and have been gathered in the form of a physical collection of materials, videos, CD-ROMs, reflective journals, etc.

Portfolio Assessment
A type of direct measure, a performance measure, in which students' assignments are carefully reviewed for evidence of desired learning outcomes. The portfolios contain work selected over a period of time, with materials added as the student progresses through the course/program. In addition, the portfolios usually include students' reflective learning/outcome analysis. Portfolios may be assessed in a variety of ways. Each piece may be individually scored, or the portfolio might be assessed merely for the presence of required pieces, or a holistic scoring process might be used and an evaluation made on the basis of an overall impression of the student's collected work. It is common that assessors work together to establish consensus of standards or to ensure greater reliability in evaluation of student work. Established criteria are often used by reviewers and students involved in the process of evaluating progress and achievement of objectives.

Primary Trait Method
Factors or traits (assignment specific) that are considered in scoring an assignment generally stated in a hierarchical scale of three to five incremental levels of achievement quality. For each level on the scale, there is a specific statement that describes expected behavior (criterion) at that level. (Palomba & Banta, 1999; Walvoord & Anderson, 1998). A type of rubric scoring constructed to assess a specific trait, skill, behavior, or format, or the evaluation of the primary impact of a learning process on a designated audience.

Process
A generalizable method of doing something, generally involving steps or operations which are usually ordered and/or interdependent. Process can be evaluated as part of an assessment, as in the example of evaluating a student's performance during prewriting exercises leading up to the final production of an essay or paper.

Product
The tangible and stable result of a performance or task. An assessment is made of student performance based on evaluation of the product of a demonstration of learning.

Profile
A graphic compilation of the performance of an individual on a series of assessments.

Project
A complex assignment involving more than one type of activity and production. Projects can take a variety of forms, some examples are a mural construction, a shared service project, or other collaborative or individual effort.

Quantitative Methods of Assessment
Methods that rely on numerical scores or ratings. Examples: Surveys, Inventories, Institutional/departmental data, departmental/course-level exams (locally constructed, standardized, etc.).

Qualitative Methods of Assessment
Methods that rely on descriptions rather than numbers. Examples: Ethnographic field studies, logs, journals, participant observation, and open-ended questions on interviews and surveys.

Quartile
The breakdown of an aggregate of percentile rankings into four categories: the 0-25th percentile, 26-50th percentile, etc.

Quintile
The breakdown of an aggregate of percentile rankings into five categories: the 0-20th percentile, 21-40th percentile, etc.

Rating Scale
A scale based on descriptive words or phrases that indicate performance levels. Qualities of a performance are described (e.g., advanced, intermediate, novice) in order to designate a level of achievement. The scale may be used with rubrics or descriptions of each level of performance.

Reliability
The measure of consistency for an assessment instrument. The instrument should yield similar results over time with similar populations in similar circumstances.

Rubric
Some of the definitions of rubric are contradictory. In general a rubric is a scoring guide used in subjective assessments. A rubric implies that a rule defining the criteria of an assessment system is followed in evaluation. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale. A scoring rubric makes explicit expected qualities of performance on a rating scale or the definition of a single scoring point on a scale. A kind of holistic or primary trait scoring in which detailed criteria are delineated and used to discriminate among levels of achievement in assignments, performances, or products.

Sampling
A way to obtain information about a large group by examining a smaller, randomly chosen selection (the sample) of group members. If the sampling is conducted correctly, the results will be representative of the group as a whole. Sampling may also refer to the choice of smaller tasks or processes that will be valid for making inferences about the student's performance in a larger domain. "Matrix sampling" asks different groups to take small segments of a test; the results will reflect the ability of the larger group on a complete range of tasks.

Scale
A classification tool or counting system designed to indicate and measure the degree to which an event or behavior has occurred.

Scale Scores
Scores based on a scale ranging from 001 to 999. Scale scores are useful in comparing performance in one subject area across classes, programs and other large populations, especially in monitoring change over time.

Score
A rating of performance based on a scale or classification.

Scoring Criteria
Rules for assigning a score or the dimensions of proficiency in performance used to describe a student's response to a task. May include rating scales, checklists, answer keys, and other scoring tools. In a subjective assessment situation, a rubric.

Scoring
A package of guidelines intended for people scoring performance assessments. May include instructions for raters, notes on training raters, rating scales, samples of student work exemplifying various levels of performance.

Self-Assessment
A process in which a student engages in a systematic review of a performance, usually for the purpose of improving future performance. May involve comparison with a standard, established criteria. May involve critiquing one's own work or may be a simple description of the performance. Reflection, self-evaluation, metacognition, are related terms.

Standards
Agreed upon values used to measure the quality of student performance, instructional methods, curriculum, etc.

Subjective Test
A test in which the impression or opinion of the assessor determines the score or evaluation of performance. A test in which the answers cannot be known or prescribed in advance.

Summative Assessment
Assessment conducted after a program has been implemented and completed to make judgments about its quality or worth compared to previously defined standards (Palomba & Banta, 1999). Evaluation at the conclusion of a unit or units of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity. Outcomes are the culmination of a teaching/learning process for a unit, subject, or year's study. (See **Formative Assessment.**)

Triangulation
Multiple lines of evidence pointing to the same conclusion.

Validity
The test measures the desired performance and appropriate inferences can be drawn from the results. The assessment accurately reflects the learning it was designed to measure.

Resources

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This glossary of terms and resources was compiled by Gallaudet University.

Bloom's Taxonomy

Knowledge		Application	Analysis	Synthesis	Evaluation
(Remember)	(Understand)	(Apply)	(Analyze)	(Evaluate)	(Create)
Count	Associate	Add	Analyze	Arrange	Appraise
Define	Classify	Calculate	Application	Assemble	Arbitrate
Describe	Compute	Change	Appraise	Categorize	Argue
Draw	Contrast	Choose	Breakdown	Collect	Assess
Label	Convert	Classify	Calculate	Combine	Attach
List	Defend	Complete	Categorize	Compile	Award
Match	Describe	Compute	Combine	Compose	Choose
Name	Differentiate	Demonstrate	Compare	Construct	Compare
Outline	Discuss	Discover	Connect	Create	Conclude
Point	Distinguish	Divide	Contrast	Design	Contrast
Quote	Estimate	Employ	Criticize	Develop	Convince
Read	Explain	Examine	Design	Devise	Core
Recall	Extend	Experiment	Detect	Drive	Criticize
Recite	Extrapolate	Graph	Diagram	Explain	Critique
Recognize	Generalize	Interpolate	Differentiate	Formulate	Decide
Record	Give	Manipulate	Discriminate	Generalize	Defend
Repeat	examples	Modify	Distinguish	Generate	Determine
Reproduces	Infer	Operate	Examine	Group	Discriminate
Selects	Identify	Perform	Experiment	Integrate	Evaluate
State	Indicate	Practice	Explain	Invent	Explain
Write	Interpret	Prepare	Infer	Formulate	Grade
Memorize	Locate	Produce	Outline	Manage	Interpret
Arrange	Paraphrase	Relate	Point out	Modify	Judge
Duplicate	Predict	Research	Question	Order	Justify
Order	Report	organize	Relate	Organize	Measure
Relate Tabulate	Restate	Schedule	Select	Plan	Predict
	Review	Service	Separate	Prepare	Prioritize
	Rewrite	Show	Subdivide	Prescribe	Rank
	Translate	Sketch	Test	Propose	Rate
		Solve	Utilize	Rearrange	Recommend
		Subtract		Reconstruct	Referee
		Translate		Related	Reject
		Troubleshoot		Reorganize	Select
		Write		Revise	Summarize
				Rewrite	Support
				Setup	Test
				Specify	Value
				Substitute	
				Summarize	
				Transform	

Suggested Verbs

Category	Examples and Key Words
Knowledge: Recall data or information.	**Examples**: Recite a policy. Quote prices from memory to a customer. Knows the safety rules. **Key Words**: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	**Examples**: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. **Key Words**: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives **Examples**, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	**Examples**: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test. **Key Words**: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	**Examples**: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training. **Key Words**: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	**Examples**: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome. **Key Words**: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
Evaluation: Make judgments about the value of ideas or materials.	**Examples**: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget. **Key Words**: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
Receiving Phenomena: Awareness, willingness to hear, selected attention.	**Examples**: Listen to others with respect. Listen for and remember the name of newly introduced people. **Key Words**: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.

Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	**Examples**: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them. **Key Words**: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learnerís overt behavior and are often identifiable.	**Examples**: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about. **Key Words**: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.	**Examples**: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self. **Key Words**: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	**Examples**: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look. **Key Words**: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	**Examples**: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet. **Key Words**: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	**Examples**: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain. **Key Words**: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	**Examples**: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift. **Key Words**: copies, traces, follows, react, reproduce, responds
Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	**Examples**: Use a personal computer. Repair a leaking faucet. Drive a car. **Key Words**: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.	**Examples**: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task). **Key Words**: adapts, alters, changes, rearranges, reorganizes, revises, varies.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	**Examples**: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine. **Key Words**: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Tips for Developing Statements of Intended Educational (Student Learning) Outcomes:

• Focus on results, not process. Don't address what was taught or presented, but address the observable outcome you expect to see in the student. Think about the knowledge, skills, and attitudes you expect from students who receive a certificate or degree in the program.

• Make sure SLOs are written as outcomes rather than objectives (indicates the big picture rather than nuts and bolts, addresses student competency rather than content coverage). Focus on the substance of the outcomes, not just the means for their expression.

• Typically, between three and five statements of intended educational outcomes for each course, and for each academic program in the department is sufficient.

• Use active verbs in describing student learning outcomes. Active verbs are easier to measure. For instance, if you want students to understand how to correctly use a microscope – using the word "understand" is not measurable. Instead try to imagine the outcome – students will "focus" and "display" an image on the microscope (or describe, classify, distinguish, explain, interpret, compose, perform, demonstrate, etc.)

• At the departmental or program level, these statements are intended as overarching concepts which should span several courses, not a conglomeration of individual course objectives taken from each syllabus.

• For pragmatic reasons, remember that at least one means of assessment will need to be developed for each intended educational outcome. It is far better to limit the number of statements, conduct successful programs of assessment, and use assessment results to improve student learning than to curse a pile of paper which has been difficult to produce, expensive, and is virtually useless (Nichols and Nichols, p. 20).

• Consider whether the SLO is appropriate for the degree, certificate, or class: Does it represent a fundamental result of the program? Is it the penultimate outcome, the result of outcomes from courses in a sequence (if applicable)? Does it represent collegiate level work?

• The accomplishment of most statements of intended educational (student learning) outcomes should be ascertainable/measurable.

• "Measurable" doesn't necessarily need to mean that it is quantifiable, precluding qualitative judgments. "Measurable" can include a general judgment of whether students know, think, and can do most of what is intended for them.

• Be careful when describing attitudes in a learning outcome, as they are hard to assess. Ask yourself if the attitude is crucial to success in your program or class.

• Criteria set for intended outcomes should be set realistically but should represent a reasonable challenge both for students and faculty

• Whenever feasible, set not only primary (overall), but secondary (detailed) levels as benchmarks or criteria for success at the degree or program level (e.g. average score of graduates on a standard exam will be at or near the 50th percentile and no subscale score will be below the 30th percentile)

• Write student learning outcomes in language that a student will understand.

• HINT: It's sometimes easier to start backwards by thinking about the major assessments you use in the program. These would be the products or demonstrations of your outcomes. Make a list of your major assignments for this program. Then try to describe in one sentence what the students are being asked to demonstrate.

Sample Outcomes

Course-level SLOs:

CHEM52
Apply chemistry concepts to practical problems.

ANTH5
Analyze and defend viewpoints on controversial archaeological concepts.

AT12
Diagnose and repair disc brakes.

ECE10
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Polsc10
Compare the three branches of California and US Government, and related political institutions.

MUS63
Identify and combine appropriate interpretative nuances and conventions in performance.

DT80
Use industry standard modeling, animation, and rendering software to create 3D content.

ART43A
Alter images to modify and correct color, contrast, resolution & sharpness using the appropriate tools and skills.

ENGL10
Differentiate genres in order to compare the relationship of genre to culture within specific contexts.

All course SLOs can be found at the Public Folder in Outlook (Curriculum>Course Outlines). If using these references look at most recent course updates as these will typically show Course Learning Outcomes that can be assessed.

Program Outcomes:

EARLY CHILDHOOD EDUCATION (from University of Laverne): Work successfully with children in early childhood education in public or private schools and/or social service settings.

NURSING (from San Jose State): Demonstrate critical thinking' competencies, including the use of the nursing process, the research process, ethical decision-making, and an attitude of inquiry.
ADMINISTRATION OF JUSTICE: (from San Jose State) Integrate theory and current social and behavioral science research in the analysis of contemporary criminal justice issues.

AA LIBERAL ARTS DEGREE – SOCIAL AND BEHAVIORAL SCIENCE EMPHASIS: Extract and analyze information from primary and secondary sources relevant to the social and behavioral sciences.

AA LIBERAL ARTS DEGREE – SCIENCE: Use numerical, graphical, symbolic and verbal representation to solve problems and communicate with others.

Student Services:

ADMISSIONS: Counselors/Advisors/Students can view other college transcripts and other student forms that we have received and evaluate for prerequisites and or use for Student Education Plans.

ADMISSIONS: Communication to students will be tracked to each student.

STUDENT LIFE: Shows an increase in student acceptance and added interest in supporting student initiatives.

COUNSELING: All student athletes will have a Student Education Plan by the beginning of their second year.

DSPS: Students will identify appropriate accommodations based on their strengths and weaknesses.

FINANCIAL AID: Students receiving vet educational benefits will be able to identify and fulfill program requirements.

RESIDENCE HALLS: To inform both in state and out of state students of the true cost of attending College of the Redwoods and living in the Residence Halls.

Where to Find Resources and Information

Assessment:

The Assessment Committee has resources posted at:
http://www.redwoods.edu/assessment/
Assessment reporting now uses the A.R.T. (Assessment Report Tool) located at the above link.

Curriculum:

The Curriculum Committee has resources posted at:
http://inside.redwoods.edu/curriculum/

Academic Senate:

http://www.redwoods.edu/senate/

Program Review:

Active and archived documents:
http://mycr.redwoods.edu/xsl-portal (upon joining the PRC MyCR site)

Archived documents and supporting material:

http://inside.redwoods.edu/ProgramReview/

Forms and Data are available at:

http://redwoods.edu/district/ir/ProgramReviewInformation.asp

Academic Assessment

Introduction

The 2002 ACCJC Accreditation Standards require that student learning outcomes (SLOs) be assessed at the course, program, and degree level (ACCJC Standard II.A.2.f, p. 7).

Therefore, in addition to designing an assessment process for the SLOs for each certificate and degree related to a program, faculty must design at least one assessment process for the SLOs at the course level. In order to efficiently assess SLOs at these various levels, it is sometimes appropriate and useful to use a course-embedded assessment process, or to use a process that matches one developed for degrees and certificates so that both levels can be evaluated at the same time.

This section of the handbook includes explanations and examples for mapping course level outcomes to program level outcomes, identifying appropriate direct and indirect forms of assessment, developing qualitative and quantitative assessment methods, using rubrics for assessment, and 'closing the loop' to ensure assessment leads to evaluation, analysis, and dialogue that informs improvements to the teaching and learning process.

Information about where to locate specific College of the Redwoods forms such as curriculum, program review, and assessment forms is also provided in this chapter.

Program Mapping

The objective of program mapping is specified as a means to evaluate and clarify the learning outcomes of a college's educational programs; and its use as a graphic representation of the interdependent relationships among various learning components of an academic program is highlighed. Here are two examples of program mapping.

Example: Associate Degree in **Digital Media**
Program outcomes chart for specific courses.

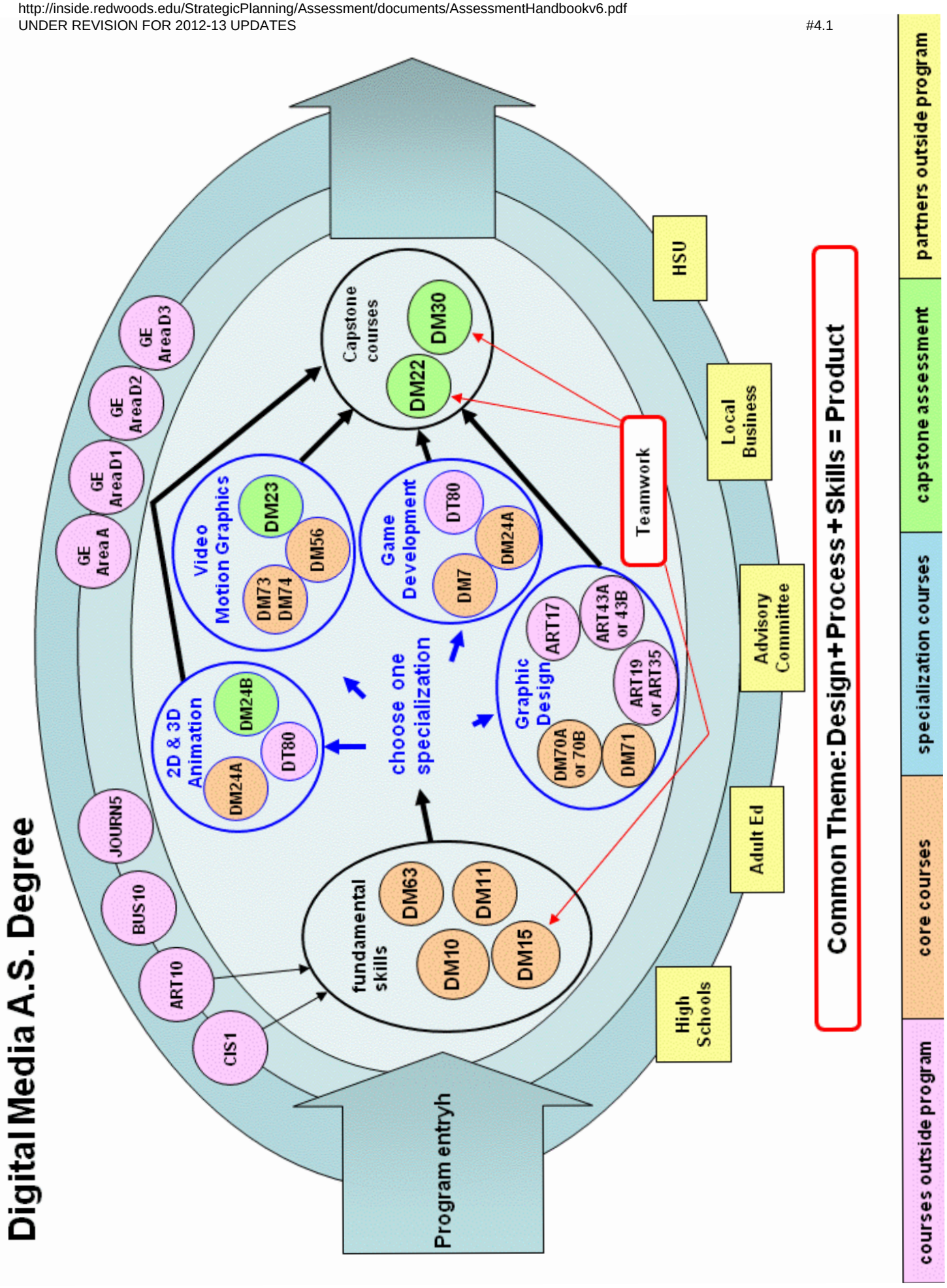
Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
DM 7	B	B	B	I	B
DM 10	B	B	B	I	B
DM 11	B	B	B	B	B
DM 15	B	B	I	B	B
DM 20	B	I	B	B	B
DM 22	B	B	I	B	I
DM 23	B	B	B	I	I
DM 24A	B	B	B	B	B
DM 24B	I	I	B	B	I
DM 30	I	I	I	I	I
DM 56	I	B	B	I	I
DM 63	B	I	B	B	I
DM 70A	B	B	B	B	B
DM 70B	B	B	B	I	B
DM 71	B	B	B	B	B
DM 73	B	B	B	B	B
DM 74	B	B	B	B	B

B = beginning level of competency/ understanding

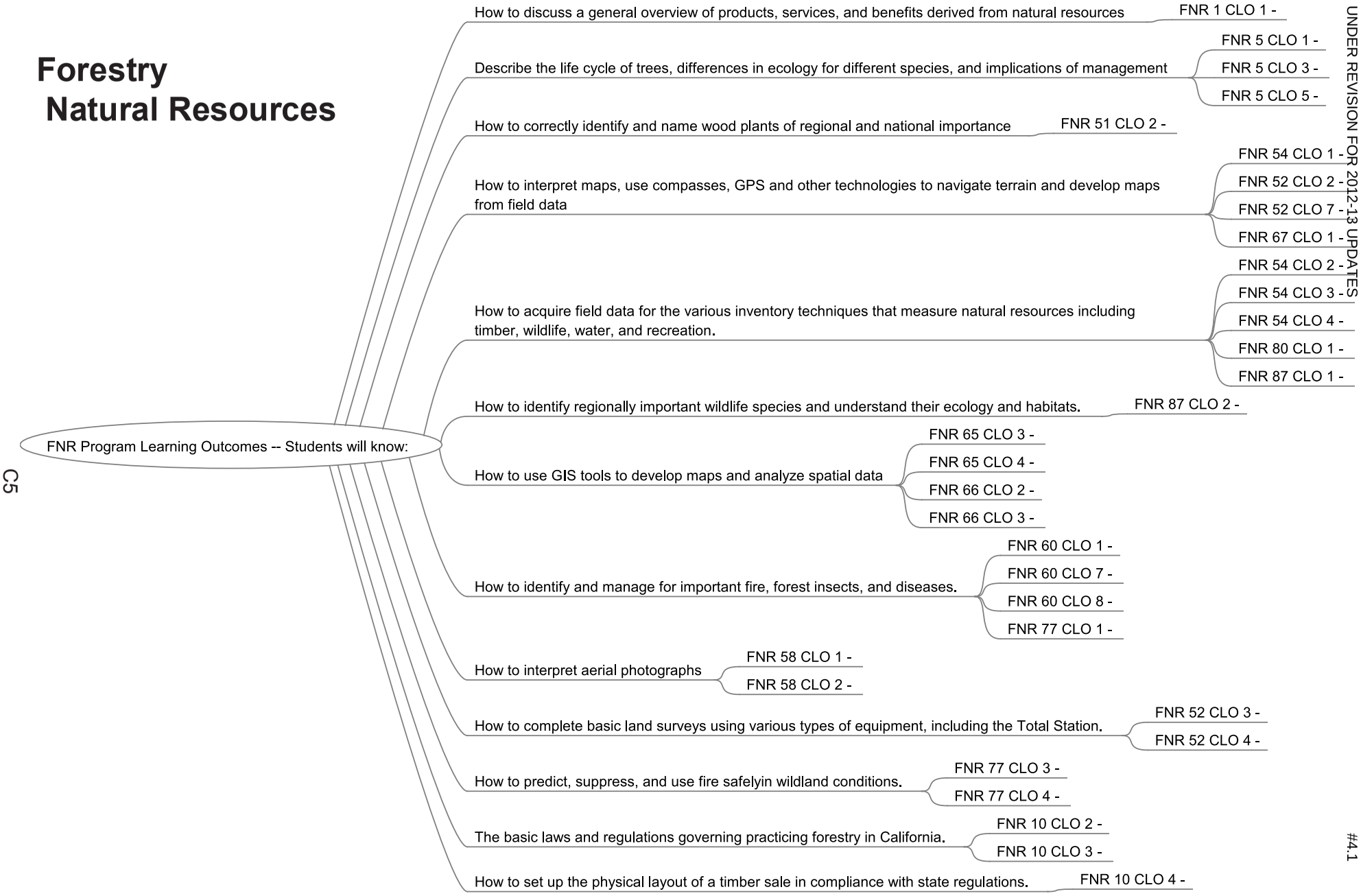
I = intermediate level of competency/ understanding

M = master level of competency/ understanding

The following two pages show different diagram styles for program mapping.


Digital Media A.S. Degree
Program entryh
High Schools
Adult Ed
Advisory Committee
Local Business
HSU
Teamwork
Common Theme: Design+Process+Skills = Product
courses outside program
core courses
specialization courses
capstone assessment
partners outside program
CIS1
ART10
BUS10
JOURN5
GE Area A
GE Area D1
GE Area D2
GE Area D3
fundamental skills
DM63
DM11
DM10
DM15
choose one specialization
2D & 3D Animation
DM24A
DM24B
DT80
Video Motion Graphics
DM73
DM74
DM23
DM56
Game Development
DM7
DT80
DM24A
Graphic Design
DM70A or 70B
DM71
ART19 or ART35
ART43A or 43B
ART17
Capstone courses
DM22
DM30

Forestry
Natural Resources



Indirect / Direct Assessment Methods

Assessment evidence may be **direct** or **indirect**, although indirect methods alone are not considered to be sufficient evidence. The examples of direct and indirect methods of assessment below are from Saddleback College's "Guide to Developing and Assessing Student Learning Outcomes and Administrative/Service Unit Outcomes".

Examples of direct methods of assessment include:

-**Capstone Course Evaluation:** Capstone courses integrate knowledge, concepts, and skills associated with an entire sequence of study in a program. This method of assessment is unique because the courses themselves become the instruments for assessing student teaching and learning. Evaluation of students' work in these courses is used as a means of assessing student outcomes. For academic units where a single capstone course is not feasible or desirable, a department may designate a small group of courses where competencies of completing majors will be measured.

-**Classroom Assessment:** Often designed for individual faculty who wish to improve their teaching of a specific course but can also be used on the program level.

-**Collective Portfolios:** Faculty assembles samples of student work from various classes and use the "collective" to assess specific program learning outcomes.

-**Commercially Produced or Standardized Tests:** Commercially generated or standardized tests are used to measure student competencies under controlled conditions. Tests are developed and measured nationally to determine the level of learning that students have acquired in specific fields of study. For example, nationally standardized multiple-choice tests are widely used and assist departments in determining programmatic strengths and weaknesses when compared to other programs and national data.

-**Embedded Questions on Assignments or Exams:** Questions related to program learning outcomes can be embedded within course assignments or exams. For example, all sections of "research methods" could include a question or set of questions relating to your program SLOs. Faculty grade the exams as usual and then copy exam questions that are linked to the program SLOs for analysis. The findings are reported as an aggregate.

-**Locally Developed Exit Exams:** Faculty can create an objective exam for graduating students that is aligned with the program SLOs. Performance expectations should be delineated prior to obtaining results.

-**Pre-Test/Post-Test Evaluations:** Pre-test/post test assessment is a method used by academic units where locally developed tests and examinations are administered at the beginning and at the end of courses or academic programs. These test results enable faculty to monitor student progression and learning throughout prescribed periods of time. The results are often useful for determining where skills and knowledge deficiencies exist and most frequently develop.

-**Observations:** Observations of any behavior such as student presentations or students working in the library can be used for assessment. Observations can be recorded as a narrative or in a highly structured format, such as a checklist, and they should be focused on specific program SLOs.

-**Scoring Rubrics:** Rubrics can be used to score any product or performance such as essays, portfolios, recitals, oral exams, etc. A detailed scoring rubric that delineates criteria used to discriminate among levels is developed and used for scoring. Generally two raters are used to review each product and a third rater is used to resolve discrepancies.

-**Transfer Records:** For community colleges, the data on transfer student success in upper division courses is extremely valuable. Cal-PASS, a system of data sharing between all the systems of education in California, may be helpful.

-Videotape or Audiotape Evaluations:
Videotapes and audiotapes have been used by faculty as a kind of pre-test/post-test assessment of student skills and knowledge. Disciplines, such as theatre, music, art, and communication, which have experienced difficulty in using some of the other assessment methods have had significant success in utilizing videotapes and audiotapes as assessment tools.

Examples of indirect methods of assessment include:

-Alumni Surveys:
Surveying of alumni is a useful assessment tool for generating data about student preparation for professional work, program satisfaction, and curriculum relevancy. As an assessment supplement, alumni surveying provides departments with a variety of information that can highlight

-Employer Surveys:
Employer surveys can provide information about the curriculum, programs, and students that other forms of assessment cannot produce. Through surveys, departments traditionally seek employer satisfaction levels with the abilities and skills of recent graduates. Employers also assess programmatic characteristics by addressing the success of students in a continuously evolving job market.

-External Reviewers:
Peer review of academic programs is a widely accepted method for assessing curricular sequences, course development and delivery, and the effectiveness of faculty. Using external reviewers is a useful way of analyzing whether student achievement correlates appropriately with departmental goals and objectives.

-Student Exit Interviews/Surveys:
Students leaving the college are interviewed or surveyed to obtain feedback. Data obtained can address strengths and weaknesses of the program and/or assess relevant concepts, theories or skills.

Qualitative and Quantitative Assessment Methods

Data collected through assessment activities can be qualitative or quantitative. **Quantitative** data use numbers (or can be converted to numbers for data analysis); whereas **qualitative** data use words and are generally reported as a narrative. For quantitative data, the same information is usually collected from each participant in exactly the same way, and different responses are translated into a series of numbers. Qualitative data emphasize flexibility in data collection and focus on understanding processes and events, rather than precisely measuring them. For these reasons, a combination of both types is suggested. Quantitative data are generally assumed to be more objective; whereas qualitative data might provide richer information about recurrent themes and trends. Each type has unique advantages.

These distinctions can easily be seen in questionnaires with closed-ended (quantitative) versus open-ended (qualitative) questions.

Example of a closed-ended question:

How well did your program prepare you for a career in engineering?
(Circle one number on the scale below.)

Not at all	Somewhat	Moderately	A great deal
0	1	2	3

Example of an open-ended question:

Describe how well your program prepared you for a career in engineering?

Closed-ended questions limit the responses a person can make and either use a number scale in the question or later translate responses into numbers. Results from closed-ended questions can be reported as average scores on each question (including standard deviations or range of scores to help reviewers to get a more complete picture), and these results can easily be presented in tables and graphs.

Open-ended questions allow people to give any answer they wish and to go into greater detail, but they are more difficult to analyze and report objectively (although computer analysis programs are becoming available for qualitative data). Typically, for open-ended questions, various types of answers can be described in a narrative or frequencies of responses containing the same or similar themes can be counted (preferably by multiple raters) and reported as simple frequencies or percentages. It is usually not as helpful (even though readers find it interesting) to report all responses verbatim. It's better if the data summary and interpretation come from the program itself, rather than having reviewers try to interpret the meaning of a long list of open-ended survey comments.

Taken from Oakland University Guidelines for Assessment

"Closing the Loop"

Use of Assessment Results to Improve Programs and Services:

In order for assessment results to be used to improve instructional programming, effective communication of the results is necessary. The most effective means is typically in summary form with graphic support of tabular data presented orally at departmental faculty meetings.

Using the Results:

Assessment results may be used simply to improve the means of assessment or to restructure the statement of intended educational outcomes

Assessment results may be used to change or improve a program through a closer alignment of course offerings with the requirements of the work world, or restructuring of course sequencing.

Program reviews should include assessment results, as well as plans for future assessment.

Methods of improving student learning might include:

- Revising activities leading up to and/or supporting assignment/activities
- Increasing guidance for students as they work on assignments
- Revising the amount of writing/oral/visual/clinical or similar work
- Stating goals or objectives of assignment/activity more explicitly
- Stating criteria for grading more explicitly
- Employing different/revised teaching methods (Explain below)
- Increasing/improving in-class discussions and activities
- Increasing/improving student collaboration and/or peer review
- Providing more frequent and/or more effective feedback on student progress
- Encouraging more interaction with students outside of class
- Seeking out collegial feedback on assignments/activities
- Collect more data

Below is an example of prioritized actions to improve student learning taken from Anth 3

- Clearer and more repetitive explanations of how to respond to essay questions
- Review of important concepts following their initial presentation
- Inclusion of more varied instructional modes, including non-lecture-based methods

Below is an example of prioritized actions to improve student learning taken from Art 2

- Continue to incorporate digital technologies such as Google docs, YouTube, and Art Stor
- Encourage student knowledge of historical and contemporary art trends by assigning student research presentations on course related topics.
- Tour students around the Creative Art facilities. This extra effort encourages students to engage deeply in their material and in our discipline.

Rubric: Speaking

Name: _____ **Score:** _____

	Listening Comprehension	Fluidity	Pronunciation	Vocabulary	Grammar
Performance exceeds expectations **4 points**	Student understands the examiner's questions, and responds easily and without probing	Speech continuous, with few pauses or stumbling	Enhances communication	Rich use of vocabulary	Correct use of basic language structures (1-5 errors)
Performance meets expectations **3 points**	Student understands the examiner's questions and knows how to respond, but needs occasional probing	Some hesitation, but manages to continue and complete thoughts	Does not interfere with communication	Adequate and accurate use of vocabulary for this level	Adequate use of basic language structures (6-10 errors)
Performance almost meets expectations **2 points**	Student understands the examiner's questions after probing	Speech choppy and/or slow with frequent pauses; few or no complete thoughts	Occasionally interferes with communication	Somewhat inadequate and/or inaccurate use of vocabulary	Emerging use of basic language structures (11-15 errors)
Performance does not meet expectations **0-1 point**	Student fails to understand most questions even after probing	Speech halting and uneven, with long pauses or incomplete thoughts	Frequently interferes with communication	Inadequate and/or inaccurate use of vocabulary	Inadequate and/or inaccurate use of basic language structures (more than 16 errors)
TOTAL					

Rubric: Effective Writing

Score	Clear Thesis	Supports	Conclusion	Documentation	Syntax & Grammar & Language*
5	Thesis Statement is clearly defined, accessible to the reader, and reflects the writing prompt.	Supports are linked to the thesis statement and flow logically. Major supporting details are supported by minor details and examples where appropriate	Conclusion is clearly stated and linked to the support offered for the thesis.	Well documented with appropriate style sheet. Works Cited page is attached and done correctly with less than 3 errors; There re 10% or less of direct quotes in paper	Clear & Concise; no grammatical errors; Appropriate language for discipline
4	Thesis Statement is defined, accessible to the reader and obliquely tied to the writing prompt	Supports are linked to the thesis statement and flow logically. Major details are supported by minor details. Examples are not offered widely	Conclusion is stated and linked to most of the supports offered for the thesis	Documentation is appropriate to style sheet with one to two omissions. Works cited is attached, done correctly with less than 5 errors; 15% or less of direct quotes in paper	Clear and Concise with no more that 3 grammatical or syntactical errors; appropriate language for discipline
3	The thesis is stated but is weak	Some supports are linked to thesis. Not all supports have minor details; no supporting examples are evident.	Conclusion is stated but does not link back to the thesis	Documentation is evident for all direct quotes and some paraphrases. Works Cited is attached but format is not consistent for style sheet and there are more than 7 errors; 20 percent or less of direct quotes	More than 3 syntactical errors but message is still clear. Grammatical errors exceed 3 but are less than 7; some language is appropriate but not all for discipline
2	Thesis may be discerned but is not clearly stated	One or two supporting ideas tied to thesis statement with no elaboration or examples	Conclusion is weak and not supported by the essay	Direct quotes are cited but paraphrases are not. Works Cited is not attached to the document; 25% or less of direct quotes	Syntax makes the message difficult to understand w/o help from the writer. Grammatical errors exceed 7 but do not exceed 10; does not use appropriate language for discipline
1	No thesis statement	Few supporting details that may or may not be linked to the thesis statement	Conclusion not supported by details and not related to the thesis statement	Documentation is not evident; 30% or more of quotes	More than 10 grammatical or syntactical errors in the paper

*Syntactical and grammatical errors will count once for each type of error made. If the same error repeats, it will still be only counted as one.

Example One: The following rubric for scoring essays was developed by the faculty at Kauai Community College in Hawaii. This provides not only a useful scoring rubric for writing, but could also serve as a model for creating scoring rubrics in other academic areas.

A (4 points)	B (3 points)	C (2 points)	D (1 point)
Clearly & effectively responds to assignment.	Response to assignment generally adequate & thorough.	Minimally responds to the assignment.	Does not respond well to assignment.
Demonstrates specific attention to relationship between audience & purpose.	Demonstrates understanding of audience & purpose.	Demonstrates some understanding of audience & purpose.	Demonstrates poor understanding of audience & essay purpose.
Main idea (thesis) very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.
Thesis supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Thesis well supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Thesis generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Thesis supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.
Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions. Each paragraph has a topic sentence; sentences within each paragraph relate to each other & are subordinate to the topic. Introduction & conclusion effectively related to the whole.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions. Paragraphs are built on related sentences that logically develop the main points. No major digressions. Introduction & conclusion effectively related to the whole.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed. There may be a few minor digressions but no major ones. Introduction & conclusion are somewhat effective.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions. There are some logically connected points. There may be some major digressions. Introduction and conclusion may be lacking or ineffective.

Voice & tone are consistent & appropriate to the audience/purpose.	Voice & tone consistent & appropriate although somewhat generic or predictable in places.	Voice & tone adequate to audience/purpose although often generic or predictable.	Voice noticeably generic or inappropriate (e.g. first person narrative may predominate in an analysis assignment). Tone is often inappropriate.
Full variety of sentence structures used correctly. Word choice interesting, accurate and contributes to the writer's ability to communicate the purpose.	Variety of sentence structures used correctly despite an occasional flaw. Accurate &b varied word choice.	Sentences & word choice predictable. Occasional errors in sentence structure, usage & mechanics do not interfere with writer's ability to communicate the purpose.	Little sentence structure variety; wording predictable; few synonym alternatives used. Errors in sentence structure, usage &B mechanics sometimes interfere with the writer's ability to communicate the purpose.
Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.	There may be a few minor or major errors in sentence construction, usage, grammar, or mechanics.	There are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax.	There are numerous minor errors and some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics.
Source material is incorporated logically & insightfully. Sources are documented accurately.	Source material incorporated logically. Sources documented accurately.	Source material incorporated adequately & usually documented accurately.	Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.

Work collaboratively in diverse groups directed at accomplishing learning objectives

Outcomes	Excellent Skill Exhibited	Above Average Skill Exhibited	Average Skill Exhibited	Below Average Skills Exhibited	No Skills Exhibited
Work in groups to accomplish learning tasks and reach common goals	Participates in group work >90% of the time & contributes to learning tasks and common goals	Participates in group work 76 - 90% of the time & contributes to learning tasks and common goals	Participates in group work 50% - 75% of the time & contributes to learning tasks and common goals	Participates in group work <25% of time with little contribution to the learning task or common goals	Will not participate in group work
Demonstrate interpersonal skills and accountability in working in diverse groups	Demonstrates evidence of interpersonal skills and accountability in diverse groups >90% of the time	Demonstrates evidence of interpersonal skills and accountability in diverse groups 76-90% of the time	Demonstrates evidence of interpersonal skills and accountability in diverse groups 50 - 75% of the time	Demonstrates evidence of interpersonal skills and accountability in diverse groups 25% of the time	No evidence of any of the skills listed
Design and complete a group project	Demonstrates leadership skills in group to design project and completes their portion of the work >95% of the time	Works in group to design project and completes their portion of the work approximately 90% of the time	Works in group to design project and completes their portion of the work approximately 75% of the time	Works in group to design project but completes their portion of the work approximately 25% of the time	Cannot work in group to design & complete a project
Write or make a presentation based on group work	Writes or makes a presentation on group work >95% of the time and assists others in group to do the same	Writes or makes a presentation based on group work approximately 90% of the time	Writes or makes a presentation based on group work approximately 75% of the time	Writes or makes a presentation based on group work approximately 25% of the time	Refuses to participate in these types of activities

Differentiate and make informed decisions about issues based on multiple value systems

Component	Excellent Skill Exhibited	Above Average Skill Exhibited	Average Skill Exhibited	Below Average Skill Exhibited	No Skills Exhibited
Identify the key elements of issues & analyze them from the perapectives of multiple value systems	Identifies all key elements of issues and analyzes them from the perspective of the respective value systems.	Identifies most key elements of issues and analyzes from the perspective of the respective value systems.	Identifies some key elements of issues and analyzes from the perspective of at least two value systems.	Identifies few key element of a single value system.	No evidence of any of the skills listed.
Identify values and their origins in culture, religion, philosophy, political, social or economic theory	Identifies values and their origins in culture, religion, philosophy, political, social or economic theory with thorough analysis, synthesis or evaluation.	Identifies values and their origins in culture, religion, philosophy, political, social or economic theory with adequate analysis, synthesis or evaluation.	Identifies values and their origins in culture, religion, philosophy, political, social or economic theory using a rudimentary analysis, synthesis or evaluation.	Identifies values and their origins in culture, religion, philosophy, political, social or economic theory without evidence of analysis.	No evidence of any of the skills listed.
Differentiate ethical and non-ethical elements in arguments and/or behavior	Identifies ethical and non-ethical elements and thoroughly articulates why they are different.	Identifies ethical and non-ethical elements and can adequately articulate why they are different	Identifies ethical and non-ethical elements and can minimally articulate why they are different.	Identifies ethical and non-ethical elements but cannot articulate why they are different.	No evidence of any of the skills listed.
Distinguish facts from values in issues	Distinguishes facts from values in issues and articulates why they are different.	Distinguishes facts from values in issues and adequately articulates why they are different	Identifies facts from values in issues and minimally articulates why they are different	Identifies facts and values in issues but cannot articulate why they are different	No evidence of skill in this area
Apply varying values or ethical principles and approaches to respond to questions, dilemmas, or problems and describe alternate approaches.	Response is multi-dimensional, includes all relevant alternative outcomes.	Response is multi-dimensional and includes alternative approaches	Response is multi-dimensional and includes at least one alternative approach	Response is one dimensional and cannot describe/ create an alternate approach.	No evidence of skills in this area.

Student Support Services Assessment

Introduction

This chapter is intended to assist in the development of student learning outcomes, program outcomes, and assessment practices for determining the effectiveness of administrative and student support services and programs. As the cycle of identifying student learning and program outcomes, assessing them, interpreting the data, and using the data to improve programs is utilized, the intrinsic value of the assessment process related to service and program quality improvement is apparent. However, external mandates also require appropriate, ongoing assessment.

Accreditation Requirements Related to Assessment

The Introduction to the 2002 Accreditation Standards states:
"…An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement." (p. 1)

ACCJC Standard I: Institutional Mission and Effectiveness states:
"…The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished." (p. 2)

ACCJC Standard I.B., Improving Institutional Effectiveness, elaborates:
"The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning."

And I.B.1: "The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes." (p. 3)

Standard II,B. concerning Student Support Services, states:
"…The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services." (p. 5)

From Standard III, Resources:
"The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness." (p. 14)

Introduction to Program Outcomes
Whether your program or service has student learning outcomes, program outcomes may

be applicable. The outcomes for most administrative/service units (program outcomes) are different from SLOs in that they focus on what services the units provide in order to support the mission of the College. Program outcomes, then, unlike student learning outcomes, can look at process and not just intended results. Program outcomes can related to any aspect of institutional effectiveness (see below). Administrative/Service Units, however, can also have SLOs because they may provide educational support services such as tutoring, workshops, counseling, etc. Administrative and service units typically should assess no more than two to three outcomes per year.

Concept of Institutional Effectiveness related to Program Outcomes: Program outcomes are developed to ensure and improve quality of programs and services in support of student learning and institutional effectiveness. According to CR's Program Review Guide Glossary, Institutional Effectiveness is the process of articulating the mission of the college, setting goals, defining how the college and community will know when the goals are being met, and using the data from assessment in an ongoing cycle of goal-setting and planning. According to the ACCJC, there are three types of Institutional Effectiveness, as follows:
Organizational Effectiveness: The focus here is on structures, resources, processes – is not particularly education-oriented, but is oriented to what any good organization needs to survive
Educational Effectiveness (indirect measures): Focuses on students moving through the institution and addresses the results of educational efforts – student achievement
Educational Effectiveness (direct measures): Student Learning Outcomes (what students have learned as a result of attending college)

Student Outcomes in Student Support Services

The term *Intended Educational Outcome*, also referred to as *Student Learning Outcome*, describes what students to be able to think (attitudinal), know (cognitive), or do (behavioral) when they've completed a given educational program and services.

What is meant by Student Learning Outcomes related to support services?
Not every program or service will have student learning outcomes, but many will. Think about what you want students to know or do as a result of interacting with our services or at the end of a learning unit (such as orientation/advising sessions).

In the ***attitudinal*** domain, your expectations of students might be:

- Feeling confident about the college environment
- Fitting in socially
- Feeling competent
- Feeling that college is friendly
- Feeling that college improves their lives

In the ***knowledge*** domain, your knowledge expectations of students might be:

- Regulatory knowledge: requirements for matriculation, graduation, and transfer (e.g. knowledge about Math and English requirements, math and English transferability)
- Procedural knowledge: knowing how to get stuff done (e.g. arrange transportation, scheduling, research, adding and dropping classes, negotiating, reading and comprehending policies, using the phone to register or access services, using the web to reference the schedule, catalog, or other information
- Spatial knowledge: students' mental maps such, as where to go on campus to access services (e.g. where to go to pay fees, to get reserve books, to get book vouchers).

In the ***behavioral*** domain, your expectations of students might be:

- Following student conduct codes
- Participating in student organizations
- Persisting from one semester to another through program completion

If you think your program or service has no student learning outcomes, consider whether students would be able to attain the desired level of educational effectiveness related to learning or achievement without your program or service.

- Consider that almost every student who attends the institution, no matter how many classes s/he takes, must apply for admission, seek counseling, go through assessment testing and orientation, visit health services (if needed), purchase text books, dine at the cafeteria, utilize parking, discuss career and transfer issues at the career or transfer center, and apply for financial aid.

- Consider that students rely on these services to continue their study, and these interactions influence their learning experiences. Consider that close to a quarter of the reasons students drop out of college are related to counseling, admissions and registration, and financial aid issues.

(Luan, Jing. "Pragmatic Assessment of Student Services in Community Colleges" *iJournal: Insight into Student Services*, No. 4, March 2003).

Student Learning Outcomes Implementation Steps:

The following is a logical order for implementation activities related to student learning outcomes:

- Identify intended educational outcomes
- Develop and implement appropriate assessment procedures to determine accomplishments of the identified programmatic expectations
- Demonstrate use of assessment results to improve student learning or departmental operations

No institution or department has the resources or time to continually assess all possible aspects of each program. Given this limitation, priorities for the assessment effort must be set to avoid measuring the meaningless. Hence, it is logical to begin or focus the department's assessment efforts on those expectations for graduates which have been identified as of primary importance.

Tips for Developing Statements of Intended Educational (Student Learning) Outcomes:

• Focus on results, not processes. Don't address what was taught or presented, but address the observable outcome you expect to see in the student. Think about the knowledge, skills, and attitudes you expect from students who complete program activities.

• Make sure SLOs are written as outcomes rather than objectives (indicates the big picture rather than nuts and bolts, addresses student competency rather than content coverage). Focus on the substance of the outcomes, not just the means for their expression.

• Typically, between three and five statements of intended educational outcomes for each program is sufficient.

• Use active verbs in describing student learning outcomes. Active verbs are easier to measure. For instance, if you want students to understand how to correctly use a microscope – using the word "understand" is not measurable. Instead try to imagine the outcome – students will "create" and "produce" quality resumes at the Career and Transfer Center (or describe, classify, distinguish, explain, interpret, compose, perform, demonstrate, etc.)

• At the departmental or program level, these statements are intended as overarching concepts which should span several activities, not a conglomeration of individual course objectives taken from individual activities.

• For pragmatic reasons, remember that at least one means of assessment will need to be developed for each intended educational outcome. It is far better to limit the number of statements, conduct successful programs of assessment, and use assessment results to improve student learning than to curse a pile of paper which has been difficult to pro-

duce, expensive, and is virtually useless (Nichols and Nichols, p. 20).

• Consider whether the SLO is appropriate: Does it represent a fundamental result of the program? Is it the penultimate outcome, the result of outcomes from sequenced activities? Does it represent collegiate level work?

• The accomplishment of most statements of intended educational (student learning) outcomes should be ascertainable/measurable.

• "Measurable" doesn't necessarily need to mean that it is quantifiable, precluding qualitative judgments. "Measurable" can include a general judgment of whether students know, think, and can do most of what is intended for them.

• Be careful when describing attitudes in a learning outcome, as they are hard to assess. Ask yourself if the attitude is crucial to success in your program or class.

• Criteria set for intended outcomes should be set realistically but should represent a reasonable challenge both for students and faculty

• Whenever feasible, set not only primary (overall), but secondary (detailed) levels as benchmarks or criteria for success at the degree or program level (e.g. average score of graduates on a standard exam will be at or near the 50th percentile and no subscale score will be below the 30th percentile)

• Write student learning outcomes in language that a student will understand.

• Three characteristics of good learning outcomes according to Keith Snow-Flamer:
    1. The specified action by the learners must be important and have some meaning.
    2. The specified action by the learners must be measurable (since outcomes inform planning and organizational change) and can be assessed.
    3. The outcome should link in some way to the Division's learning outcomes.

HINT: It's sometimes easier to start backwards by thinking about the major assessments you use in the program. These would be the products or demonstrations of your outcomes. Make a list of your major activities related to this program. Then try to describe in one sentence what the students are being asked to demonstrate.

Assessment in Student Support Services

Assessment activities don't need a rocket scientist to be implemented. The perfect means of assessment will never exist. To compensate for the lack of perfection in means of assessment, several or multiple means of assessment are suggested for each intended outcome.

Assessment may be **qualitative** or **quantitative**. Assessment evidence may be **direct** or **indirect**, although indirect methods alone are not considered to be sufficient evidence. The examples of direct and indirect methods of assessment below are from Saddleback College's "Guide to Developing and Assessing Student Learning Outcomes and Administrative/ Service Unit Outcomes".

Examples of **direct methods** of assessment include:

• **Commercially Produced or Standardized Tests:** Commercially generated or standardized tests are used to measure student competencies under controlled conditions. Tests are developed and measured nationally to determine the level of learning that students have acquired in specific fields of study. For example, nationally standardized multiple-choice tests are widely used and assist departments in determining programmatic strengths and weaknesses when compared to other programs and national data.

• **Locally Developed Exit Exams:** Faculty can create an objective exam for graduating students that is aligned with the program SLOs. Performance expectations should be delineated prior to obtaining results.

• **Pre-Test/Post-Test Evaluations:** Pre-test/post test assessment is a method used by academic units where locally developed tests and examinations are administered at the beginning and at the end of courses or academic programs. These test results enable faculty to monitor student progress and learning throughout prescribed periods of time. The results are often useful for determining where skills and knowledge deficiencies exist and most frequently develop.

• **Observations:** Observations of any behavior such as student presentations or students working in the library can be used for assessment. Observations can be recorded as a narrative or in a highly structured format, such as a checklist, and they should be focused on specific program SLOs.

• **Scoring Rubrics:** Rubrics can be used to score any product or performance such as essays, portfolios, recitals, oral exams, etc. A detailed scoring rubric that delineates criteria used to discriminate among levels is developed and used for scoring. Generally two raters are used to review each product and a third rater is used to resolve discrepancies.

• **Transfer Records:** For community colleges, the data on transfer student success in upper division courses is extremely valuable. Cal-PASS, a system of data sharing between all the systems of education in California, may be helpful. Another data source is the National Student Clearinghouse, which provides various student tracker information.

• **Videotape or Audiotape Evaluations:** Videotapes and audiotapes have been used by faculty as a kind of pre-test/post-test assessment of student skills and knowledge. Disciplines such as theatre, music, art, and communication (which have experienced difficulty

in using some of the other assessment methods), have had significant success in utilizing videotapes and audiotapes as assessment tools.

• **Datatel Data: Datatel "Colleague"** is the integrated data management system in place at CR. Datatel modules include Enrollment Management, Financials, Scheduling, Human Resources & Payroll, and the Foundation. The data in Colleague is entered by and available to staff having authorized access. Much of the information from Datatel can be viewed through the online WebAdvisor program. Data and information not visible on WebAdvisor can be requested by submitting an ITS Data Request form or IR Services Request form with appropriate approval from a supervisor.

• **SARS (Student Appointment Reporting System) Data:** Data is used by multiple departments in student services, staff use the "grid" while students use the "track"

• **SARS grid:** Appointment scheduling, appointment check-in, tracking, drop-ins, completion of appointments, comment, reports

• **SARS track:** Students utilize SARS track to log math, english, and tutor hours

Examples of indirect methods of assessment include:

• **Alumni Surveys:** Surveying of alumni is a useful assessment tool for generating data about student preparation for professional work, program satisfaction, and curriculum relevancy. As an assessment supplement, alumni surveying provides departments with a variety of information that can highlight program areas that need to be expanded or enhanced.

• **Employer Surveys:** Employer surveys can provide information about the curriculum, programs, and students that other forms of assessment cannot produce. Through surveys, departments traditionally seek employer satisfaction levels with the abilities and skills of recent graduates. Employers also assess programmatic characteristics by addressing the success of students in a continuously evolving job market.

• **External Reviewers:** Peer review of student services programs is a widely accepted method for assessing program goals and objectives as well as the effectiveness of staff. Using external reviewers is a useful way of analyzing whether student achievement correlates appropriately with departmental goals and objectives.

• **Student Exit Interviews/Surveys:** Students leaving the college are interviewed or surveyed to obtain feedback. Data obtained can address strengths and weaknesses of the program and/or assess relevant concepts, experiences, or skills.

SOURCE: Administrative and Student Services Assessment Toolkit (pp. 3-4, 8-11)

Sample Assessment Rubrics

10. Report on Results of Learning Outcomes Assessment 2009-2010

(Please provide a 1 page historical reference of outcomes)

Mission Statement:

	Objective	Student Learning Outcome (SLO) or Program Outcome (PO)	Linked to Student Service Goal/ Campus Goal/ District Initiative	Assessment Criteria (Specify Target Performance Level)	Assessment Measure	Completion (or anticipate completion)/ Findings	Improvement Recommendations (next step)
EXAMPLE ONLY	*Example: Increase college attendance and enrollment rates*	*Students participating in outreach activities during their senior year (06-07 FY) will successfully enroll at CR during the fall 07. (PO)*	*Student Services Goals #2-provide a seamless outreach process; #5-provide comprehensive outreach services to potential students; Education Master Plan Goal #3-Increase student access*	*Increase enrollment of graduating seniors from 06-07 FY by 80% (258 students) out of the 322 seniors processed through Admissions during their senior year.*	*During 06-07 FY, outreach staff members tracked all student contacts in an Access senior database. During 07-08 FY), outreach staff used Datatel to look up student enrollment status.*	*Out of the 322 students who completed outreach activities during their senior year, 245 (76%) enrolled into the fall 07 term.*	*Since department staff was unsuccessful in meeting the SLO goal by 4%, the recommendation is to follow-up with the same SLO during the next fiscal year. The recommendation is to continue providing follow-up outreach services to high school graduates after they have graduated and particularly during the summer to ensure fall term enrollment, thus increasing college enrollment amongst those students assisted through outreach services during the regular fiscal year.*
1.							
2.							

College of the Redwoods

Planning, Budgeting, and Program Review Manual

Table of Contents

Executive Summary

This manual is the College of the Redwoods guide to integrated institutional planning and documents the processes of ensuring institutional effectiveness at College of the Redwoods. This manual describes the processes of aligning and integrating institutional and program plans and ensuring the needs expressed through program reviews and the documented assessment analyses within them are integral to annual planning and resource allocation decisions.

The college engages in continuous quality improvement through program review, planning, assessment, and evaluation activities. The processes in place at the college were developed to institutional effectiveness in accordance with the Accrediting Commission of Community and Junior College's Standard I.B. as outlined in Appendix A.

A diagram that shows the relationship of institutional plans can be found on p. 6., and a description of the processes related to planning begins on p. 7. With the college's Mission and Vision as a guide, the college's strategic plan identifies broad goals and specific, measurable objectives that support its intended student population and its commitment to student learning. The Education Master Plan identifies educational program and service goals and objectives in alignment with the Strategic Plan and in support of the college's mission. Functional plans, such as Technology, Facilities, and Enrollment Management plans, are specific to particular functions at the college and are developed to carry out the college's strategic and education master plans. Programs and service areas develop plans to accomplish institutional goals and objectives.

Institutional and program planning, budgeting, and evaluation activities are mutually informing. Institutional plans such as the Strategic Plan, the Education Master Plan, and functional plans such as the Enrollment Management Plan, the Technology Plan, and the Facilities Plan are informed by trends, themes, and assessment analysis identified in individual program reviews. These institutional plans also provide guidance for alignment of program plans.

An Institutional Effectiveness Scorecard provides a broad overview of the institution's key performance indicators (KPIs) related to student success, satisfaction, and institutional productivity. Each indicator is presented over a three year cycle that, whenever possible, is compared to a peer or statewide benchmark. Planning committees use the scorecard to monitor the institution's progress towards strategic goals.

Program Review is fundamental to college-wide planning. Program review reports contain an evaluation of changes in student achievement data and/or other significant indicators, a summary and analysis of assessment results, an update on progress related to program goals, a description of quality improvement plans, and resource requests. These components of Program Review are forwarded from the Program Review Committee to institutional planning groups, including the Assessment Committee, functional planning committees, and administrators. The planning groups then use program review data to inform planning, make recommendations regarding resource allocation, and ultimately monitor the effectiveness of the planning processes themselves to ensure continuous quality improvement. The routing of program review information and resource requests is outlined beginning on p. 10.

The college has defined common data sets for program review and planning purposes; program review data are prepared by the Institutional Research (IR) Department and are available on the IR website. The IR Department also prepares the college's institutional effectiveness scorecard to report data related to the college's key performance indicators. The Institutional Effectiveness Scorecard will be used as part of the evaluation of existing plans and to inform the development of plan updates.

On an annual basis, the Deans and Vice Presidents evaluate program plans to assess the status of plan implementation, analyze the results, and work with individual programs or units to help them complete their goals, if needed. On an annual basis, each planning committee also evaluates its own effectiveness using various assessment methodologies. Planning committee self-evaluation findings, as well as plan modifications from the Deans and Vice Presidents are then reported to the Institutional Effectiveness Committee (IEC) annually for inclusion in the IEC's annual Institutional Effectiveness Report. In this annual report, the IEC also collects and analyzes data to identify needed improvements to the integrated planning process. A timeline and description of activities related to evaluation of plans and planning processes can be found on p. 15.

Introduction

Integrated planning at College of the Redwoods is the college's process of planning to ensure ongoing, continuous quality improvement. The processes described here have been developed over a period of implementation beginning in 2007 and are updated annually to reflect process improvements.

The integrated planning process at College of the Redwoods reflects best practices in planning as described in the Accrediting Commission for Community and Junior Colleges Standard I.B., Improving Institutional Effectiveness. (See Appendix A, Accreditation Standard for Institutional Effectiveness, for the entire standard and subparts.)

> "The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning."

This narrative provides a detailed overview of the integrated planning process at the college, including how plans and major activities are developed, linked, and calendared. The specific scopes, charges, membership, and operating agreements for all the planning committees are located in committee documents and on our website. Additionally, BP/AP 3250, Institutional Planning, outlines the college's procedures related to planning, and BP/AP 3260, Participatory Governance, describes the decision-making principles the college follows.

Institutional Effectiveness

Monitoring continuous quality improvement, as described in the Accrediting Commission for Community and Junior Colleges Rubrics for Evaluating Institutional Effectiveness, is the responsibility of the Institutional Effectiveness Committee. The IEC accomplishes its purpose by:

1. Evaluating the integration of the planning process, including, but not limited to a coordinated, institutional approach in addressing college priorities and the interrelationship among institutional plans;
2. Monitoring and recommending refinements of ongoing planning, program review, and assessment processes;
3. Developing and assessing critical institutional effectiveness outcome measures to inform the planning process;
4. Providing an annual evaluation of progress towards achievement of the institution's strategic initiatives including action plans developed in support of these initiatives;

5. Utilizing ACCJC rubrics for institutional effectiveness, providing an annual evaluation of the effectiveness of the planning, program review, and assessment committees and the institutional planning process to the college community;
6. Regularly communicating with the campus community regarding the institutional planning process and gaining input from the college community regarding planning issues; and
7. Facilitating an ongoing, robust, and pervasive dialogue about institutional effectiveness.

Recommendations developed by the Committee are forwarded to Expanded Cabinet for dissemination and discussion by the constituencies and the college community at large.

Overview of Planning and Program Review:

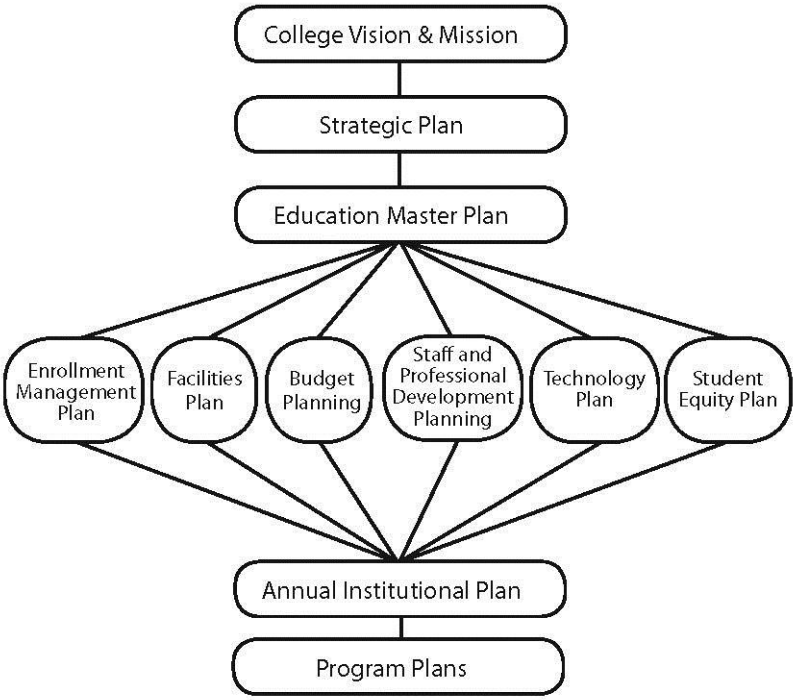
The goal of integrated planning at College of the Redwoods is to utilize data and analysis to ensure continuous quality improvement in all of our services. Integrated planning also includes a budget development process that prioritizes the funding of plans based on the goals, objectives, and assessment data of the college. Through planning, the college ensures that its policies, budgets, and decisions support the mission of the college.

Assessment drives institutional planning at every level of the college, including in the instructional, student support, and administrative areas. Assessment activities and analysis of assessment results are documented in course-level and program-level assessment reports, and are summarized in Program Review reports. All of these reports and summaries are available to the entire college, and also inform institutional dialogue, institutional planning, and resource allocation through a number of pathways described in this manual.

Alignment and Integration of Plans:

The diagram below shows how institutional and program-level plans are aligned. The college's Mission and Vision statements guide the development of the Strategic Plan. The Education Master Plan addresses those goals and objectives in the Strategic Plan that relate to instruction. Functional committee plans use the goals and objectives in the Strategic and Education Master plans, as well as assessment data and analysis, to inform their work. In addition to the functional plans identified in the diagram, other functional plans may originate at this level (e.g. the Basic Skills Plan and the Student Equity Plan). Program plans shown at the bottom of this diagram are developed within the Program Review process and then cycle through the functional and other committees. The entire Integrated Planning process is mapped on page 11 of this manual.

COLLEGE OF THE REDWOODS
ALIGNMENT OF INSTITUTIONAL PLANS



College Mission

The college's mission statement was revised by the Board of Trustees in July, 2011. The mission is:

> College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area. We continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.

The college's mission statement is central to planning. The mission statement is reviewed at least every five years in a cycle that puts that review one year prior to the development of the District's next Strategic Plan.

In keeping with the schedule identified in Appendix B, the college's mission will be updated in 2016 and 2021.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of college missions is:

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

2. The mission statement is approved by the governing board and published.

3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

4. The institution's mission is central to institutional planning and decision making.

The timeline and process for review of the College of the Redwoods mission statement can be found in Appendix B.

Planning Processes

Strategic Plan

The Strategic Plan sets college priorities for a five-year period, is based upon an analysis of internal and external conditions and trends, and supports the overarching goals and objectives of the college's mission. The Strategic Plan also improves institutional effectiveness by operationalizing the college's key performance indicators (or KPIs). These KPIs include course retention, student persistence, degrees and certificates awarded, successful transfers, budget, and enrollment, as well as satisfaction among students, employees, and the community. The Institutional Research Department reports the key performance indicators and related data via the college's Institutional Effectiveness Scorecard, which it develops and regularly provides to the Board of Trustees and the entire college community.

The goals and objectives in the Strategic Plan are translated into concrete and measurable action plans. Each action plan includes a timeline for completion, a description of indicators of success, and the assignment of parties responsible for implementing the action.

The Strategic Plan is evaluated annually by the Institutional Effectiveness Committee, and recommendations for plan updates are forwarded to the President and Expanded Cabinet on an annual basis. Every five years the Institutional Effectiveness Committee will call for a comprehensive evaluation and revision of the college's strategic plan. The Institutional Effectiveness Committee will undertake the following activities:

- Conduct an environmental scan (external and internal) of conditions and trends
- Review the Assessment Committee's executive summaries as well as other longitudinal aggregated assessment data.
- Review data regarding the college's key performance s (KPIs)

- Using the college's mission, vision, and values statements as a guide, conduct a gap analysis
- Identify broad, overarching goals (statements) of what the college desires to accomplish over a 5-year period
- Identify annual objectives (actionable, measurable statements about the end result that a service or program is expected to accomplish)

The timeline for development of the Strategic Plan can be found in Appendix C.

Each year the Institutional Effectiveness Committee (IEC) will produce an annual institutional effectiveness report that documents progress on the strategic objectives. The report will include the results of indicators that correspond to each objective identified for the given year. The indicators will be compared from one year to the next to assess progress, and the value of each indicator will be evaluated to determine if some indicators should be revised, eliminated, or if new indicators are necessary to best assess the planning objectives. The IEC may also make suggestions for modifications to the plan based upon this report (e.g. removing objectives that have been met or modifying targets). The President/Superintendent may also add new objectives to the plan to respond to changes in the external or internal environment including new challenges or opportunities.

Education Master Plan (EMP)

The Education Master Plan identifies priorities for educational programs and services in support of the college's Strategic Plan. The Education Master Plan identifies goals and objectives for a five-year period based upon an evaluation of the college's progress in achieving student learning outcomes as well as data related to the key performance indicators in the strategic plan. The Education Master Plan goals and initiatives are aligned with the goals and objectives in the Strategic Plan but are specific to educational programs and services; the Education Master Plan also informs plans regarding specific functions and programs.

The IEC calls for a comprehensive review and update of the Education Master Plan every five years. The timeline for updating the Education Master Plan closely follows the strategic plan timeline and can be found in Appendix D.

Student Equity Plan

The college maintains a Student Equity Plan in accordance with the student equity mandate of the state of California to support underrepresented students at each California Community College. This document adheres to Title 5; Division 6; Chapter 5; sub chapter 4, California Administrative Code 54220. The Student Equity Plan is organized around five goal indicators mandated for inclusion by the Office of the Chancellor: Access, Retention, Degrees and Certificates, ESOL/ Basic Skills, and Transfer. Student equity data is included in the college's common dataset and is a component of program review. The student equity plan will be incorporated into the college's annual institutional plan and will inform future iterations of the strategic plan and education master plan.

Functional Plans

Functional plans are institution-wide plans that are specific to a particular function at the college, such as technology, facilities, enrollment management, student equity, staffing, and budget. These plans are developed by the integrated planning functional committees (IPFCs) in alignment with the college's Strategic and Education Master Plans. The IPFCs also annually evaluate their own plans to assess the status of plan implementation and evaluate the results. Evaluation findings and plan modifications are reported to the Institutional Effectiveness Committee annually for inclusion in the IEC's annual Institutional Effectiveness Report. When the Strategic Plan and the Education Master Plan are updated according to the cycle described above, functional plans will also be revised to ensure ongoing alignment with institutional plans.

Program Plans

Program plans are developed at the level of those units or programs as they participate in Program Review. These plans are a component of Program Review and are aligned with institutional planning at the strategic, education master plan, assessment, or functional planning levels.

Annual Institutional Plan

Each year the President/Superintendent will lead the development of an annual institutional plan that identifies specific initiatives and actions the college will prioritize in a given year. The annual institutional plan will identify specific actions, a timeline for completion, a description of indicators of success, and the assignment of parties responsible for implementing the action plans. The annual plan will be drawn from the strategic plan, the education master plan, the student equity plan, functional plans, assessment results, program review executive summaries, and the institutional effectiveness report. The annual institutional plan is developed during fall and communicated widely to the college community in order to inform planning and budget allocation decisions for the development of the budget for the following year.

Program Review Process

Program Review is an institution-wide process of program evaluation, planning, and improvement for all instructional and non-instructional programs or units. The Program Review process includes the following five components:

- Evaluation of trend, student success, and student equity data
- Summary and analysis of assessment results
- Updates and progress reports related to goals from the previous year
- Action plans and goals for the subsequent year
- Resource requests

Each year, the Program Review Committee consolidates program review information and routes this information to the functional committees or entities in accordance with the integrated planning model. The routing of information is generally as follows:

- Results of assessment work will be sent to the Assessment Committee for review and identification of assessment themes that require interdepartmental and institutional-level

dialog. This comprehensive assessment dialog is then forwarded to administration for incorporation into institutional plans.

- An analysis of trends in student achievement, including differences across student equity groups, and significant challenges and accomplishments for each program will be forwarded to Deans and Vice Presidents for discussion and action.
- Program planning that requires institutional support will be routed to the integrated planning functional committees (for example the Facilities and Technology committees).
- Operational funds will be requested through the college's administrative structure (Directors, Deans, and Vice Presidents) and adjustments may be made as a result of budget hearings or other processes directed by the budget planning committee.
- Requests for personnel may take the form of faculty requests, which will be prioritized by the Faculty Prioritization Committee, or staffing requests which will be prioritized for funding through the college's administrative structure. Data and information relevant to program revitalization and discontinuation decisions will be routed to stakeholders in accordance with AP4021, "Program Revitalization and Discontinuation".
- The Program Review Committee (PRC) will prepare a master executive summary that evaluates the yearly Program Review cycle and identifies major themes that can be used for institutional planning.

Programs and departments also undergo comprehensive program review every five years to evaluate additional data elements.

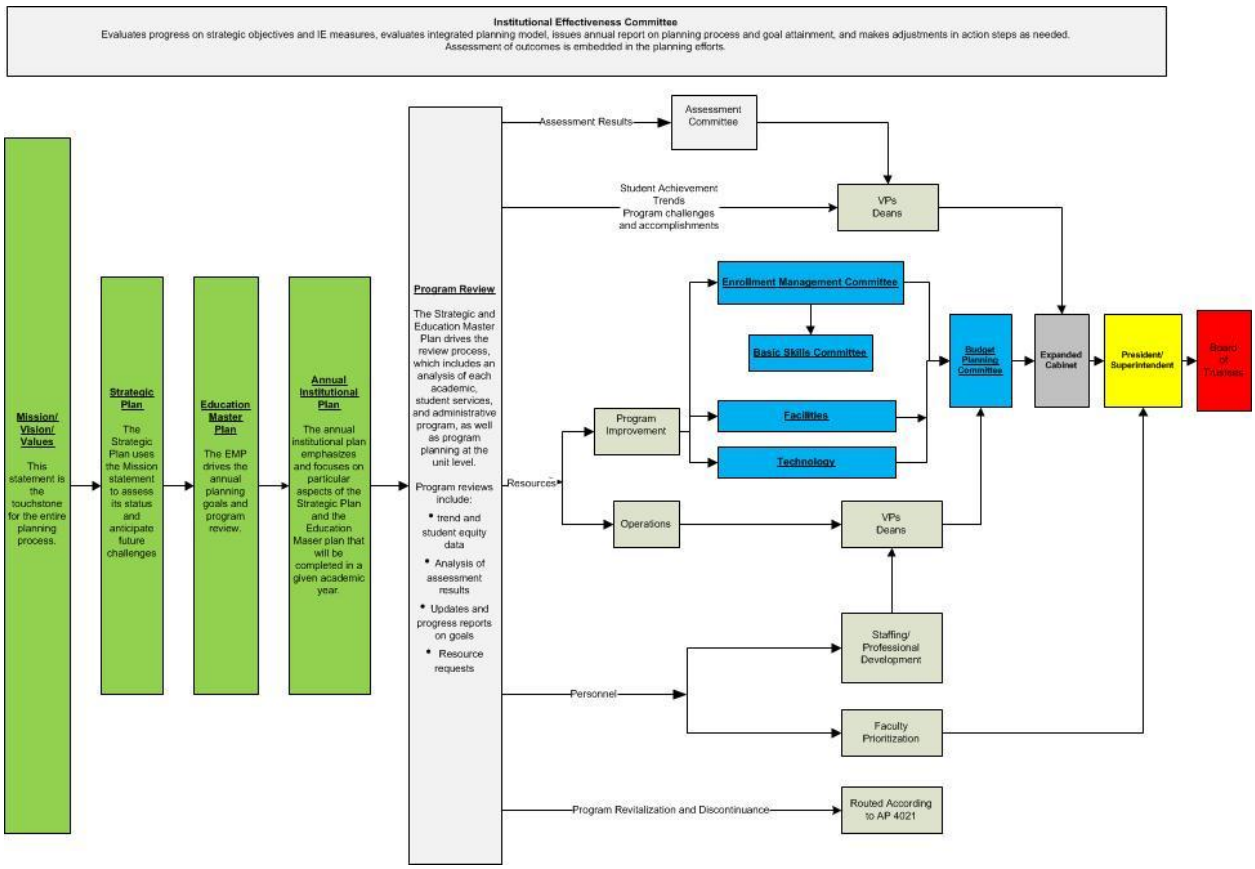
Resource Allocation and the Integrated Planning Model

The resource allocation process links program reviews and institutional plans to the resources needed to accomplish the college goals. The guiding principles for resource allocation processes are as follows:

1. Resources include all assets of the college including its fiscal resources, facilities, equipment, and the time and talents of its faculty and staff.
2. The process for allocating resources is transparent. All members of the college community are informed about the routines and components of planning that lead to resource allocation.
3. The resource allocation processes begin in January of each year with the development of budget assumptions that forecast the available discretionary general fund resources for the coming fiscal year.
4. Priority will be given to resource requests that support achievement of institutional plans and ensure health, safety, and accessibility.
5. To the extent that it is fiscally possible, the college will sustain an innovations fund (excess reserves) to support planning initiatives.

The integrated planning model (IPM) and the process described in this section indicate how the assessment of learning and the evaluation of other measures of institutional effectiveness are integrated into annual resource allocation decisions.

The integrated planning model diagrams the flow of program review information and the continuous communication process between the Program Review Committee, the integrated planning functional committees (IPFCs), Expanded Cabinet, and the college community. While the following model shows unidirectional arrows, in most cases they function in a bidirectional manner as information is passed back and forth as part of the institutional dialogue.



In accordance with BP/AP 3260, Participatory Governance, decisions are to be made at the broadest possible level of the organizational structure. This means that wherever possible, decisions that can be made at the program or committee level are institutionally supported. The following descriptions detail the functions within the IPM.

Program Review: As described above, each program or unit submits an annual or comprehensive Program Review each year as directed by the Program Review calendar. Each program review includes an evaluation of program goals and plans, and a summary of course-level, and program-level assessment activities conducted during that year. Resource allocation requests embedded within the program reviews include assessment-based and/or planning-based justifications. The Program Review Committee determines whether each resource request is tied to a specific assessment outcome and/or planning objective before forwarding all eligible requests to the appropriate IPFC committee.

Integrated Planning Functional Committees The integrated planning functional committees (IPFCs) utilize their areas of expertise to make effective program recommendations for the college. The IPFCs include the Technology Planning Committee, the Facilities Planning Committee, the Enrollment Management Committee, and the Budget Planning Committee. Faculty staffing requests are prioritized according to the college's Faculty Prioritization Process as outlined in AP 7217, and staffing requests are ranked and funded by administrators.
Each committee evaluates information within its specialized area and is responsible for the following duties:

- Updating an annual operating agreement that describes the committee's purpose and processes. If applicable, the committee also defines projects and reports, and has targeted due dates.
- Designating persons who are responsible for completion of these responsibilities.
- Each committee will make every effort to include constituency group representation and regularly post their work on the college website for the entire college to review.
- Committees will use institutional effectiveness measures in their deliberations, including supporting the college mission and vision, meeting strategic and education master plan goals and objectives, and supporting outcomes assessment-based justifications for resources. The work of the committees will be data driven and reflect an assessment-planning-implementation-evaluation cycle.
- Committees will develop a format for meeting minutes that highlight the results of the committee's work.
- Committee executive summaries and budget requests will be submitted to BPC for review and consideration.
- Protocols and policy discussions are submitted to the College Council.
- Communication between committees and "establishing priorities between committees" occurs at the IPFC level. Committees will communicate with one another regarding requests/information as needed.
- Conduct an annual self-assessment of the planning process to inform process improvements in subsequent cycles.

Budget Planning Committee (BPC)

The allocation of college resources is based on a clear description of the relationship between the resource requested and its impact on student learning via outcomes assessment, program effectiveness, and the vision, mission, and strategic goals of the college.

The BPC evaluates the ranked priorities of program planning initiatives and ranked by the various integrated planning committees as well as the operational and personnel requests identified by the college's administrative team. The BPC will essentially reconcile the ranked requests with available resources, and recommend a reasonable "cut-off" point for these requests.

President/Superintendent and Expanded Cabinet

The President, in consultation with Expanded Cabinet, provides initial FTES (enrollment) targets for the Enrollment Management Committee and the Budget Planning Committee. Cabinet also reviews and either denies or validates budget allocation recommendations based upon priority rankings. If changes are recommended, the President will provide rationale for changing the ranked priorities created by the integrated planning process and report back to the BPC, the PRC, and programs as appropriate.

Feedback

The Planning Director, in collaboration with the Budget Planning Committee and Program Review Committee chairs, will post the final list of funded requests. Authors of funded requests are expected to document outcomes of funded requests in subsequent program reviews.

Coordination of Assessment and Planning

Course-level, degree/certificate-level, service area, and general education-level outcomes assessment is integral to the college's planning processes. The Program Review Committee ensures that resource requests are tied to documented assessment results and are aligned with institutional priorities. Program Review also collects college-wide assessment summaries that are then forwarded to the Assessment Committee for evaluation and inclusion in the institutional planning process. The Assessment Committee facilitates institutional dialogue and makes planning recommendations that will be submitted to college administration for consideration and will be summarized in the annual Institutional Effectiveness Report for the college.

The Assessment Committee's work includes assisting in the following kinds of dialogue for the college community:

- Facilitating disciplinary and course-level dialogue upon faculty request;
- Facilitating degree-level dialogue among groups of faculty across disciplines;
- Facilitating interdepartmental and institutional dialogue to promote large-scale, college-wide quality improvement between non-teaching and teaching departments.

Timeline and Process for Integrated Planning

January

All program reviews and related resource requests, upon review by the appropriate administrator, are submitted by authors to the PRC. Program reviews will include an evaluation of previous plans and describe future plans.

The PRC will collate and categorize all resource requests for distribution to IPFCs.

Planning-related requests for funding will be distributed to IPFCs for ranking

↓

February

The PRC appraises each program review according to a set of committee agreed upon rubrics.

IPFCs review funding requests and evaluate resource requests/information using a rubric.

IPFCs create ranked priorities based on the evaluated specialized needs using criteria linked to planning, outcomes assessment, student achievement data, or other appropriate effectiveness measures.

↓

March

The PRC notifies the BPC of any budget requests that are not linked to assessment and aligned with institutional plans.

The BPC develops an overall ranking of varied requests and forward this ranking to the Expanded Cabinet for review.

↓

April

Expanded Cabinet reviews the ranked priorities for funding. If alterations to the BPC version of the ranked priorities are made, the Expanded Cabinet will report back to the requesting programs or units and the BPC.

↓

May

The college will build the preliminary budget to include funded initiatives.

↓

September-October

Programs will evaluate plans from the previous year and implement plans for the current year.

↓

November-December

Programs will update plans in alignment with the annual institutional plan.

Evaluation of Institutional Effectiveness

The annual Institutional Effectiveness (IE) report is generated by the Institutional Effectiveness Committee as a key benchmark of accountability for the college's institutional effectiveness practices. The Institutional Effectiveness Report includes a summary of the college's work related to program review, planning, and assessment of student learning outcomes, an evaluation of processes related to program review, planning, and assessment, and recommendations for continuous quality improvement.

Annual Timeline and Process for Evaluating Institutional Effectiveness

September

IEC calls for an update of the Institutional Effectiveness Scorecard to reflect data and information from the previous year. Additional data may also be requested in order to track progress on specific objectives from the institution's strategic and education master plans that are part of the annual institutional plan.

IEC calls for the IPFCs and other planning committees to evaluate data and information related to their plans and to provide a report to the IEC.

October

IEC reviews reports and compares the reported achievements against planning objectives and targets.

The IEC updates the Strategic Plan and the Education Master Plan objectives.

November

The President develops an annual institutional plan for the upcoming year to prioritize selected objectives in the strategic and education master plans.

December

All IPFCs and other institutional planning committees update planning goals and objectives in response to reported progress on existing plans and to ensure alignment with key institutional plans.

January

Programs or units update their plans for the subsequent year. These plans are included in program review.

March

Committees conduct self evaluations. IEC creates quantitative measures and a qualitative venue for dialog among appropriate groups and individuals to provide feedback on the integrated planning process including program review and assessment processes.

April

IEC consolidates the feedback on the planning process and distributes this feedback to the integrated planning committees.

IEC recommends changes as needed in the planning processes and the planning director incorporates its recommendations into the Institutional Effectiveness Report.

IEC prepares an Institutional Effectiveness Report which documents and quantifies the progress on each of the college's planning objectives and summarizes progress.

May-June

Upon review by the IEC, the Institutional Effectiveness Report is submitted to the Board of Trustees and is distributed to the college community.

Appendix A – Accreditation Standard for Institutional Effectiveness

Standard I.B. from the Accrediting Commission of Community and Junior Colleges (2002):

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all part of the cycle, including institutional and other research efforts.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Appendix B –Timeline and Process for Review of the Mission

September 2015, 2020

The Institutional Effectiveness Committee (IEC) informs the President/Superintendent that it is time in the five-year cycle for a review of the district mission statement.

Under the leadership of the President/Superintendent, College Council forms a task force to review the college mission.

The Mission Review Task Force develops a review process to ensure college-wide feedback and incorporates aggregated and longitudinal institutional and assessment data.

↓

October 2015, 2020

The Mission Review Task Force submits the process plan to the College Council for feedback. Mission Review Task Force modifies the review process as appropriate.

↓

November 2015, 2020

The Mission Review Task Force conducts the review so that input from the college community is solicited regarding potential modifications to the college mission.

↓

January 2016, 2021

The Mission Review Task Force modifies the mission as appropriate and submits to the College Council for review and recommendations.

The College Council ensures college-wide review of the proposed revision to the college mission prior to approval.

↓

March 2016, 2021

The College Council revises the mission if appropriate and recommends forwarding the mission to the Board.

The President/Superintendent submits the revised mission statement to the Board of Trustees for approval. Following this approval, the revised mission statement is circulated college-wide for use in all publications.

Appendix C –Timeline for Developing the Strategic Plan

Strategic Plan *2012 – 2017, and 2017 – 2022*

January 2012, 2017, 2022

The Institutional Effectiveness Committee (IEC) in consultation with the Institutional Research Director conducts an environmental scan, analyzes the Strategic Plan Indicators, and reviews the Program Review Master Executive Summaries and aggregated longitudinal assessment data and recommends the college goals for the next five years.

January – February 2012, 2017, 2022

The Institutional Effectiveness Committee coordinates development of a draft Strategic Plan made up of a reasonable number of strategic objectives and action plans for each college goal.

The draft Strategic Plan is distributed college- wide for feedback.

March 2012, 2017, 2022

The Institutional Effectiveness Committee incorporates the feedback from the college-wide review of the draft plan and prepares the final Strategic Plan.

The Strategic Plan is presented to the President/Superintendent and College Council for review and approval. Each year the President/Superintendent will develop an annual institutional plan for the college to identify specific actions, a timeline for completion, and the party/parties responsible for completing each task to accomplish specific objectives in the strategic plan.

Appendix D – Timeline for Developing the Education Master Plan

Education Master Plan *2012 – 2017, and 2017 – 2022*

February 2012, 2017, 2022

The Institutional Effectiveness Committee (IEC), in consultation with the Institutional Research Director, analyzes data related to the indicators for objectives in the Education Master Plan, the college's progress in achieving student learning outcomes, program review summaries, and institutional data related to the college's students and the service area.

↓

March 2012, 2017, 2022

The Institutional Effectiveness Committee coordinates development of a draft Education Master Plan made up of a reasonable number of goals, objectives and action plans for educational program and services.

The draft Education Master Plan is distributed college- wide for feedback.

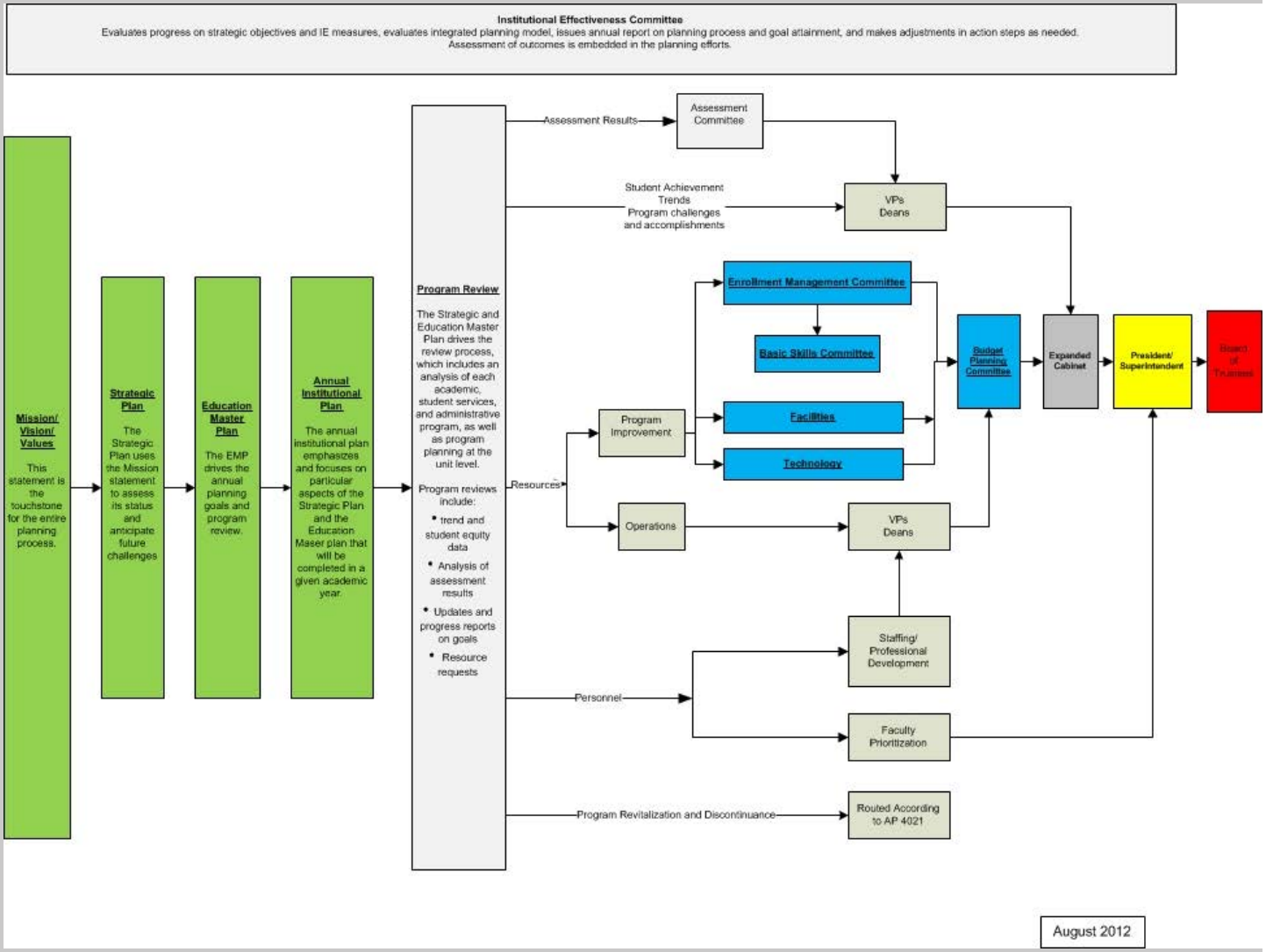
↓

April 2012, 2017, 2022

The Institutional Effectiveness Committee incorporates the feedback from college-wide constituency review of the draft plan and prepares the final Education Master Plan.

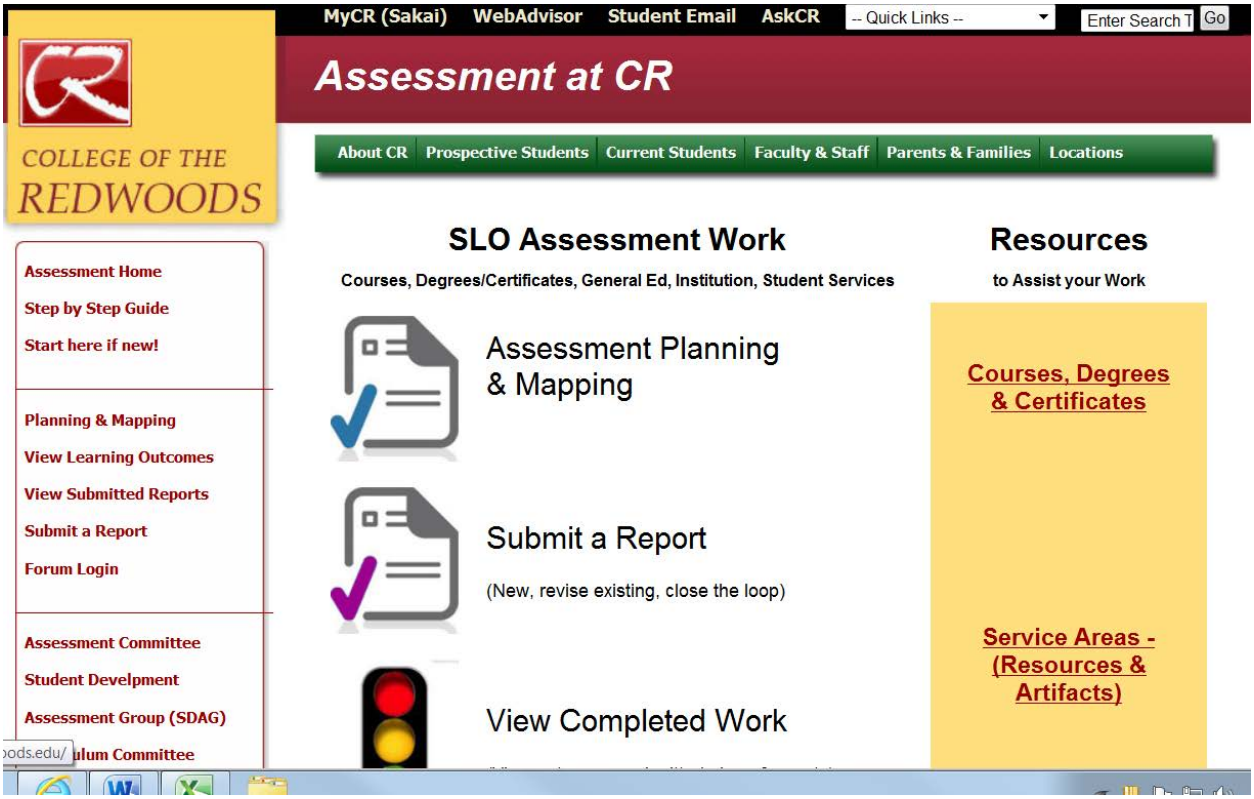
The Education Master Plan is presented to the President/Superintendent and College Council for review and approval. Each year the President/Superintendent will develop an annual institutional plan for the college to identify specific actions, a timeline for completion, and the party/parties responsible for completing each task to accomplish specific objectives in the strategic plan.

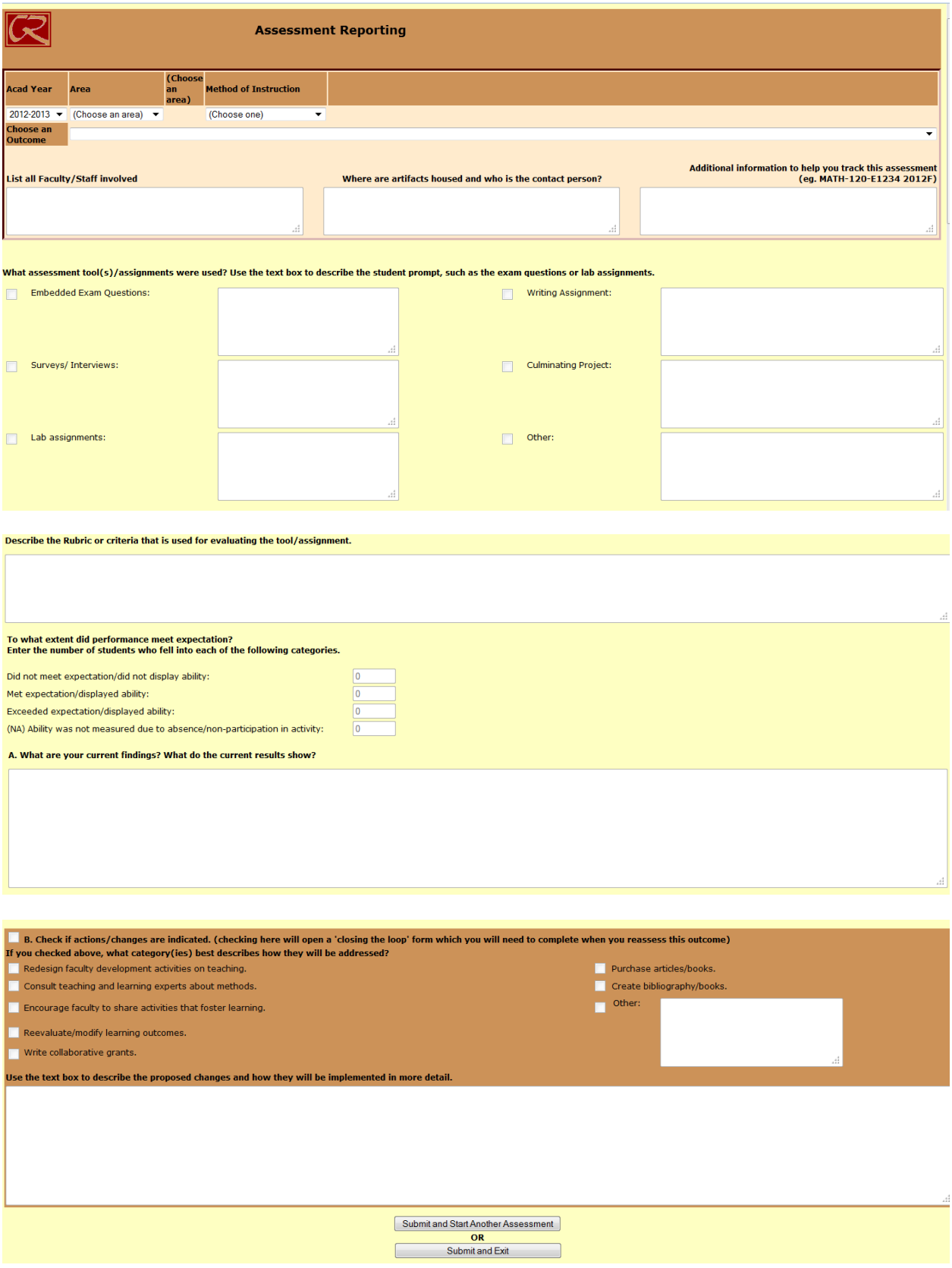
Integrated Planning Model



Click here to download the file

http://www.redwoods.edu/assessment/





Assessment Reporting

Acad Year	Area	(Choose an area)	Method of Instruction
2012-2013	(Choose an area)		(Choose one)

Choose an Outcome

List all Faculty/Staff involved

Where are artifacts housed and who is the contact person?

Additional information to help you track this assessment (eg. MATH-120-E1234 2012F)

What assessment tool(s)/assignments were used? Use the text box to describe the student prompt, such as the exam questions or lab assignments.

- Embedded Exam Questions:
- Writing Assignment:
- Surveys/ Interviews:
- Culminating Project:
- Lab assignments:
- Other:

Describe the Rubric or criteria that is used for evaluating the tool/assignment.

To what extent did performance meet expectation?
Enter the number of students who fell into each of the following categories.

Did not meet expectation/did not display ability:	0
Met expectation/displayed ability:	0
Exceeded expectation/displayed ability:	0
(NA) Ability was not measured due to absence/non-participation in activity:	0

A. What are your current findings? What do the current results show?

B. Check if actions/changes are indicated. (checking here will open a 'closing the loop' form which you will need to complete when you reassess this outcome)

If you checked above, what category(ies) best describes how they will be addressed?

- Redesign faculty development activities on teaching.
- Consult teaching and learning experts about methods.
- Encourage faculty to share activities that foster learning.
- Reevaluate/modify learning outcomes.
- Write collaborative grants.
- Purchase articles/books.
- Create bibliography/books.
- Other:

Use the text box to describe the proposed changes and how they will be implemented in more detail.

Submit and Start Another Assessment

OR

Submit and Exit

http://inside.redwoods.edu/assessment/outcomes/CLosingTheLoop.aspx?assessid=20757 #5.3

Assessment Reporting - Closing the Loop

Acad Year	Area	Course
2011-2012	Course	ADCT-12

Outcome Analyze risk and resiliency factors that characterize individual and group patterns of substance abuse.

A. Describe the impact of implemented changes and how they were measured (Close the Loop).

B. Check if actions/changes are indicated. Use the text box to describe what they are, and how they will be implemented.

Two items of interest came from this assessment. 1) Perhaps a re-evaluation of current text, and 2) discussion with other ADCT instructors to determine if the concepts of risk and resiliency is adequately addressed in other classes (perhaps a pre-requisite requirement of ADCT 10 for example).

Submit

http://inside.redwoods.edu/StrategicPlanning/Assessment/documents/AssessCom_Charter2.pdf #5.4

REDWOODS COMMUNITY COLLEGE DISTRICT
Duties and Responsibilities
Of Assessment Committee and Assessment Coordinator

The Assessment Committee is a college committee responsible for coordinating outcomes assessment and assessment training and ensuring that assessment information is utilized at the disciplinary, programmatic and institutional levels.

The Mission of the Assessment Committee is to ensure that adequate plans are in place for outcomes assessment. The assessment committee coordinates program level dialogue, as well as small- and large-scale institutional dialogue, and ensures that the assessment process is ongoing and sustainable at the disciplinary, programmatic and institutional levels.

Vision: the Assessment Committee envisions a college in which regular assessments of outcomes and achievement, and the review and interpretation of relevant data, inform all levels of disciplinary, divisional, departmental, and institutional planning toward the ultimate goal of improving student learning.

The Committee Membership includes the Assessment Coordinator, who serves as Chair, a faculty representative from each division and one of the Centers appointed by the Academic Senate, as well as one Administrative/Management member appointed by the VP of Administrative Services, one Student Services member appointed by the VP of Student Development, one member of the Classified Staff to be determined by CSEA, the Director of Institutional Research, a Curriculum Committee liaison, and one ex-officio member of the student body to be determined by ASCR (Assessment Coordinator=1; Humanities and Communication=1; Math, Science, & Engineering=1; Art, Languages, and Social Sciences=1; Career Technical=1; Health & Emergency Response Occupations=1; the Centers=1; Administration /Management=1; Student Services=1; Classified staff=1; IR Director=1; Curriculum Committee Liaison=1; ASCR=1; a total of 13 members) .

The Committee Role and Responsibilities

The Assessment Committee will function in close connection with the Program Review Committee and the Institutional Effectiveness Committee to review disciplinary, programmatic and institutional assessment plans and assist in the use and improvement of assessment toward increasing the quality of student learning. Through regularly scheduled annual review cycles corresponding with the Program Review Committee's and the Institutional Effectiveness Committee's Executive Summaries, the Assessment Committee will assist in planning and recalibrating assessment, dialogue, and recommendations resulting from dialogue at all levels.

Assessment Committee Duties:

1. Providing opportunities for faculty and staff development in assessment, particularly at convocation.
2. Assist deans and directors in implementing assessment activities in accordance with established procedures.
3. Coordinate program and institutional dialogue.
4. Coordinating with PRC to gather information on assessment status of divisions.
5. Evaluating and improving the assessment process and procedures across the institution.
6. Presenting an assessment results and recommendations summary to be incorporated in

the Institutional Effectiveness Report and distributed to the college community to inform annual planning.
7. Conduct annual committee self-assessment.
8. Members will be annually trained on the institutional data set.

Assessment Coordinator Duties:

1. Keep check on whether submitted reports are in accord with assessment cycle plans.
2. Route assessment information to appropriate planning committees.
3. Serve as primary assessment consultant.
4. Organize district-wide faculty development activities and dialogue.
5. Serve as liaison between faculty and relevant administrative areas.
6. Maintain currency by attending conferences on assessment.
7. Attend relevant committees and report to the Academic Senate.

Assessment Plans & Mapping

INSTRUCTIONS

The default assessment plans can be accessed by clicking on a specific discipline. When prompted save the file in your hard drive—do not rename the file. You can edit the revised plan by enabling editing in the spreadsheet. This will allow you to enter the revised plan in column J. The rest of the columns are protected. Data should be entered according to the following format: 2012-F, 2013-S, 2013-F, 2014-S, 2012-13, 2013-14.

The mapping grid can be accessed by clicking on a specific degree or certificate. When prompted save the file in your hard drive-do not rename the file. After enabling editing, you can start on the mapping activity by placing an 'x' in the appropriate cell when an SLO maps into a PLO. For example, if outcome #2 of a course maps into PLO #3, you should put an 'x' in the cell corresponding to outcome #2 and PLO #3. Do remember that not all SLO's will map into a PLO.

Directions for submissions will be provided on Friday, August 24. The completed plans and mapping grid will be available for viewing at this webpage once the updating process in completed.

Assessment Plans	Degree/Certificate Mapping
ADCT	AA-Liberal Arts: Agriculture
AG	AA-Liberal Arts: Behavioral & Social Science
AJ	AA-Liberal Arts: Business
ANTH	AA-Liberal Arts: Fine Arts
ART	AA-Liberal Arts: Humanities and Communications
ASTRO	AA-Liberal Arts: Mathematics
AT	AA-Liberal Arts: Science
BIOL	AA-Liberal Arts: Science Exploration
BT	AS Agriculture-General

http://www.redwoods.edu/Catalog/Catalog12-13.pdf #6.2

REMEDIAL COURSE WORK LIMITATION

A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures administered pursuant to sub-chapter 6 (commencing with section 55500) of chapter 6. However, except as provided in subdivision (C) of this section, no student shall receive more than 30 semester units (or 45 quarter units) of credit for remedial course-work. Students having exhausted the unit limitation shall be referred to appropriate adult noncredit education services provided by a college, adult school, community-based organization, or other appropriate local provider. The following students are exempted from the limitation on remedial coursework described in subdivision (b) of this section: (1) Students enrolled in one or more courses of English as a Second Language (ESL); (2) Students identified by the district as having a learning disability as defined in section 56036. *In accordance with Cal. Admin. Code Title V, s 55035*

CHANGES IN REQUIREMENTS

College of the Redwoods reserves the right to change regulations whenever it is deemed necessary, taking precautions that such changes do not cause hardship or injustice to students already enrolled at the College.

PENDING APPROVAL STATEMENTS

Certain degrees and certificates published in this catalog are pending Chancellor's Office approval. While the college believes that each of these programs will be approved, there is a possibility that some will be denied. Programs not approved by the Chancellor's Office are not eligible for financial aid funding. Once/if approved by the Chancellor's Office, programs must be reviewed by the Department of Education for additional approval. Please note not all programs are eligible for financial aid funding. For more information, please consult an advisor or academic counselor.

GENERAL EDUCATION AT COLLEGE OF THE REDWOODS

The purpose of general education at College of the Redwoods is to encourage students to think more deeply and more broadly about their own lives and about the world in which they live. General education provides students with skills in the areas of communication, computation, and critical thinking and introduces them to the basic modes of inquiry in the various academic disciplines. It promotes an understanding of values, a sense of civic responsibility, a commitment to preserving the natural environment, an appreciation of cultural diversity, and an understanding of the interrelationships among all societies.

General Education Statement of Philosophy

The task of general education is to prepare students to understand and deal constructively with the diversity of the contemporary world, through exposure to ideas and ways of knowing and through an expanded capacity for cultural and global awareness and sensitivity. By constructing a framework of intellectual growth, general education should develop lifelong competencies in critical and creative thinking, written and oral communication, quantitative and scientific reasoning, and problem solving.

The general education courses at College of the Redwoods have been designed to help students develop and deepen the capacity to think; obtain knowledge on which preparation for the future depends; acquire a fuller understanding of cultures; strengthen the foundation for informed citizenship, participation in community life, and public leadership; and sustain vocational and career goals. In other words, exposure to the general education curriculum should prepare students to live in a rapidly changing world, but also to participate conscientiously in its transformation.

General Education Student Learning Outcomes

The following learning outcomes—Effective Communication, Critical Thinking, Global Awareness—will be addressed in all general education courses. Each general education course must address at least one of the bulleted outcomes under each the three categories.

1. Effective Communication.

Students should be able to:

- communicate complex aesthetic, cultural and intellectual ideas;
- communicate complex mathematical and scientific ideas;
- analyze and adapt communication on the basis of audience;
- generate, compose, revise and communicate ideas clearly, orally and in writing;
- read with comprehension;
- listen with comprehension;
- use technology to process information; and
- conduct research using appropriate methods and tools.

2. Critical Thinking.

Students should be able to:

- evaluate ideas presented in writing, media, speech or artistic representations;
- evaluate sources of information;
- analyze/interpret creative expressions, resources, data;
- use problem-solving skills effectively ;
- apply the scientific method and scientific reasoning;
- apply mathematical and scientific concepts to analyze relationships; and
- make value judgments and ethical decisions.

3. Global/Cultural Context.

Students should be able to:

- analyze issues from multiple perspectives;
- express an awareness of cultures in a diverse global community;
- explain the relationships between humanity and the natural environment; and
- analyze issues within their historical context.

Syllabus Insert

Syllabus for: (name of class)	
Semester & Year:	
Course ID and Section Number:	
Number of Credits/Units:	
Day/Time: **Location:**	
Instructor's Name:	
Contact Information:	Office location and hours: Phone: Email:
Course Description (catalog description as described in course outline):	
Student Learning Outcomes (as described in course outline) :	
Special accommodations: College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course. The student code of conduct is available on the College of the Redwoods website at: http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	

http://www.redwoods.edu/Catalog/Catalog12-13.pdf

■ ADMINISTRATION OF JUSTICE (AJ)

Programs in this field provide general and specific educational opportunities for students seeking careers in the criminal justice system, including law enforcement, courts and corrections.

Specific programs include:

- Associate of Science Degree, Administration of Justice
- Certificate of Achievement, Administration of Justice
- Certificate of Achievement, Basic Law Enforcement Academy
- Associate of Science Degree, Corrections
- Certificate of Achievement, Corrections

Associate of Science Degree, Administration of Justice

		Units
Total Units		**60.0**
General Education Requirements		**18.0**
Core Courses (Areas A, C, D1, D2, D3)		15.0
Specific Courses		3.0
AJ 1	Intro to Administration of Justice (Area B)	3.0
Program Requirements		**42.0**
Specific Courses		29.0
AJ 2	Intro to Law Enforcement	3.0
or AJ 80*	Basic Law Enforcement Academy	30.0
or AJ 81 and AJ-82 and AJ 83	Basic Academy Module III, and II, and I	31.0
AJ 3	Intro to Corrections	3.0
AJ 4	Criminal Law	4.0
AJ 5	Crime & Delinquency	3.0

Associate of Science Degree - Administration of Justice	
Suggested Sequence of Program Requirements FALL START	Suggested Sequence of Program Requirements SPRING START
Semester 1 AJ 1, AJ 2, AJ 3	Semester 1 AJ 1
Semester 2 AJ 4, AJ 8	Semester 2 AJ 2, AJ 3
Semester 3 AJ 6, AJ 10, AJ 11	Semester 3 AJ 4, AJ 5, AJ 7, AJ 8
Semester 4 AJ 5, AJ 7	Semester 4 AJ 6, AJ 10, AJ 11
Plus 13 units from Additional Courses	

■ Program Learning Outcomes

Administration of Justice, Associate of Science

1. Understand the roles that the three components of the administration of justice system play in society and how these components interact with one another to provide public safety.
2. Recognize the many career opportunities and entry requirements that the administration of justice system has to offer.
3. Identify the legal and societal restrictions placed by society on the administration of justice system in carrying out its role of providing for the public safety of society.
4. Analyze current trends in the operation of the administration of justice system which concern the prevention of crime and the treatment of offenders.
5. *Explain, using critical thinking skills, the role other social sciences have in assisting the administration of justice system in its mission of providing public safety services to society.

**This last PLO emphasizes the application of knowledge gained from general education courses and restricted elective courses which are required for the Associate of Science Degree in Administration of Justice.*