Building a Culture of Evidence: ASSESSMENT

MJC Institute Day
January 6, 2012
Outcomes:

- #1: Integrates knowledge of ACCJC accreditation standards, and content standards to assess outcomes.
- #2: Demonstrate competence required to determine when an outcome has been met.
- #3: Explains the role of assessment in program review.
Evolution of Assessment:

- Astin (1977;1991): affects of college attendance on a student’s growth and development
- Bowen (1977); Ewell (2002): established a public policy context for assessment by emphasizing the societal returns on investment associated with higher education
- 1960s–70s: student learning research about retention and student behavior began and an impact on assessment in noteworthy ways.
Definitions:

- **Goals & Objectives:**
  - Goals are statements about general aims/purposes
  - Goals are broad, long-range intended outcomes and concepts
  - Both describe the expected results of activities
  - Objectives are brief, clear statements that describe the desired outcomes
  - Objectives are *intended* results or consequences of instruction, curricula, programs, or activities. Uses action verbs (cognitive/know, affective/care about, behavioral/do)
MJC Goal #5

Goal:
- MJC will collaboratively develop a staffing plan that includes realistic outcomes of program review for both instructional and student services programs, including attention to potential growth areas, program decline, and impending retirements.

Objectives: 6 objectives
- 5.2 Plan for personnel needed in remodeled or additional facilities resulting from the successful campaign for Measure E.
- 5.3 Address staffing needs at East and West Campuses as well as other sites, including both physical and virtual space.
Assessment Outcome #1

**Outcome:**
- Integrates knowledge of ACCJC accreditation standards, and content standards to assess outcomes.

**Objective:**
- **1.1** By the end of the workshop, the participant will be able to differentiate an outcome from an objective as measured by test questions at 100%.
- **1.2** By the end of the workshop, the participant will be able to relate accreditation, organizational, and content standards to outcomes as evidenced by creating an outcome and aligning it to appropriate standards at 80% accuracy.
Definitions:

- Outcomes:
  - SLOs–Student Learning Outcomes
    - Are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course, program, or learning activity.
    - The essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning.
    - Outcomes are achieved results or consequences of what was learned; i.e., evidence that learning took place.
  - SAOs– Service Area Outcomes
    - Service Area/Unit/Program Outcomes examine what a program or process is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.
Outcome or Objective?

1. Students demonstrate the ability to navigate registration processes in subsequent semesters.
2. Students will demonstrate increased awareness of financial aid opportunities.
3. By the end of the workshop, the participant will be able to differentiate an outcome from an objective as measured by test questions at 100%.
ACCJC Accreditation Standards:

1. Institutional Mission and Effectiveness
2. Student Learning Programs and Services
3. Resources
4. Leadership and Governance
ACCJC Accreditation Standards:

The new accreditation standards make explicit reference to student learning outcomes for student service areas/units.

WASC Language:
“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.”
ACCJC Accreditation Standards:

“The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.”

“The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.”
MJC/Organizational Standards:

- **Mission**
  - MJC provides a comprehensive student-centered learning community for all who can benefit by offering innovative instruction and student support programs that respond to the educational needs of our diverse community.
MJC/Organizational Standards:

- 10 Goals
- Objectives

Goal #3:
- MJC will develop and assess Student Learning Outcomes (SLOs), used for student learning improvement, at the course, program and institutional levels.

Objectives: (3)
- 3.2 Specify in writing a timeline and methodology for the development of assessments to measure achievement of SLOs and to improve courses and programs.
Content Standards:

- Professional Standards
- Mandates
- Policies
- Regulations
- Laws
- Grants
Assessment Methods:

- An essential component of the assessment involves identifying the method used to gather data.
  - Qualitative—interviews, focus groups, observation, written responses, journaling
  - Quantitative—surveys, evaluations, rubrics, counts, grades, content management
  - Combination/mixed methods

Multiple methods of assessment will yield more valid results.
Examples of measurement tools and alignment to outcomes:

- **Service Areas**
  - Examples of programs or activities: Use of on-line services for financial aid, registrar, Increase knowledge about health issues, use of health services
  - Measuring: Knowledge, skills, abilities, information literacy
  - Methods of Assessment: Surveys, focus groups, interviews
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How do we know when an outcome has been met?

- Health Services Goal:
  - To improve mental health services based on student needs.

- Outcomes:
  - After a visit in the MJC Health Services office, the student will have an increased understanding of their mental health needs.
    - Measurement: Cognitive
    - Assessment Tool: pre and post survey; 80%
  - Students referred to mental health counseling will be satisfied with the referral process.
    - Measurement: Satisfaction
    - Assessment Tool: satisfaction survey; every sem.; 80%
Aligning Standards to Outcomes:

- **Activity**
  - Gather in small groups of 3–5 people
  - Select a specific service area/unit or program
  - Complete the worksheet:
    - State Goal
    - Review related standards, policies, mandates, etc.
    - Create a learning or development outcome
    - Identify action verbs and select methods of measurement (align)
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What’s the purpose of Program Review?

- A vehicle for resource allocation?
- A comprehensive review of the status of all college programs?
- A reflection exercise?
- A regular planning process that assumes slight increases and decreases from year to year. (Dr. Phil Smith, Los Rios CCD)
Program Review

Synopsis

The process in which college areas review and evaluate their overall effectiveness by evaluating outcomes, refining and improving program practices, analyzing trends, AND identifying necessary resources to ensure that program activities align with the college’s strategic goals.
Quiz Time!

Which of the following is not a primary purpose of Program Review at MJC?

A. Reviewing and evaluating overall effectiveness of college areas.
B. Identifying resources.
C. Reorganizing the college structure.
D. Aligning with college strategic goals.
What’s the purpose of Outcomes Assessment?

- Students keep asking the same questions… So, what am I going to do about it?

- Informs decisions for continuous improvement or provides evidence of proof.

- Promotes a culture of accountability, of learning, and of improvement.

  (Bresciani et alia, 2006)
Outcomes Assessment Synopsis

The ongoing process wherein college areas systematically define, measure, document, evaluate, and report the outcomes of student learning, student services, and operational functions at the college for the purpose of continuous quality improvement.
Quiz Time!

At MJC our goal is to use outcomes assessment for

A. Continuous quality improvement.
B. Placing students in classes.
C. Satisfying the Accreditation Commission.
D. None of the above.
Quiz Time!

- Which of the following semesters of outcomes assessment would not be included in the 2014–2015 resource allocation cycle?

A. Spring 2013
B. Summer 2013
C. Fall 2013
D. Spring 2014
Outcomes Assessment Results are reported in Program Review

Resource requests are ranked by the various councils based on RUBRICS that weigh Outcomes Assessment along with other criteria.

OA = 10% on Instructional Rubrics, 20% on Student Services Rubrics.
Summarize and Reflect:

- Brief evolution of assessment
- Difference between:
  - Goal and Objective
  - Objective and Outcome
  - Assessment and Program Review
- Importance of standards when developing outcomes and assessing outcomes
- Assessment methods
- Processes: assessment, program review, and resource allocation