

The Five Column Model Assessment Reporting at Crafton

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Planning

Outcomes for Today's Session

- Utilize the ACCJC SLO rubric to help determine the role of reporting in assessment
- Understand how assessment reporting is being used around the country
- Understand the Five Column Model and how it can easily and efficiently be used as an effective strategy to directly improve student learning and meet the ACCJC reporting requirements

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes
(See attached instructions on how to use this rubric.)

The ACCJC Rubric and The Role of Assessment Reporting

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • Results of assessment are being used for improvement and further alignment of institution-wide practices. • There is widespread institutional dialogue about the results. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. • Appropriate resources continue to be allocated and fine-tuned. • <u>Comprehensive assessment reports exist and are completed on a regular basis.</u> • 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	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • 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.

ACCJC Institutional Effectiveness Rubric

- Proficiency
 - Comprehensive assessment reports exist and are created on a regular basis.

Assessment Reporting is Required by Accrediting Agencies all over the Country

- There are different regions (WASC) and commissions (ACCJC) across the country
- All require standard reporting and some are more proscriptive than others
- Advantage of our region is that we get decide how the reporting looks

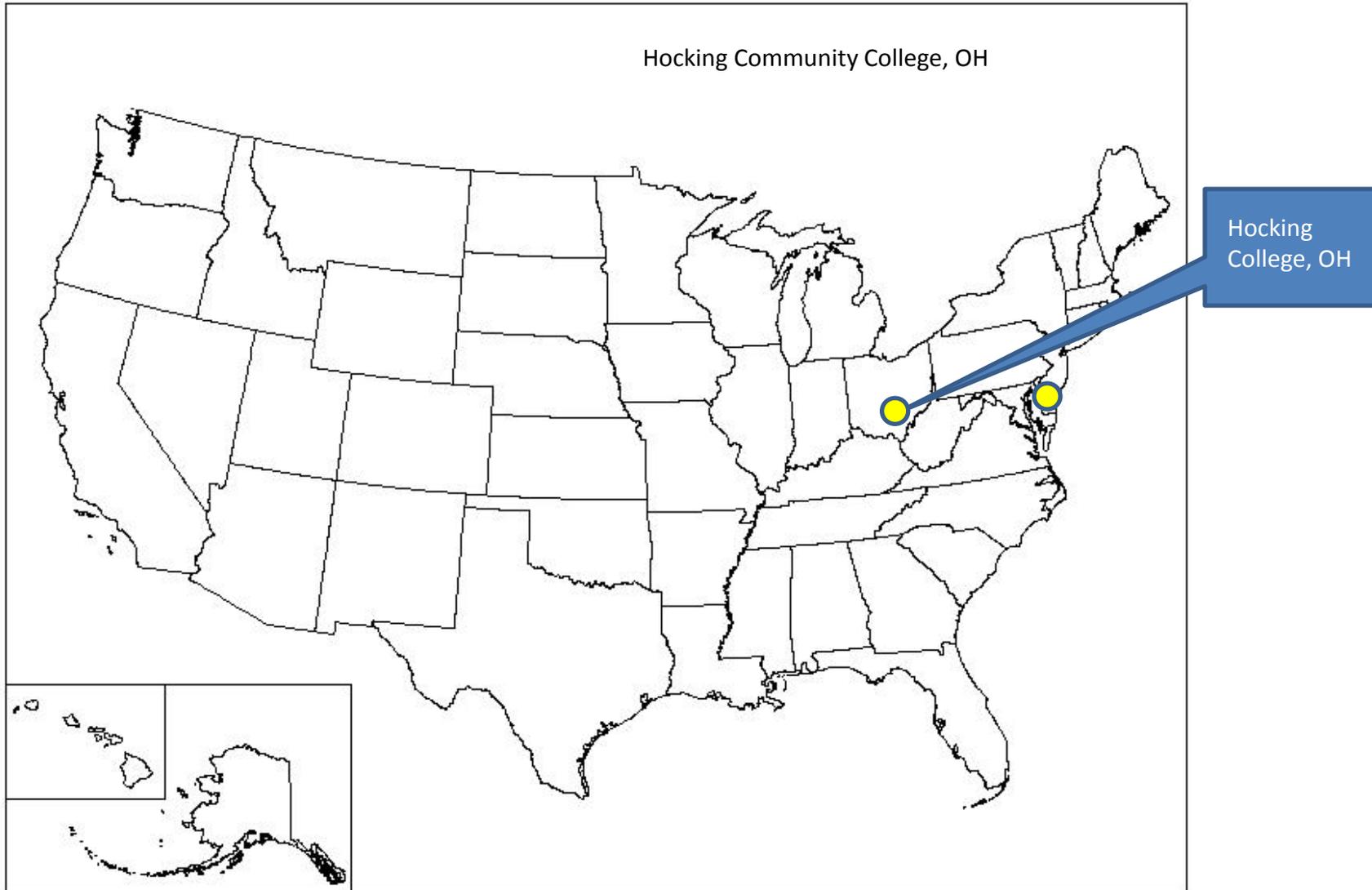
Best Practice Assessment Reporting Course Level

CC of Baltimore County

<http://www.cbcmd.edu/loa/CrseAssess.html>



Best Practice Assessment Reporting Program Level



Best Practice Assessment Reporting

Multiple Outcomes Assessed Annually

Mesa Community College, AZ

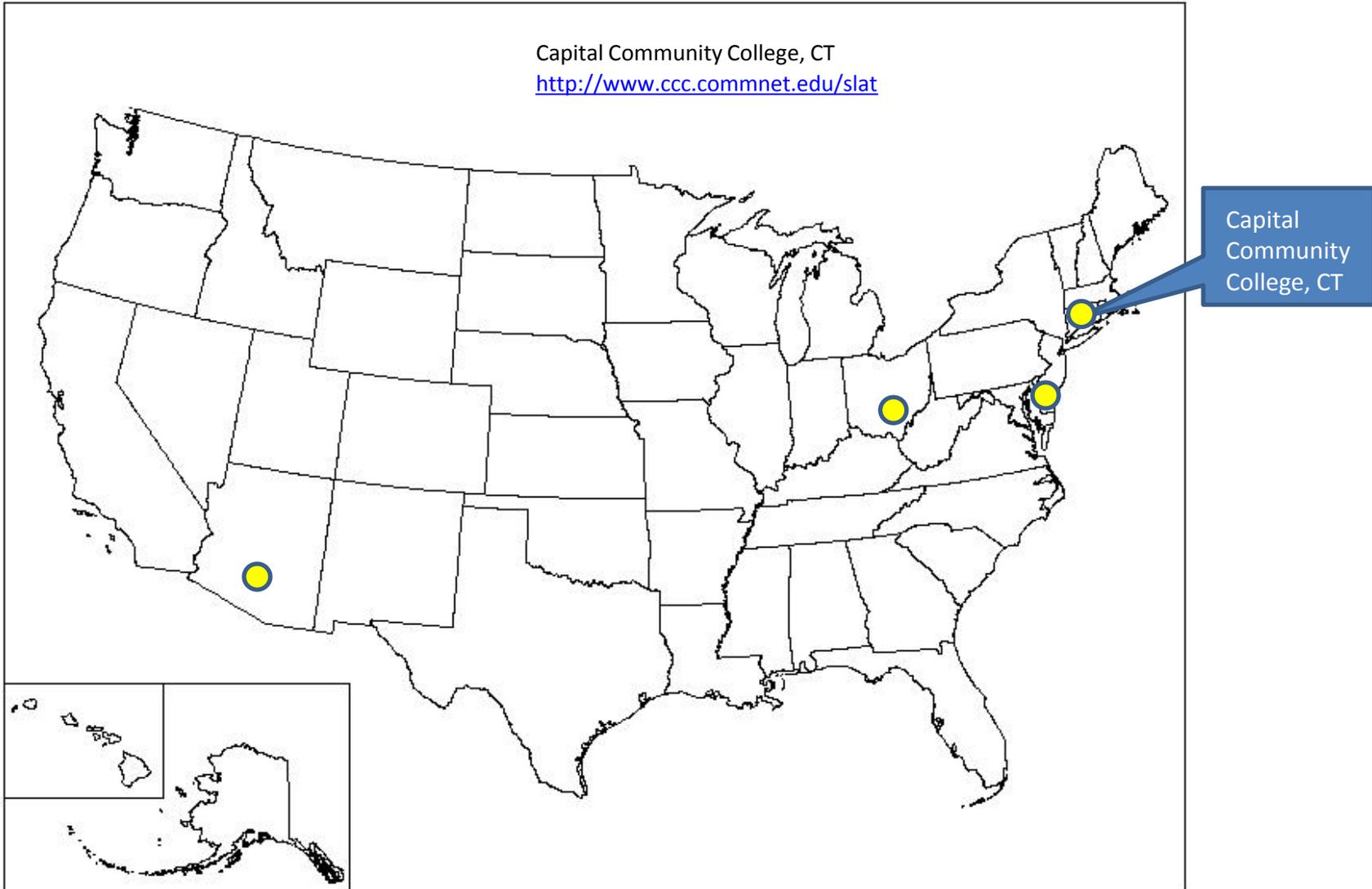
<http://www.mesacc.edu/about/orp/assessment/index.html>



Mesa
Community
College, AZ

Best Practice Assessment Reporting GE Outcomes

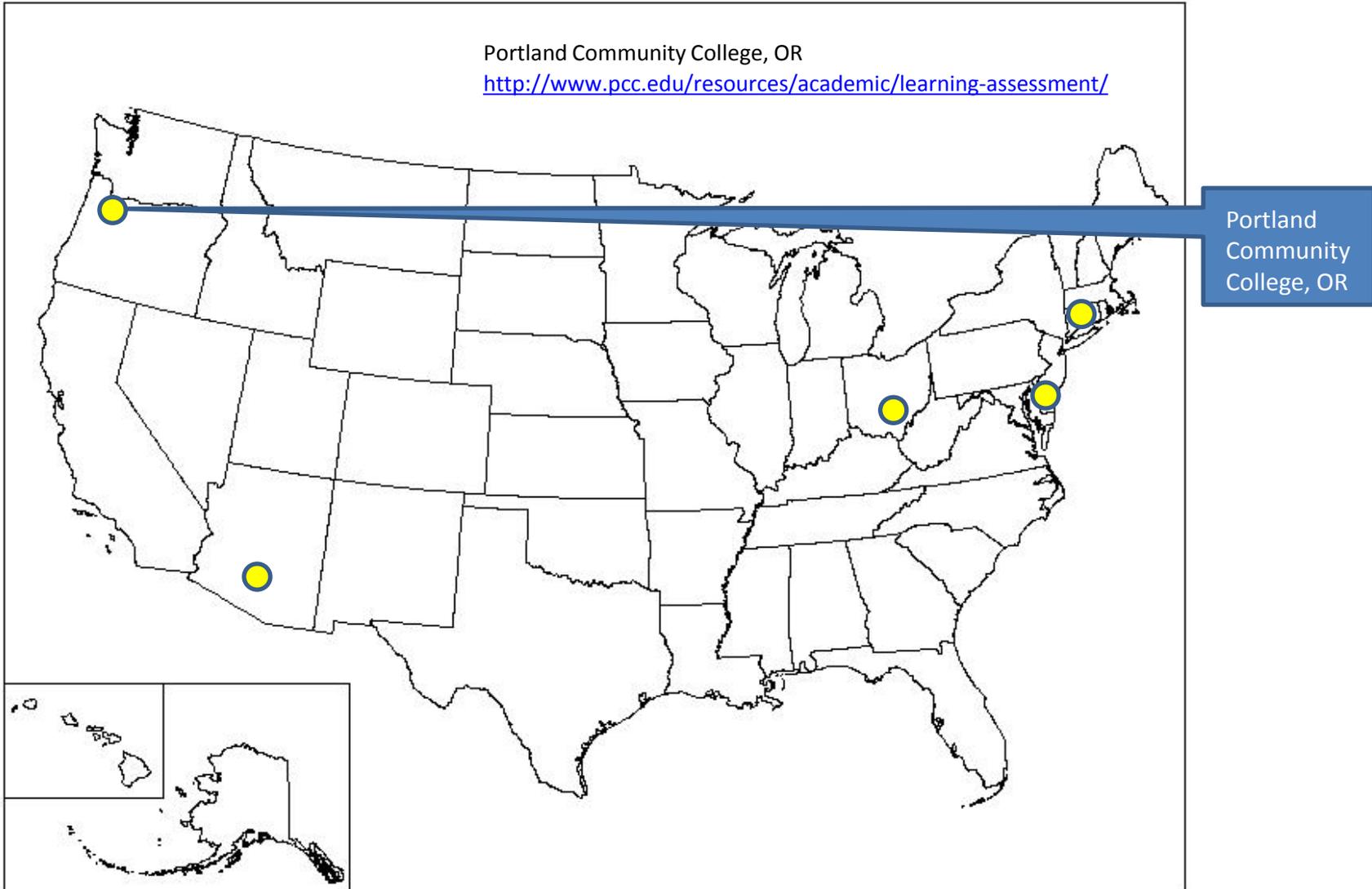
Capital Community College, CT
<http://www.ccc.commnet.edu/slat>



Best Practice Assessment Reporting GE Outcomes

Portland Community College, OR

<http://www.pcc.edu/resources/academic/learning-assessment/>

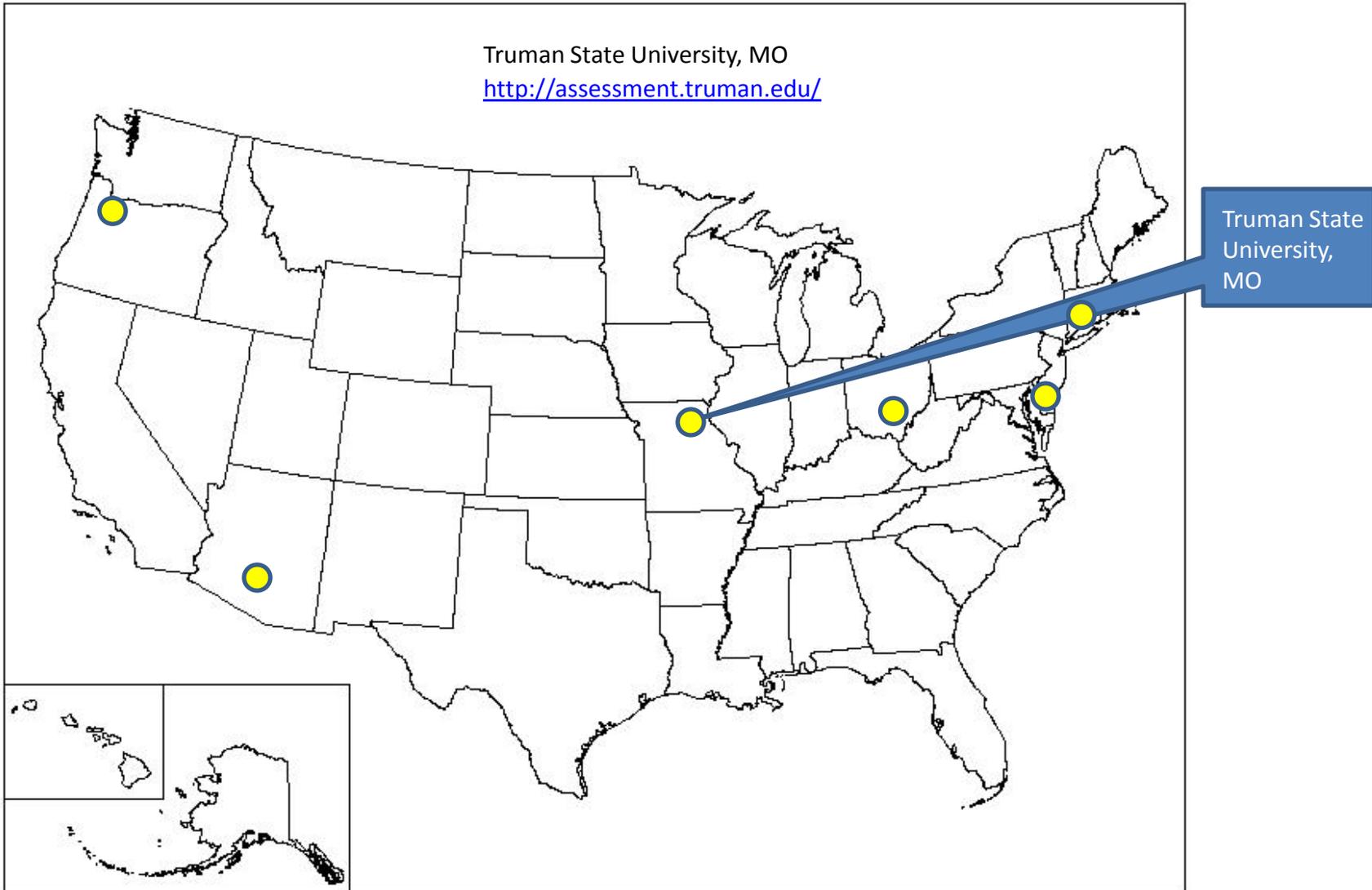


Portland
Community
College, OR

Best Practice Assessment Reporting Assessment Almanac

Truman State University, MO

<http://assessment.truman.edu/>

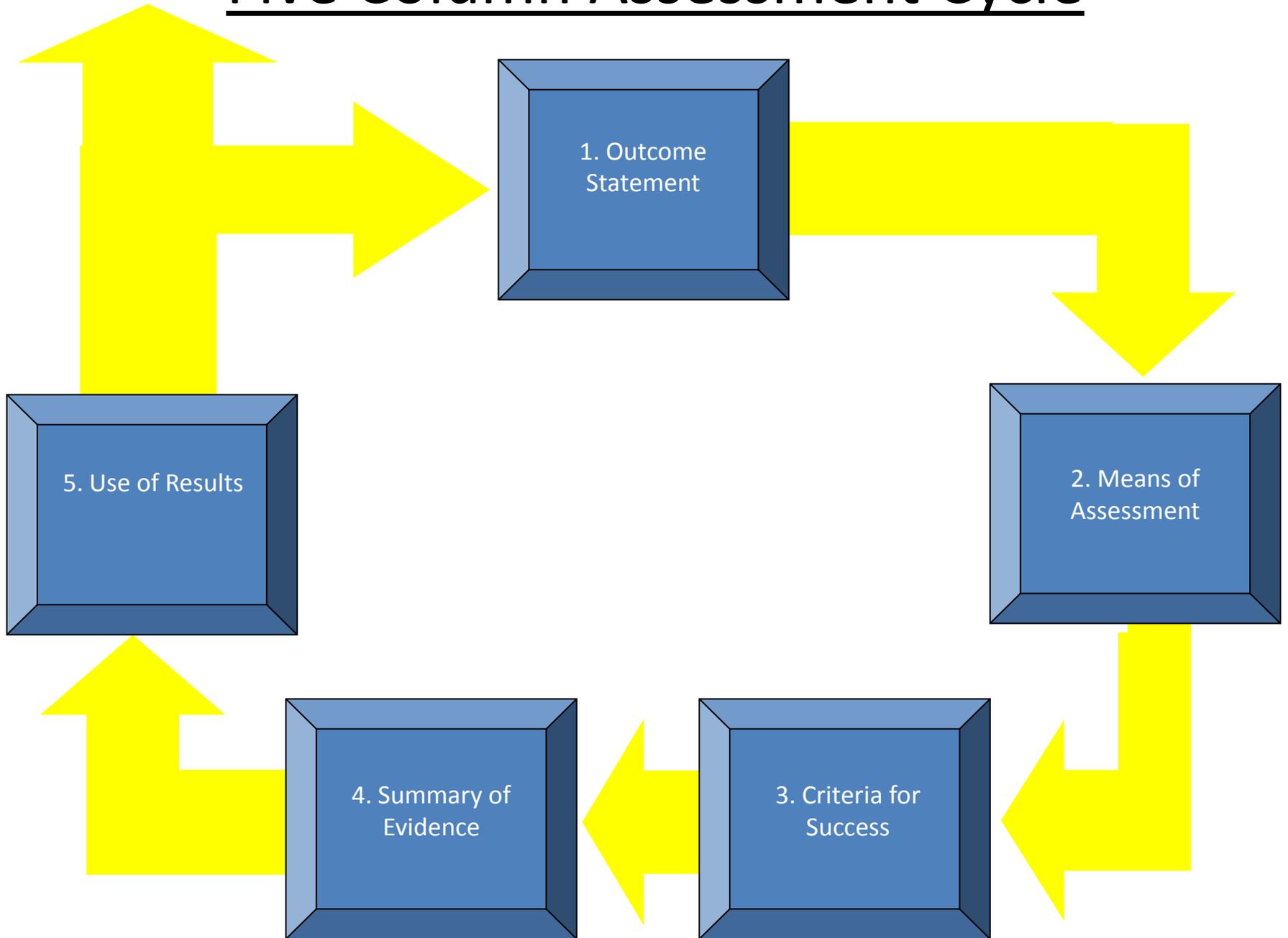


Truman State
University,
MO

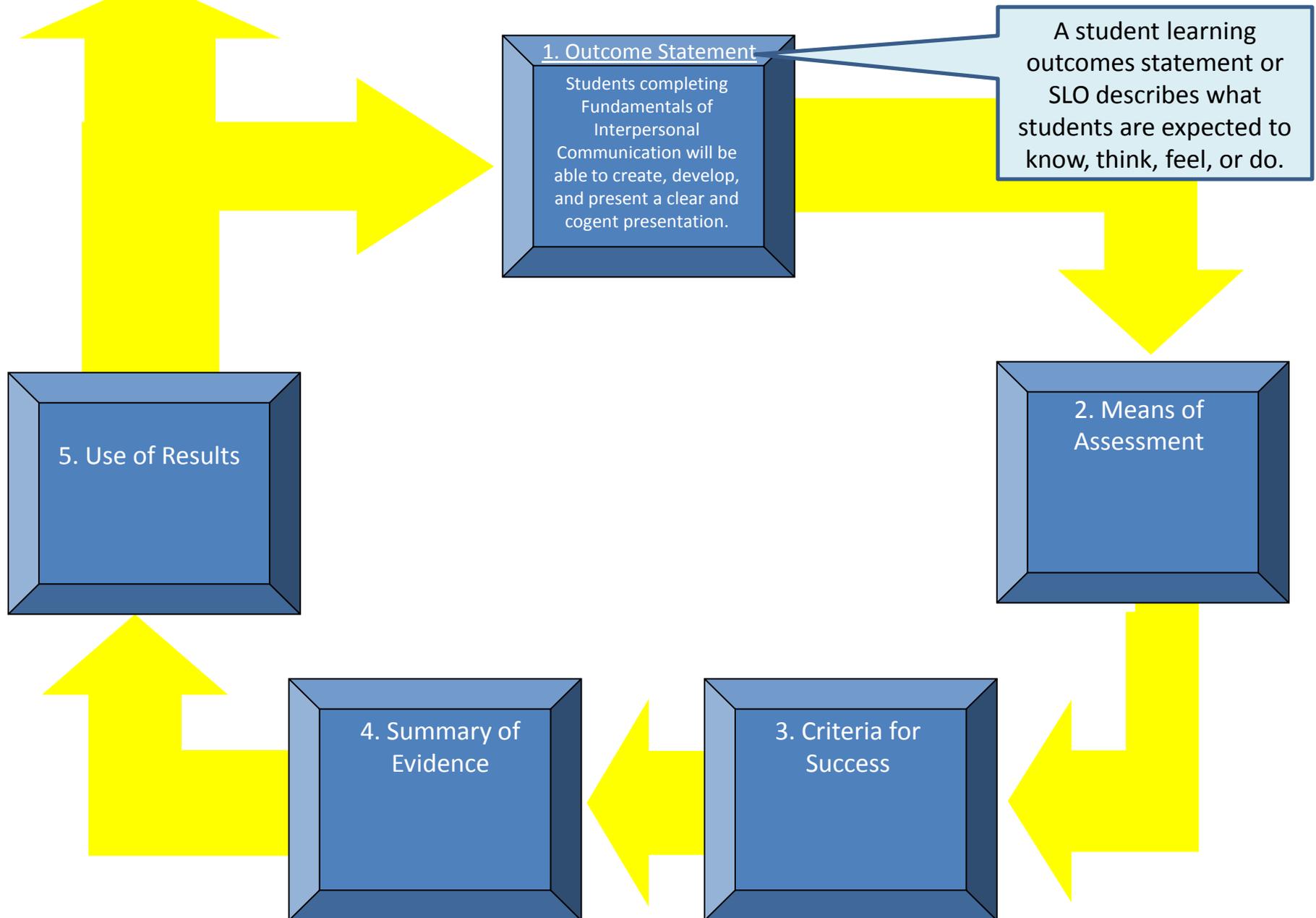
Reports & a Learning Organization

- The most effective reports are the ones being used at the sites
- Learning organization
 - Environment that promotes culture of learning
 - Individual & group learning enriches and enhances the organization as a whole
 - Systematic problem solving using data for decisions
 - Learning from experiences in assessing organizational performance
 - Comparing yourself to others (benchmarking) and borrowing ideas

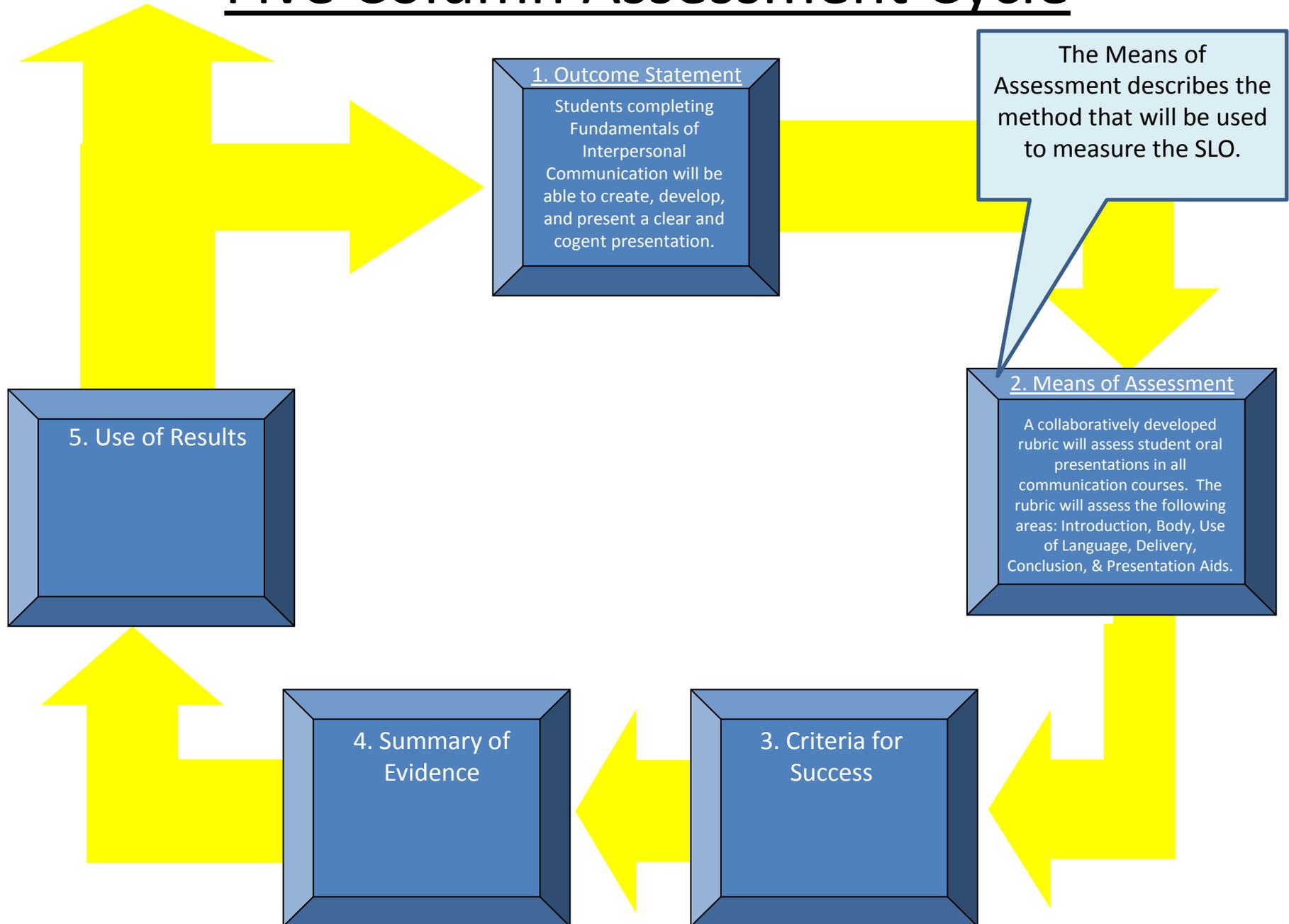
Five Column Assessment Cycle



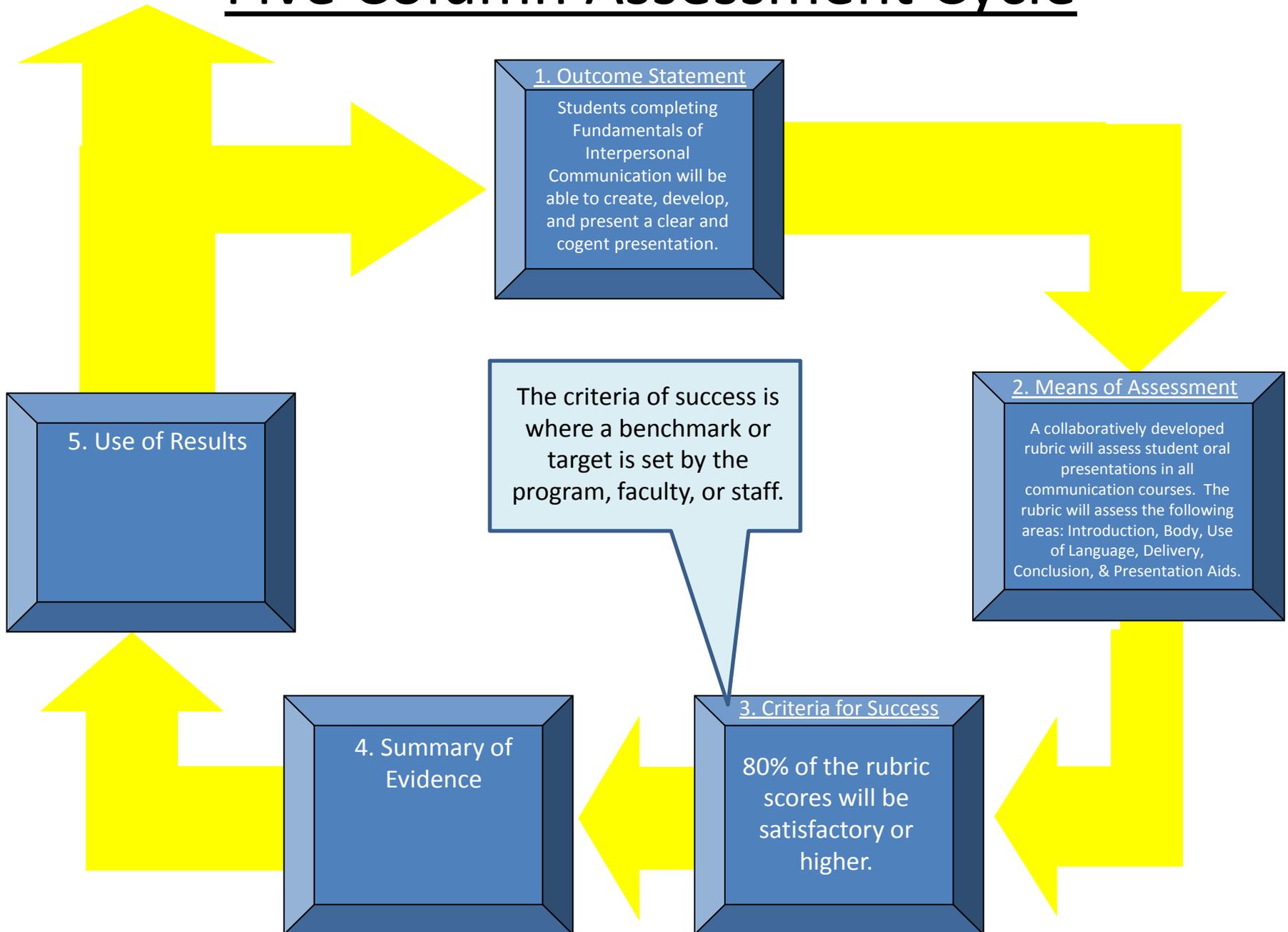
Five Column Assessment Cycle



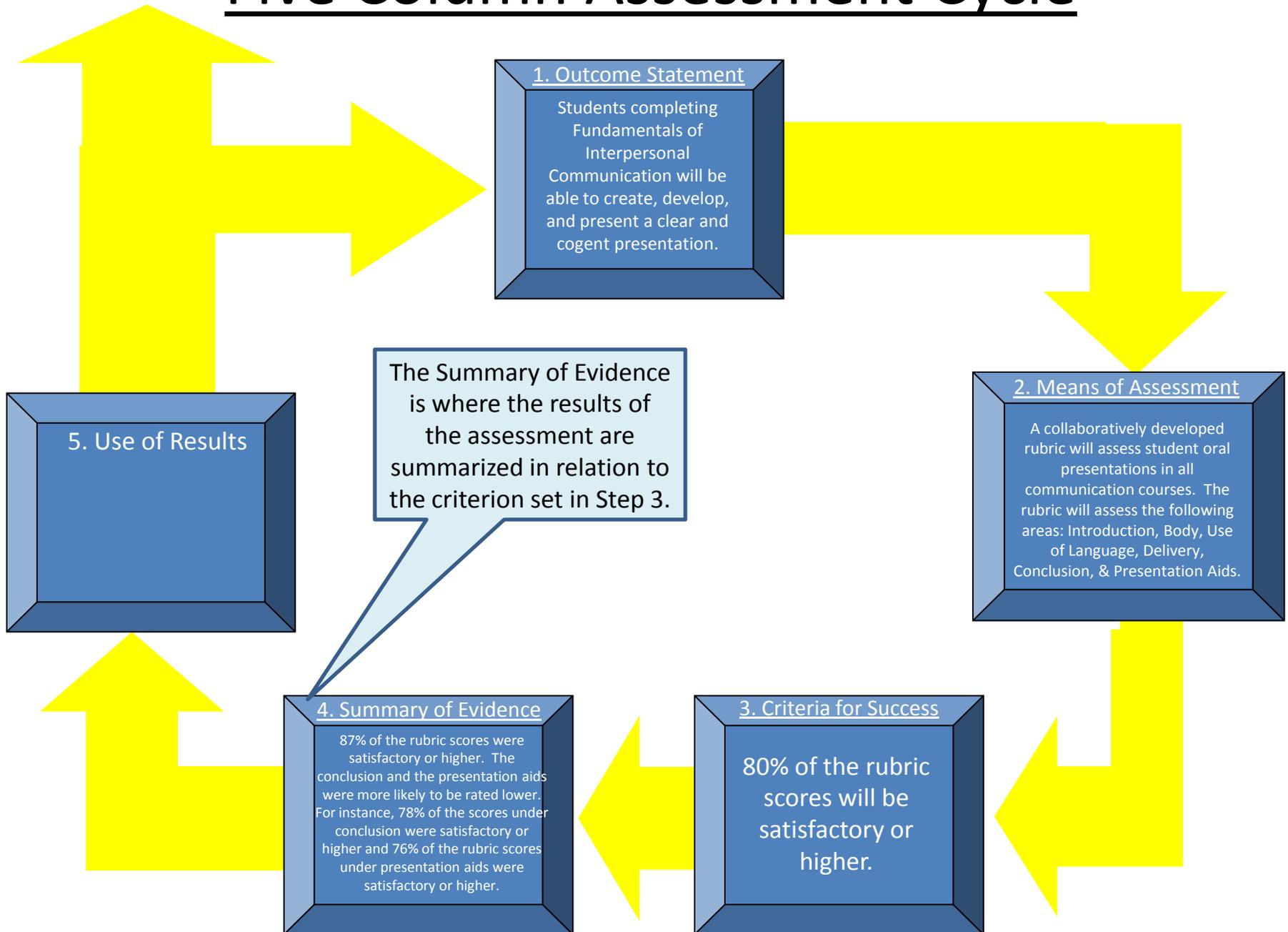
Five Column Assessment Cycle



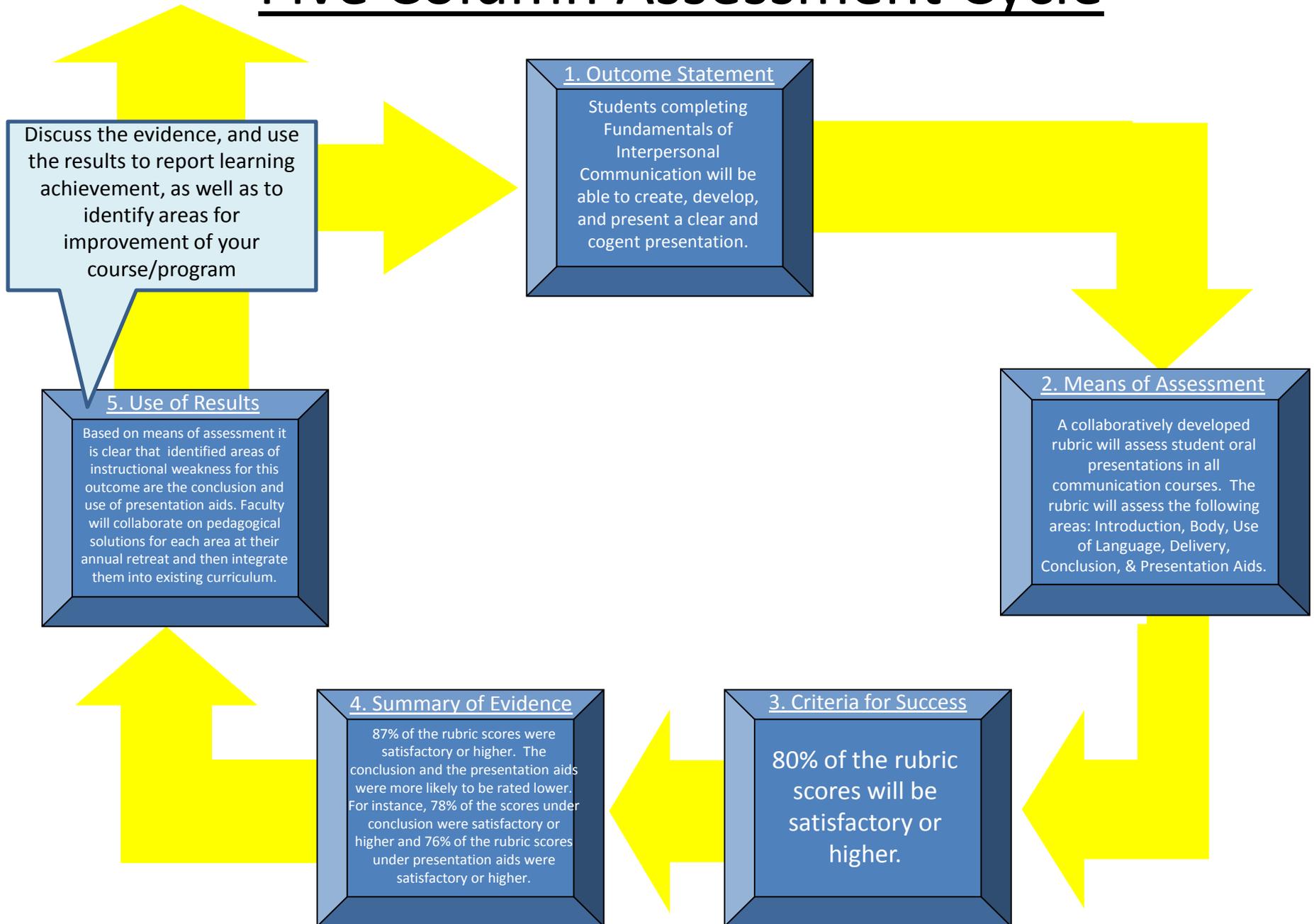
Five Column Assessment Cycle



Five Column Assessment Cycle



Five Column Assessment Cycle



Guiding Questions in Developing a Reporting Process

- How can the report writing process...
 - Be easy, effective, and efficient? (EMP Objective 6.2)
 - Help faculty, staff, and managers explore the student learning process?
 - Facilitate dialogue about the results to gain a broader understanding of learning experiences
 - Help meet our quality assurance pledge to the community

Assessing SLOs at Crafton

- Refer to the Step-by-Step guide
- www.craftonhills.edu/research
- Click on “[Outcomes Assessment Resources](#)” on the right
- Click on “[SLOs Made Simple – A Step-by-Step Guide to assessment at CHC](#)”

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Reporting SLOs at Crafton

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OR you can browse directly to the URL for the Web Form:
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