



Assessment of Learning at the Peralta Community Colleges

Engaging the College Community
in Assessment Opportunities and Transforming the
Institutional Assessment Culture

October 9th, 2012



Assessment Philosophy

- Effective assessment systems help colleges clarify purpose, evaluate goals, implement change, and regularly re-examine themselves.
- “Though accountability matters, learning matters most” (Angelo 1999, p. 60) and assessment guides effective learning.
- Create Vision : Assessment activities are motivating and rewarding when they are linked to “institutional dreams, goals, and processes” (Walvoord 2004, p. 12).
- Reclaim Assessment and Celebrate success.
- Focus on institutional mission by making it central to assessment.



Proficiency Rubric for SLOs

The Revised ACCJC Rubric covers 7 essential areas

- **Outcomes and authentic assessment**
- **Widespread institutional dialogue**
- **Integrated decision-making**
- **Resources allocation**
- **Reporting**
- **Alignment**
- **Student awareness**



Assessment Dimensions

Three dimensions with different areas of focus:

- Institutional Assessment (ILOs)
- Curricular and Program Assessment (PLOs)
- Course and Learner-centered Assessments (SLOs)



ACCJC Requirements Student Learning Outcomes

The Accrediting Commission for Community and Junior Colleges (ACCJC) has clearly stated its expectation that colleges be at the “Proficiency” level for Student Learning Outcomes on a rubric that the ACCJC has provided.

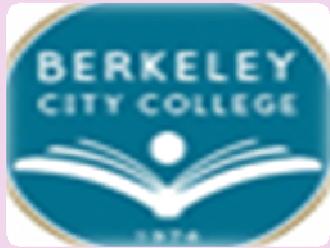
**PROFICIENCY RUBRIC STATEMENT 1:
STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE
IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES,
CERTIFICATES AND DEGREES**



Percentage of Active Courses with SLOs	100 %	100 %	90 %	91 %
Percentage of Courses with Ongoing Assessment	100 %	90 %	60 %	64 %
Percentage of Programs with PLOs	100 %	90 %	60%	60 %
Percentage of Programs with Ongoing Assessment	100 %	80 %	18 %	18%
Percentage of Student Learning and Support Activities	100 %	100 %	100 %	42 %
Percentage of Student Learning / Support Activities with ongoing assessment	100 %	100 %	75 %	42 %
Total number of Institutional Learning Outcomes defined	7	5	5	5
Number of ILOs with Ongoing assessment	2	5	5	5

PROFICIENCY RUBRIC STATEMENT 2:

THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS



- Outcome data is periodically shared and discussed in campus governance committees.



- On going workshops: college and district wide.



- Assessment Newsletters.



- Assessment information and reports available on the web.

PROFICIENCY RUBRIC STATEMENT 3:

DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING



“Though accountability matters, learning matters most”
(Angelo 1999, p. 60).



- Make needed changes on course delivery/ curriculum based on assessment findings

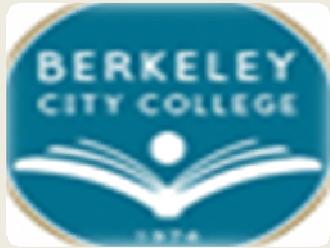


- Improve placement exams or other measures of incoming students.



- Engage in a purposeful discussion on assessment findings

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.



- Assessment data is used as part of APUs and Program Reviews.



- Identification of any additional needed resources is based on assessment findings.



- Data drive the Integrated Planning and Budget Process through the College Educational Master Planning Committee (CEMPC)



**PROFICIENCY RUBRIC STATEMENT 6:
COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE
STUDENT LEARNING OUTCOMES**



- All SLOs are mapped to PLOs and to assessment measures.



- A special focus on “high impact” courses.



- Mapping information is documented in TaskStream.



- All PLOs (instructional and non instructional)are mapped to ILOs

**PROFICIENCY RUBRIC STATEMENT 5:
COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND
UPDATED ON A REGULAR BASIS**



- Taskstream is used as an online repository of all course level, program level and institutional level assessment in all four colleges



- Several reports are generated each semester to monitor the progress



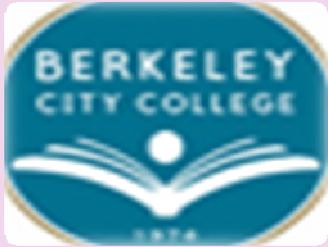
- Assessment Newsletter semester to share the best practices



- Reports are posted online and e-mails are sent out to college community to inform them of assessment progress

PROFICIENCY RUBRIC STATEMENT 7:

STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED



- All syllabi include SLOs and when available the assessment rubric



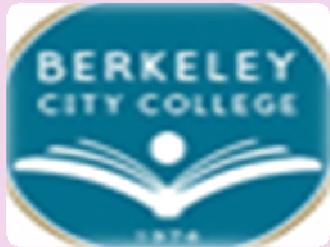
- Each College has a system in place to make sure that SLOs are included in each syllabi



- PLOs are either included in Catalog (BCC) or there are plans to include them in the Catalog



Taskstream and CurricUNET



- Taskstream as an online repository of all course level, program level and institutional level assessment in all four colleges

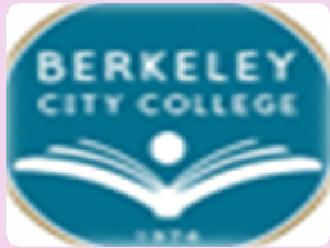


- CurricUNET is an online repository of courses of records.



- There is an ongoing effective cooperation between Taskstream and CurricUNET and assessment and curriculum committees in four colleges.

A Holistic Approach to Assessment



Develop comprehensive and measurable outcomes in teaching, learning, and services through an approach that is easy to understand and practical to implement



Measure and support student learning and services



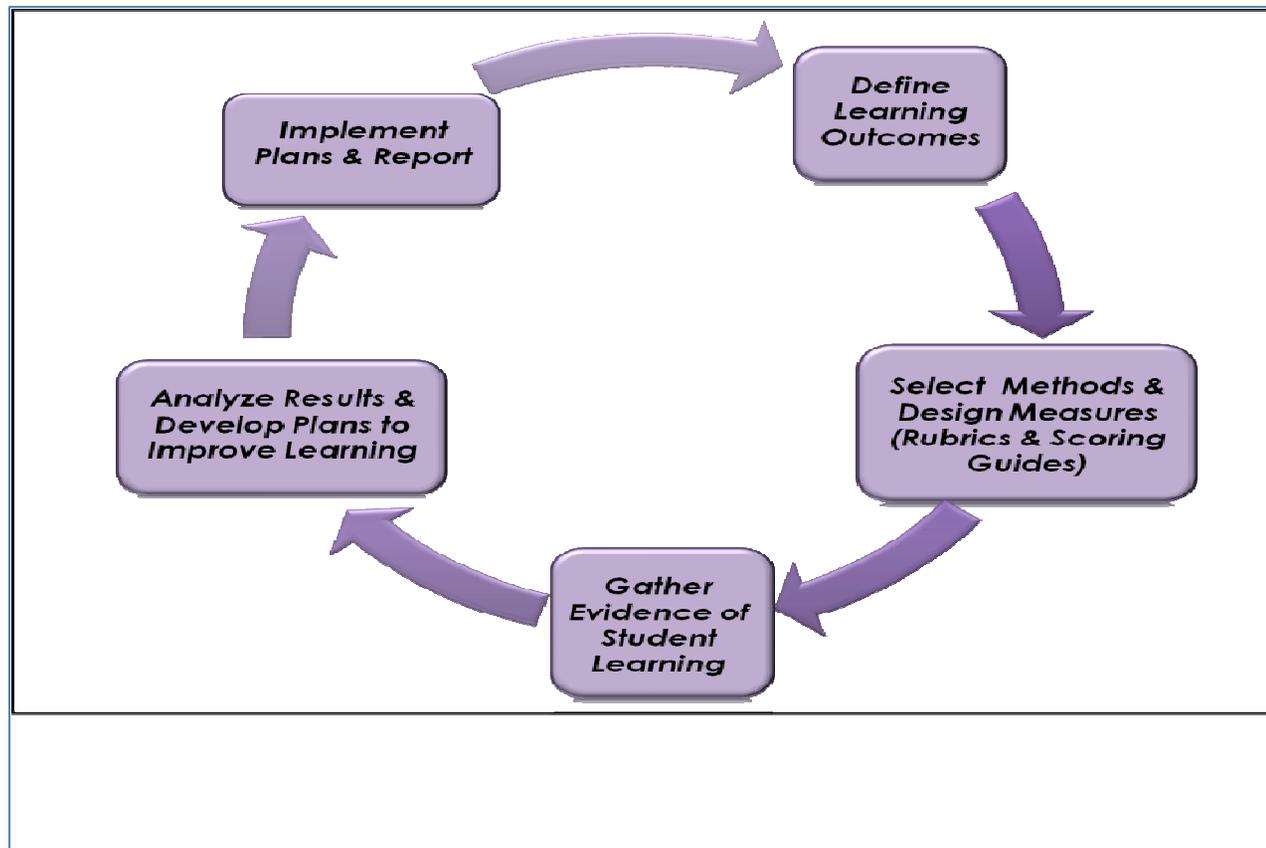
Link annual administrative and academic planning to our mission and strategic goals



Build a culture of continuous improvement

Align efforts in assessment between the District office and each college

CLOSING THE ASSESSMENT LOOP: THE ASSESSMENT PROCESS FROM OUTCOMES TO QUALITY IMPROVEMENT



James O. Nichols and Karen W. Nichols: A ROAD MAP FOR IMPROVEMENT OF STUDENT LEARNING AND SUPPORT SERVICES THROUGH ASSESSMENT



References

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