

# OUTCOMES ASSESSMENT



*We are at the end of  
our first cycle of  
Learning Outcomes  
Assessment*

# What has COA learned:

- We've learned that Learning Assessment is not going away.
- We've learned that Learning Assessment can provide valuable information.
- We've learned that Learning Assessment at Mesa covers a wide spectrum of styles providing a variety of results.
- We've learned that we need to make changes to our processes and procedures to make Learning Assessment a more successful tool.

# The Snapshot Report

Where are we currently:

{ A year ago

75.5%

of all outcomes  
assigned to  
courses have  
been assessed

{ Now

84.5%

of all outcomes  
assigned to  
courses have been  
assessed

# *What's Next?*

{ What will the next  
cycle of Learning  
Outcomes Assessment  
look like?

*COA was charged with revision of the ILO's and working definitions.*

*This Fall, in examining the Mesa ILOs we found:*

- ✓ our ILOs were duplicative*
- ✓ many had common themes*
- ✓ research from other institutions and work done by the LATF helpful in rewriting the Mesa ILOs in an effort to clarify and simplify*
- ✓ it was possible to weave the ACCJC Degree Graduate Competencies more thoroughly throughout the ILOs*

*The result was the creation of four ILOs:*

- ❖ Ethical Citizenry*
- ❖ Communication*
- ❖ Critical Thinking*
- ❖ Information Competency*

# *Ethical citizenry*

- ❖ Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation in order to become a productive local and global citizen
- ❖ Practice respectful interpersonal and intercultural communication
- ❖ Evaluate personal knowledge, skills, and abilities and set educational and career goals

# *Communication*

- ❖ Demonstrate effective communication and comprehension skills as appropriate to content
- ❖ Comprehend, analyze, and respond creatively to oral, written, and visual information
- ❖ Effectively communicate through speaking, writing, illustrating, and other modes of expression appropriate to the context
- ❖ Communicate awareness of how culture and ethnicity shape and impact individual experiences and society as a whole



# *Critical thinking*

- ❖ Collect, analyze, evaluate, and synthesize relevant information from multiple perspectives and diverse sources, distinguishing facts from opinions and biases
- ❖ Employ appropriate computational skills as part of the problem-solving process
- ❖ Apply appropriate problem solving methods making connections across disciplines, and create a plan of action to resolve the issue
- ❖ Draw reasonable conclusions based on evidence in order to make decisions
- ❖ Monitor progress, construct and deconstruct arguments, and adjust the plan as appropriate to evaluate the consequences of these solutions

# *Information competency*

- ❖ Gather and analyze information using technology, library resources, and other modalities
- ❖ Understand and act ethically with respect to computer technology and information acquisition and distribution; distinguish between credible and non-credible sources of information, and use the former in an appropriately documented fashion
- ❖ Develop personal awareness of how one learns information, such as self-awareness, self-reflection, cultural sensitivity, and personal growth
- ❖ Develop academic strategies that support success, such as effective note-taking and test-taking strategies
- ❖ Demonstrate life-long learning skills to acquire and employ new knowledge

| ACCJC Degree Graduate Competencies and General Education Curriculum   | Mesa ILO/GELO   | Revised Mesa ILO  |
|---|---|---|
| Communication competency  | Communication<br>Self Awareness and Interpersonal Skills<br>Technological Awareness | Communication<br>Critical Thinking<br>Information Competency                      |
| Information competency  | Critical Thinking<br>Communication<br>Technological Awareness                       | Communication<br>Critical Thinking<br>Information Competency                      |
| Quantitative competency   | Critical Thinking<br>Technological Awareness  | Critical Thinking<br>Information Competency                                       |
| Analytic inquiry skills   | Critical Thinking<br>Technological Awareness  | Critical Thinking<br>Information Competency                                       |
| Ethical reasoning   | Personal Awareness and Civic Responsibility   | Critical Thinking<br>Ethical Citizenry  |
| Ability to engage diverse perspectives  | Global Awareness<br>Self Awareness and Interpersonal Skills                         | Communication<br>Critical Thinking<br>Ethical Citizenry                           |
| Responsible participation in civil society  |   | Communication<br>Critical Thinking<br>Ethical Citizenry                           |
| Skills for lifelong learning and application of learning  |   | Communication<br>Critical Thinking<br>Ethical Citizenry<br>Information Competency |
| Broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences |   | Communication<br>Critical Thinking<br>Ethical Citizenry<br>Information Competency |

# Break-out Session

{ We want your input on  
the revised ILOs and  
Operating Definitions

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## *COA sponsored Workshops for Spring*

**Assessment 101**—what defines authentic assessment, and how to utilize the data derived from your assessment.

February 19, 2016 from 11-1 PM, Room TBA

Bri Hays and Kris Clark

### **Best Practices for Outcomes-based Assessment**

Colleague's will present successful Outcome's Assessment Practices.

April 2016

*COA is evaluating our data collection system (TaskStream) and looking at potential alternatives. Look for more details this semester.*

*COA is refining the process for Assessment for the new cycle; defining new parameters and creating a handbook to guide faculty , staff, and administrators in the process of Outcomes Assessment.*

**Teach**  
**learn**