

The left side of the slide features a decorative design consisting of several vertical stripes in shades of light red and pink, and a cluster of five solid red circles of varying sizes arranged in a descending, slightly curved pattern.

MESA COLLEGE OUTCOMES AND ASSESSMENT 2016-17

**Academic Departments and Programs
Course Learning Outcomes (CLO)
Program Learning Outcomes (PLO)**

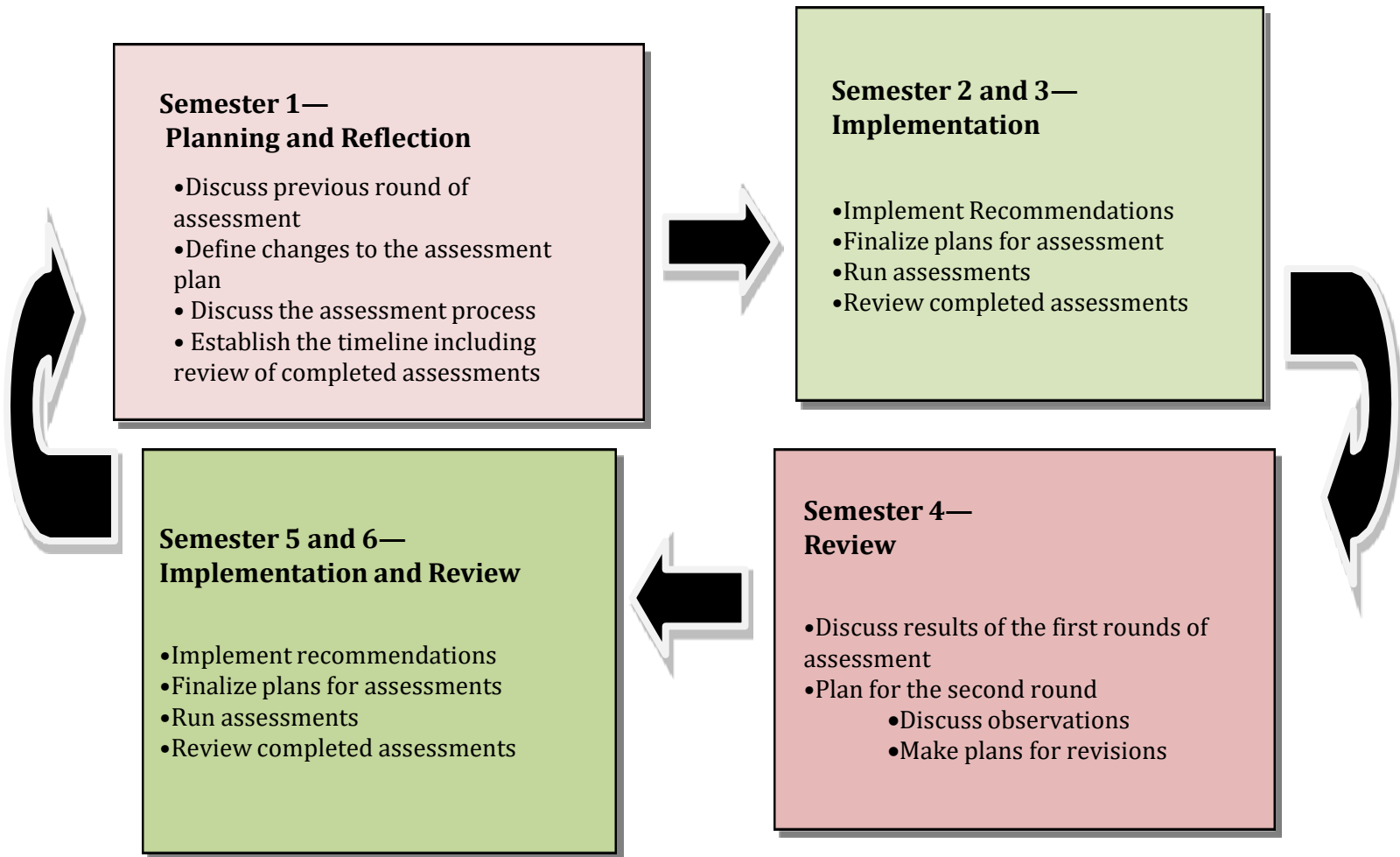
ASSESSMENT AT MESA

- We Assess...
 - Because we believe in learning
 - To advance our mission
 - Because we're curious
 - To validate our achievements
 - To better ourselves
 - For accreditation

- Assessment is simply a tool which provides the information necessary for faculty, staff, and administrators to engage in the discussion of student success



THE 3 YEAR CYCLE



COURSE LEARNING OUTCOMES (CLO)

○ What?

- Outcomes for a given course should describe the knowledge, skills, abilities or attitudes that a student can demonstrate by the end of the course. Don't think about content or coverage --consider what students should be able to DO with what they've learned by the end of the semester.

○ Who?

- All faculty who teach a given course should be involved in the creation and implementation of the assessment for that course.

○ When?

- Planning for the next cycle will begin in fall 2016. In fall, we ask that each Program/Department run a pilot assessment for one course. Assessments for all courses should begin in spring and fall of 2017.



PROGRAM LEARNING OUTCOMES (PLO)

○ What?

- COA is defining an academic program as a series of courses that lead to a certificate or a degree.

○ Who?

- All faculty who teach courses within that program should be involved in the creation and implementation of the assessment. Staff may also be included in a program assessment when appropriate.

○ When?

- Planning for the next cycle will begin in fall 2016. In fall, we will be asking a few departments/programs to run pilot assessments. Program Assessments in all areas should be run in spring and fall of 2017.



WHERE TO START

COA suggests you start with a review of your Mission Statement...

- Does your mission clearly state the purpose of your department/program?
- Does it indicate the primary functions or activities of your department/program?
- Does it indicate for whom you do it?
- Is your mission statement distinctive, unique to your program?
- Does it clearly support the College Mission?



PROGRAM MISSION AND OUTCOMES WORKSHEET

Criteria	Yes	No
Does your mission clearly state the purpose of your program?		
Does it indicate the primary functions or activities of your program?		
Does it indicate for whom you do it?		
Is your mission statement distinctive, unique to your program?		
Does it clearly support the College Mission?		



And, a review of your Program and Course Outcomes...

- Are your Program Outcomes aligned with your mission statement and goals?
- Do you have two to four Program Outcomes that are well crafted, meaningful, and authentic.
- Do you have three to five Outcomes for each Course that are well crafted, meaningful and authentic?
- Are your Outcomes written clearly; using action verbs?
- Are your Outcomes measurable?
- Do you have faculty consensus on the outcome as well as the assessment tool?



PROGRAM LEARNING OUTCOMES CHARACTERISTICS WORKSHEET

Criteria	Yes	No
Our Program Outcomes are aligned with our mission statements and goals		
Our Program Outcomes are relevant to our discipline.		
Our Program Outcomes clearly indicate the level and type of competence that is required of graduates of our program.		
Our Program Outcomes are clear, precise, and unambiguous; using action verbs.		
Our Program Outcomes are measurable.		
Our Program Outcomes can be measured by more than one assessment method.		
We have the resources to conduct the necessary measurements of our Program Outcomes.		
Our Program Outcomes are for our <i>program</i> , not a specific course.		
Our Program Outcomes can be understood by our students; they are simple, focused statements, not a bundle of different ideas.		
Our Program Outcomes describe intended learning outcomes, not actual outcomes.		
Our Program Outcomes describe learning results and not the learning process.		
We have the resources and capabilities in our program to pursue our learning outcomes successfully.		



OTHER WORKSHEETS IN YOUR PACKET (PROGRAM)

- Program Assessment Worksheet
 - Allows you to look at assessments across courses, and can help evaluate effectiveness of assessments.
- Curriculum Map Worksheet
 - Allows you to map courses to determine if your course sequencing is accurate. By identifying courses as Introductory, Developing, or Mastery, you can identify overlap or gaps in course progression.
- GE Map Worksheet
 - Allows you to determine course validity as GE, Major's Requirement or Elective or Stand alone.



COURSE LEARNING OUTCOME CHARACTERISTICS

Criteria	Yes	No
Our Course Learning Outcomes are aligned to our Program Learning Outcomes		
Our Course Learning Outcomes are specific to a given course and are not our Program Learning Outcomes.		
Our CLO are clear, precise, unambiguous, and use action verbs.		
Our CLO describe the broadest goals for the class, ones that require higher-level thinking abilities.		
Our CLO require students to synthesize many discreet skills or areas of content.		
Our CLO ask students to then produce something -- papers, projects, portfolios, demonstrations, performances, art works, exams etc. – that applies what they have learned.		
Our CLO require faculty to evaluate or to assess the product to measure a student's achievement or mastery of the outcomes.		
We have the resources to conduct the necessary measurements.		
Our CLO can be understood by our students; they are simple, focused statements, not a bundle of different ideas.		
Our CLO describe learning results and not the learning process.		
Our CLO are measurable in a continuous and sustainable way.		



THE GUIDE TO OUTCOMES AND ASSESSMENT AT MESA COLLEGE

COA (Committee on Outcomes and Assessment) has created a Guide for OA. The Guide includes:

- ✓ General Information
- ✓ The Cycle
- ✓ Instructional Outcomes (Course and Program)
- ✓ Student Services Outcomes (Area and Program)
- ✓ Administrative Unit Outcomes

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/documents/GOA.pdf>



TOMORROW'S MEETING

- **AGENDA/CHECK LIST for OUTCOMES ACROSS THE CAMPUS MEETINGS AUGUST 18, 2016**
- Review of the Department/Program Mission Statement
- Review of your Program Outcomes
- Review of your Course Learning Outcomes
 - Mapping forms to Charlie Lieu by September 30
- Fall Semester
 - Assess one course, identify:
 - course
 - faculty responsible for designing assessment,
 - faculty responsible for facilitating the assessment
 - timelines for the assessment
 - Assessments completed and form to Charlie Lieu by November 28
- Begin planning first round of assessment for Spring 17, Fall 17
- Don't forget to include Program Assessment in your plans
- Set meeting date for end of Fall Semester
- Workshops and Talk Ins
 - September 9, 2016--Assessment 101 (2 hour hands on workshop)
 - October 14, 2016--Rubrics and You (note date change from original mailing)
 - December 2, 2016--Assessment 102 Assessment Techniques and Best Practices



MAPPING

Revised Outcomes should be mapped to the Proposed Institutional Learning Outcomes :

- Communication
- Critical Thinking
- Information Literacy
- Professional and Ethical Behavior

While the mapping of Outcomes to the ILO is the responsibility of each department, Charlie Lieu in the Office of IE will be working with each department to do the actual input into Taskstream. This task is scheduled for completion by the end of fall 2016.

Charlie Lieu and the forms ...



THE 3 STAGES OF ASSESSMENT

For each Outcome:

1. Define the most important goals for students to achieve as a result of participating in an academic experience (outcomes)
2. Evaluate how well students are actually achieving those goals (assessment)
3. Use the results to improve the academic experience (closing the loop)



WHAT SHOULD OUR ASSESSMENTS LOOK LIKE?

Assessments come in a variety of forms:

○ Direct Assessment

- A specific short essay question that is added to an exam in all courses running the assessment.
- An essay assignment or a project that is given in all courses running the assessment.
- A performance or presentation—may be videoed with commentary by faculty and/or students, or performance review by students.

○ Indirect Assessment

- Surveys
 - *Surveys can reveal your students' attitudes and opinions about what they learned which may also help you evaluate your outcomes.*
- Evaluations that you create to garner specific information from students
 - *Entrance and/or Exit tickets, for example*



○ The Cross-Over Assessment

- Develop Assessment Tools that evaluate multiple outcomes.
- Direct and Indirect assessment is a formalized, intentional process, but we also gather data on a daily basis which can provide enormous insight:
 - Anecdotal information
 - Conversations we have with students
 - Conversations we have with each other
 - Tweaks we make in a process over time that improves the service a student or staff member receives.

Recording and factoring these changes into our data reinforces our commitment to our students and to institutional effectiveness. Don't forget the hallway conversations.



WHAT TO DO WITH THE DATA

The assessments have been run, it is the end of the semester, you have a bevy of data, put it in a drawer!!

NOPE! Get your department together, make it a pot luck at the end of the semester, spread out that data, and review it over tacos, lumpia, broccoli slaw and Jello salad!

- What did the data reveal about the student's experience in the course or program?
- How can you use this data in Program Review to request new staff, equipment, or facilities?
- Maybe the data is telling you that you aren't asking the right questions; how will you restructure the assessment for next time you run it?



WHAT SHOULD BE ENTERED INTO TASKSTREAM?

- Once your data has been collected, and faculty has had a chance to review, analyze and to evaluate the outcome, the information must be added into our data management system. You may enter:
 - Qualitative or quantitative data
 - Formative or summative data
 - Rubrics
 - Documented conversations regarding outcomes
 - Performances (video or other digital imaging)
 - Presentations (video or other digital imaging)
 - Documentation of the discussion of assessment results

Fall 2016 data will be input into a form and then submitted to the Office of Institutional Effectiveness. Charlie Lieu will then input the data into Taskstream as part of his research for the redesign of the Outcomes module.



ASSESSMENT IN A NUT SHELL

- 3 Year Cycle (two assessment periods in the cycle)
- Review your mission, does it align with the colleges?
- Review your outcomes, do they align with your mission?
- Course Learning Outcomes—2-4 outcomes per course
- Program Learning Outcomes—3-5 outcomes per program
- Assessments should be meaningful and authentic
- Data gathered from formal and informal methods should be discussed at the end of each assessment period by EVERYONE in the department.
- COA suggests two meetings each semester dedicated to outcomes and assessment planning and review.



UPCOMING WORKSHOPS

○ Workshops

- September 9, 2016--Assessment 101 (2 hour hands on workshop), 10 AM-12 PM—An introduction to assessment terminology, styles and usage, and discussion of the how to use the resulting data.
- October 14, 2016--Rubrics and You (rescheduled from October 21), 10 AM-11 AM—What is a rubric, what purpose does a rubric serve, and how to build a useful tool.
- December 2, 2016--Assessment 102 Assessment Techniques and Best Practices, 10 AM-12 PM—Best Practices demonstrations, and hands on assessment building workshop.

All workshops will take place in The Loft unless otherwise noted in the Flex Schedule.

○ Talk Ins

Talk Ins will be scheduled with the Dean's Office to bring Departmental Coordinators together in each school to share success and challenges with the assessment process.



STUDENT SUCCESS IS OUR TOP PRIORITY

This principle runs through the classes we teach, the services we provide, and the policies and procedures we adopt as a College.

Good assessment can be meaningful, manageable, and sustainable, but it doesn't happen effortlessly. COA's goal is for every department to find a balance between this vital process and our workload realities.

