**College of Micronesia – FSM**
**Committee (Working Group) Minutes Reporting Form**

| Committee or Working Group: | **ASSESSMENT COMMITTEE (FINAL MINUTES)** |
|---|---|

| **Date:** | **Time:** | **Location:** |
|---|---|---|
| 2010.06.16 (Wednesday) | 2:00 PM – 3:30 PM | President's Conference Room |

**Members Present/Absent:**

| **Title/Represents** | **Name** | **Present** | **Absent** | **Comments** |
|---|---|---|---|---|
| Director, IRP (chair) | Jimmy Hicks | x | | |
| IRPO Assessment Specialist | | | | |
| Director, Academic Programs (vice chair) | Karen Simion | x | | |
| Director, VCCE | *Grilly Jack* | *x* | | |
| Chuuk Campus IC or SSC | Alton Higashi | | x | |
| Kosrae Campus IC or SSC | Nena Mike | | x | |
| Pohnpei Campus IC or SSC | Maria Dison | | x | |
| Yap Campus IC or SSC | Jon Berger | | x | |
| FSM FMI IC or SSC | Kasiano Paul | | x | |
| Faculty/Staff Senate Rep (NC) | Frankie Harriss | | x | |
| Faculty/Staff Senate Rep (NC) | Faustino Yarofaisug | x | | |
| Faculty/Staff Senate Rep (NC) | Joseph Saimon | x | | |
| Faculty/Staff Senate Rep (SC) | Skipper Ittu | | x | |
| Faculty/Staff Senate Rep (SC) | Gardner Edgar | | x | |
| Faculty/Staff Senate Rep (SC) | Marlo Gorospe | | x | |
| Student Services Rep | Joey Oducado | x | | |
| Student Services Rep | Reedson Abraham | | x | |
| Administrative Services Rep | Gordon Segal | x | | |
| CRE Rep | Jackson Phillip | x | x | |
| *IRPOP staff* | *Raleigh Welly* | | | *Step up site* |

| **Additional Attendees:** | |
|---|---|

**Agenda/Major Topics of Discussion:**

- Review of 1) Student Services FY 2011 performance budget (lead Joe Saimon) and 2) Pohnpei campus (lead Joey Oducado/Faustino Yarofaisug/Jackson Phillip) – please see the IRPO web site for the documents
- Review of the Governance Policy Assessment Plan
- Issues for community college assessment

**Discussion of Agenda/Information Sharing:**

**PRESENTATION and Handout - Unique Issues in Assessment for Community Colleges**

- The committee reviewed and discussed a presentation and handout on Unique Issues in Assessment for Community Colleges by Fred Trapp. Mr. Trapp is a leading assessment consultant used by both WASC and ACCJC commission with emphasis on assessment issues for community colleges. Unique issues discussed in the presentation and handout include:
    - Transfer function
    - Developmental education function
    - State mandates, regulations & mandatory curriculum documentation
    - What is a program?
    - Grading vs. assessment
    - Liberal arts/general education "deli"
    - Flex days, faculty professional development $
    - Commission rubrics, deadlines, reports
    - Career & technical programs (another show)
- The handout provided a large number of web links for quality assessment at community colleges. On review the committee felt the college's assessment programs are in line with best practices at other IHEs.

**Assessment Plan for Governance Policy**

- The **assessment plan for the Governance Policy** evaluation was presented by the IRPO director and discussed by the committee. Critical issues included:
    - Availability of comparison data – included in the organizational chart evaluations and the self study
    - Use of results – mechanisms were discussed on ways to ensure the evaluation report will be read and used – mitigations include: presenting to PRC for review, 3, 6 and 12 month follow-up on recommendations, inclusion of follow up in agenda of the PRC and cabinet
    - AFTER discussion the assessment plan was unanimously recommended for use in conducting the governance policy assessment.

**Review of Pohnpei Campus FY 2011 Budget**

- A working group lead by Joey Oducado reviewed the Pohnpei campus FY 2011 performance budget. Discussion included:
    - Outputs versus outcomes – a number of the items were not written as outcomes. Examples were provided on how to address these issues
    - Some outcomes were not necessarily realistic
    - Some outcomes/outputs could be combined to provide greater focus
    - The committee thanked Mr. Ocucado for his excellent review
    - The committee recommended that the review be passed to VPAS and Pohnpei campus for development of their FY 2011 Assessment Plan

IPRO Assessment Plan for FY 2011 Budget

- The director of IPRO provided as a sample an assessment plan for IRPO for FY 2011. All programs, campuses office will need to complete a similar assessment plan before the beginning of fall semester 2010.

**Comments/Upcoming Meeting Date & Time/Etc.:**

- June 23, 2010 in the President's conference room. Agenda items will include review of Student services FY 2011 budget (lead Joe Samion)

**Handouts/Documents Referenced:**

- Unique Issues in Assessment for Community Colleges – Fred Trapp & Handout (handout is attached

| |
|---|
| to these minutes and the presentation can be found on the IPRO web site for the assessment committee.<br>▪ Governance Policy Assessment Plan (attached)<br>▪ Pohnpei campus FY 2011 review of performance budget 2011 (attached) |

| **College Web Site Link:** |
|---|
| ▪ IRPO web site |

| **Prepared by:** | Jimmy Hicks | **Date Distributed:** | 2010.06.17 (Th) |
|---|---|---|---|

| **Approval of Minutes Process & Responses:** |
|---|
| |

| **Submitted by:** | Jimmy Hicks | **Date Submitted:** | 2010.06.23 (W) |
|---|---|---|---|

| **Summary Decisions/Recommendations/Action Steps/Motions with Timeline & Responsibilities:** | | | | |
|---|---|---|---|---|
| 1. Attached Assessment Plan for Governance Policy is recommended for use in conducting the evaluation of the Governance Policy. | | | | |
| **Action by President:** | | | | |
| **Item #** | **Approved** | **Disapproved** | **Approved with conditions** | **Comments** |
| | | | | |

# Handout Packet for Unique Aspects of Assessment In Community Colleges Presentation

Fred Trapp, Ph.D.
Cambridge West Partnership, LLC
Administrative Dean,
Institutional Research/Academic Services (retired)
Long Beach City College

September 2009

**Web References cited in Unique Issues in Assessment for Community Colleges**

California State University performance index
http://www.asd.calstate.edu/performance/index.shtml

Family Educational Rights & Privacy Act (FERPA)
http://www.ed.gov/policy/gen/guid/fpco/index.html

CalPASS
http://www.CalPASS.org

National Center for Developmental Education
http://www.ncde.appstate.edu

California Community College Basic Skills Initiative
http://www.cccbsi.org/

American College Testing
http://www.act.org

Educational Testing Service
http://www.ets.org

California Community College Chancellor's Office, Student Services, Matriculation, Matriculation Archives
http://www.cccco.edu/ChancellorsOffice/Divisions/StudentServices/Matriculation/MatriculationArchives/tabid/627/Default.aspx

California Community College Chancellor's Office, Academic Affairs, Program Inventory
https://misweb.cccco.edu/webproginv/prod/invmenu.htm

Carnegie Academy for the Scholarship of Teaching and Learning (CASTL)
http://www.carnegiefoundation.org/programs/index.asp?key=21

American Psychological Association (APA)
http://www.apa.org/ed/eval_strategies.html

Association of College and Research Libraries (ACRL)
http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/index.cfm

Field Tested Learning Assessment Guide for Science, mathematics Engineering & Technology (FLAG) Project of the National Institute for Science Education (NISE)
http://www.flaguide.org/

National Communications Association (NCA)
http://www.natcom.org/index.asp?bid=264

American Sociological Association (ASA)
http://www.e-noah.net/ASA/ASAShopOnlineService/productslist.aspx?CategoryID=ASACDDM&selection=3

American Historical Association (AHA)
http://www.historians.org/perspectives/issues/2009/0903/0903for2.cfm

Association for Institutional Research (AIR)
http://www.airweb.org/?page=1217

Quality Undergraduate Education Project (QUE)
http://www2.gsu.edu/~wwwque/about/index.html
(Chemistry, Biology, History, English)

Association of American Colleges and Universities (AAC&U)
http://www.aacu.org/

League for Innovation in the Community Colleges (Project-Learning Outcomes) also (Getting Results: On-line Professional Development for Faculty)
http://www.league.org/gettingresults/web/module6/assessing/index.html

National Postsecondary Education Cooperative (NPEC)
http://nces.ed.gov/NPEC/

Research, Planning & Assessment Group (RP Group) of the California Community Colleges
http://www.rpgroup.org/

California State University, Institute for Teaching and Learning (CSU, ITL)
http://www.calstate.edu/ITL/

Rubistar (free tool to help create rubrics)
http://rubistar.4teachers.org/index.php

Mira Costa Community College
http://www.miracosta.edu/governance/Outcomes/index.htm

Palomar College (historic site for outcomes, look for core skills)
http://www.palomar.edu/alp/

# Course-Level Student Learning Outcome Assessment Plan & Report

**Course:**

**Department/Program:**

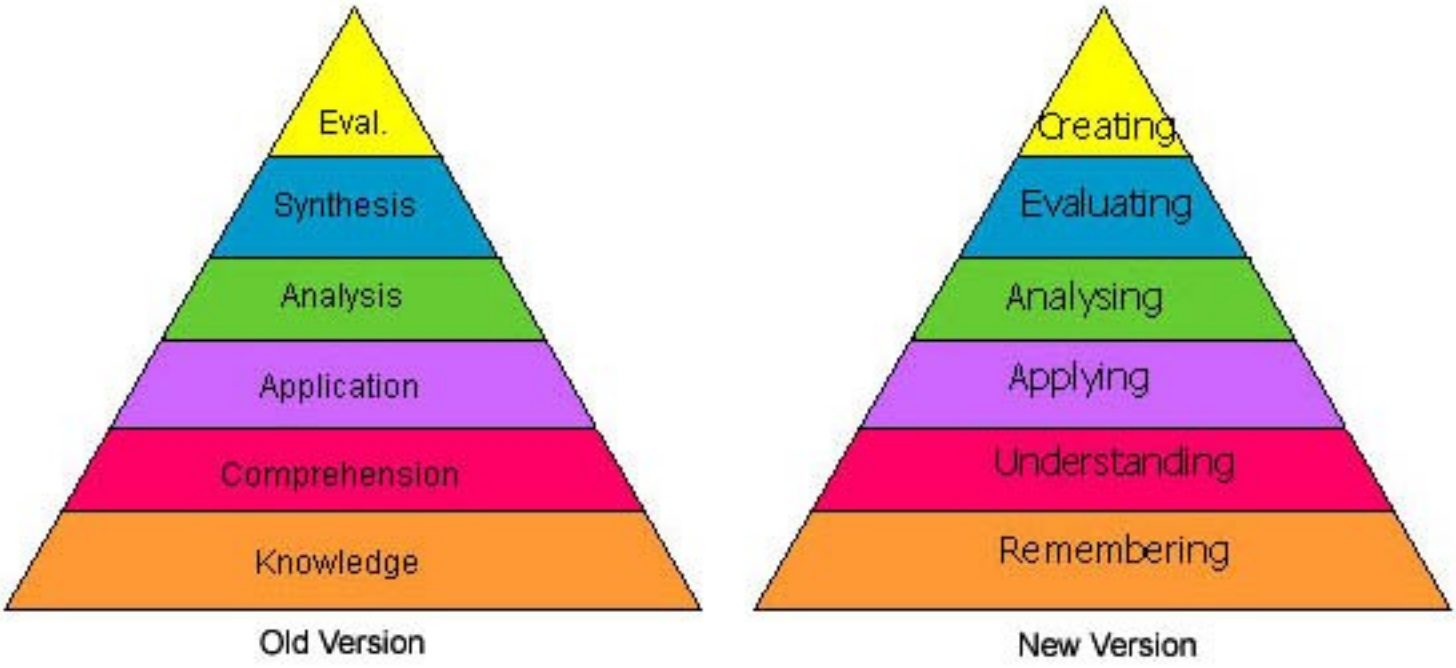
**Statement of Purpose (role of the course in the curriculum), GE area_____, required in _____ program, elective in _____ program, etc.:**

| **Intended Educational Outcomes:** | **Means and Criteria for Assessment:** | **Results of Assessment** | **Use of Results:** |
|---|---|---|---|
| *What do students demonstrate that they know or can do in your course? (SLO)* | *What activities/assignment/ instrument/methodology will you use to produce evidence of student mastery of this outcome? Describe the approach you will take to assess the outcome (Who, When & What is Success?)* | *Describe what actually happened- when, how many & in what way were students assessed. How well did the students perform- how many accomplished your standard of success? What sense do you make of these results?* | *Comparing your expectations to the results, what changes have you made in pedagogy, assessment means, or standard of success? What are the implications for further assessment work?* |
| 1. | 1a. | | |
| | 1b. | | |
| 2. | 2a. | | |
| | 2b. | | |

# Bloom's Revised Taxonomy

Bloom created a learning taxonomy in 1956. During the 1990's, a former student of Bloom's, Lorin Anderson, updated the taxonomy, hoping to add relevance for 21st century students and teachers. This new expanded taxonomy can help instructional designers and teachers to write and revise learning outcomes.

Bloom's six major categories were changed from noun to **verb** forms.




The new terms are defined as:

| | |
|---|---|
| **Remembering** | **Retrieving, recognizing,** and **recalling** relevant knowledge from long-term memory. |
| **Understanding** | Constructing meaning from oral, written, and graphic messages through **interpreting, exemplifying, classifying, summarizing, inferring, comparing,** and **explaining**. |
| **Applying** | Carrying out or using a procedure through **executing,** or **implementing.** |
| **Analyzing** | Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through **differentiating, organizing,** and **attributing.** |

| | |
|---|---|
| **Evaluating** | Making judgments based on criteria and standards through **checking** and **critiquing.** |
| **Creating** | Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through **generating, planning,** or **producing.** |

Because the purpose of writing learning outcomes is to define what the instructor wants the student to do with the content, using learning outcomes will help students to better understand the purpose of each activity by clarifying the student's activity. Verbs such as "know", "appreciate", "internalizing", and "valuing" do not define an explicit performance to be carried out by the learner. (Mager, 1997)

| Unclear Outcomes | Revised Outcomes |
|---|---|
| **Students will know described cases of mental disorders.** | **Students will be able to review a set of facts and will be able to classify the appropriate type of mental disorder.** |
| **Students will understand the relevant and irrelevant numbers in a mathematical word problem.** | **Students will distinguish between relevant and irrelevant numbers in a mathematical word problem.** |
| **Students will know the best way to solve the word problem.** | **Students will judge which of the two methods is the best way to solve the word problem.** |

Examples of unclear and revised outcomes.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational outcomes: Complete edition, New York : Longman.

Cruz, E. (2003). Bloom's revised taxonomy. In B. Hoffman (Ed.), *Encyclopedia of Educational Technology.* Retrieved August 22, 2007, from http://coe.sdsu.edu/eet/articles/bloomrev/start.htm

Forehand, M. (2005). Bloom's taxonomy: Original and revised.. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved August 22, 2007, from http://projects.coe.uga.edu/epltt/

## Using the Grading Process for Assessment

To be helpful to faculty who want to improve student performance as well as to serve the goals of program and general education assessment of student learning, grading must be seen as a ***process*** that includes:

1. Identify the most valuable kinds of learning in a course and articulate those outcomes
2. Construct exams and assignments that will match and test that learning outcome
3. Set standards and criteria that is assignment, exam or performance specific
4. Use primary trait analysis to build a scoring rubric*
5. Guide student learning
6. Implement changes in teaching that are based on information from the grading process

The classroom grading process, with well-constructed rubrics, can be harnessed for program or general education assessment. In doing so, two assumptions are being made:

1. Whatever learning you are trying to promote across the curriculum is being taught and assessed now.
2. Learning skills such as critical thinking or problem solving is context-specific in the disciplines.

A program faculty or general education committee might want to do or know the following:

1. Assure that effective classroom assessment is taking place.
2. Find the common learning expectations among courses.
3. Check the sequence of skills taught in the program.
4. Identify what is required of graduates.
5. Isolate strengths and weaknesses in student performance at the conclusion of the program.
6. Track student performance over time.

*see the handout on rubrics

**Source:**

Walvoord, Barbara and Anderson, Virginia. *Effective Grading: A Tool for Learning and Assessment.* Jossey Bass, San Francisco, 1998. ISBN 0-7879-4030-5

**Other good sources:**

Milton, Ohmer; Pollio, Howard; and Eison, James. *Making Sense of College Grades.* Jossey Bass, San Francisco, 1986. ISBN 0-87589-687-1

Wiggins, Grant. *Educative Assessment: Designing Assessments to Inform and Improve Student Performance.* Jossey-Bass, San Francisco, 1998. ISBN 0-7879-0848-7

# Rubrics Handout

A rubric is a scoring tool that divides assignments into component parts or criteria used for evaluation. It provides a detailed description of what is acceptable vs. unacceptable qualities of performance. An analytic rubric makes clear distinctions among the evaluation criteria while a holistic rubric merges the criteria together to stimulate a general judgment about the quality of student work.

## Questions To Ask When Constructing Rubrics

1. What criteria or essential elements must be present in the student's work to ensure that it is high in quality?
2. How many levels of achievement (mastery) do I wish to illustrate for students?
3. For each criteria or essential element of quality, what is a clear description of performance at each achievement level?
4. What are the consequences of performing at each level of quality?
5. What rating scheme will I use in the rubric?
6. When I use the rubric, what aspects work well and what aspects need improvement?

## Additional Questions To Consider

1. What content must students master in order to complete the task well?
2. Are there any important aspects of the task that are specific to the context in which the assessment is set?
3. In the task, is the *process* of achieving the outcome as important as the outcome itself?

**Source:** Huba, Mary E. and Freed, Jann E. *Learner-Centered Assessment on College Campuses.* Allyn & Bacon, Boston, MA, 2000. ISBN 0-205-28738-7.

**Additional good references:**

Moskal, Barbara M. (2000). Scoring Rubrics: What, When and How? *Practical Assessment, Research & Evaluation*, 7(3). Available online: http://ericae.net/pare/getvn.asp?v=7&n=3.

Stevens, Dannelle and Levi, Antonio. *Introduction to Rubrics.* Stylus Publishing, Herdon, VA 2004. ISBN 1-57922-114-9. September 2004

The assessment leader at Winona State University (MN) has an excellent set of rubrics at this URL http://www.winona.edu/AIR/ Once there click on the sample rubrics link in the left frame.

The Center for Learning and Teaching Excellence at Arizona State University has a bank of rubrics at this URL http://clte.asu.edu/resources/instructors/ Select the Assessment Web link in the center of the page.

CSU System Office has an excellent rubrics at this URL http://www.calstate.edu/itl/sloa/index.shtml

**Example in action:**

Raymond Walters College has been making extensive use of rubrics and primary trait assessment, *for individual course assignments*. See examples link at http://www.rwc.uc.edu/phillips/index_assess.html

# Johnson County Community College- Writing Outcome

**Outcomes Statement:** Upon receipt of an associate degree from Johnson County Community College, a student should be able to write a clear, well-organized paper using documentation and quantitative tools when appropriate.

**Outcome Rubric:**

**6** = Essay demonstrates excellent composition skills including a clear and thought-provoking thesis, appropriate and effective organization, lively and convincing supporting materials, effective diction and sentence skills, and perfect or near perfect mechanics including spelling and punctuation. The writing perfectly accomplishes the objectives of the assignment.
**5** = Essay contains strong composition skills including a clear and thought-provoking thesis, although development, diction, and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics. The writing effectively accomplishes the goals of the assignment.
**4** = Essay contains above average composition skills, including a clear, insightful thesis, although development may be insufficient in one area and diction and style may not be consistently clear and effective. Shows competence in the use of mechanics. Accomplishes the goals of the assignment with an overall effective approach.
**3** = Essay demonstrates competent composition skills including adequate development and organization, although the development of ideas may be trite, assumptions may be unsupported in more than one area, the thesis may not be original, and the diction and syntax may not be clear and effective. Minimally accomplishes the goals of the assignment.
**2** = Composition skills may be flawed in either the clarity of the thesis, the development, or organization. Diction, syntax, and mechanics may seriously affect clarity. Minimally accomplishes the majority of the goals of the assignment.
**1** = Composition skills may be flawed in two or more areas. Diction, syntax, and mechanics are excessively flawed. Fails to accomplish the goals of the assignment.

**Standards:** Ten percent of students who have met the requirements for an associate degree at JCCC will earn 6 (excellent) on each of the communication rubrics. Thirty percent of students earning an associate degree will score 5 (very good) or 6 (excellent). Eighty percent will earn scores of 4 (satisfactory) or higher and the top 98 percent will earn scores of 3 (minimal accomplishment of educational goals) or higher. The remaining 2 percent of the associate degree recipients are expected to earn the score of 2 (unsatisfactory) on the communication rubrics. The score of 1 represents a skill level beneath the expectation of all associate degree recipients at JCCC. Hence, no associate degree recipients are expected to score at the level of 1 on the communications rubrics.

**Suggested Assignment Guidelines**

An appropriate assignment (e.g., paper, homework, project) would allow students to demonstrate composition skills by asking them to:

- develop a clear thesis statement;
- develop main points with appropriate and convincing supporting materials;
- utilize appropriate and effective organization of content;
- demonstrate a clear and coherent writing style that uses effective diction and sentence skills; and
- demonstrate correct mechanical skills including spelling and punctuation.

# Choosing the Right Assessment Tools, Gary Williams, Crafton Hills College

| **Assessment Tool** | Data: Direct or Indirect | Domain: Cognitive, Psychomotor, or Affective | Formative or Summative | Bloom's Tax: Knowledge, Comprehension, Application or Analysis/ Synthesis/Eval | Pros | Cons |
|---|---|---|---|---|---|---|
| Oral Speech | D | C | F, S | variable K, C, A, ASE | easily graded with rubric allows other students to see and learn what each student learned connects general education goals with discipline-specific courses | difficult for ESL students stressful for students takes course time must fairly grade course content beyond delivery |
| Debate | D | C, A | F, S | K, C, A, ASE | provides immediate feedback to the student reveals thinking and ability to respond based on background knowledge and critical thinking ability | requires good rubric more than one evaluator is helpful difficult for ESL students stressful for students takes course time |
| Product Creation & Special Reports | D | C, P, A | F, S | variable K, C, A, ASE | students can display skills. knowledge, and abilities in a way that is suited to them | must have clearly defined criteria and evaluative measures "the look" can not over-ride the content |
| Flowchart or Diagram | D | C | F, S | C, A, ASE | displays original synthetic thinking on the part of the student<br><br>perhaps the best way to display overall high level<br><br>thinking and articulation abilities | more difficult to grade, requiring a checklist or rubric for a variety of different answers<br><br>difficult for some students to do on the spot |

| **Assessment Tool** | Data: Direct or Indirect | Domain: Cognitive, Psychomotor, or Affective | Formative or Summative | Bloom's Tax: Knowledge, Comprehension, Application or Analysis/ Synthesis/Eval | Pros | Cons |
|---|---|---|---|---|---|---|
| Portfolios | D | C, P | S | variable | provides the students with a clear record of their work and growth<br>best evidence of growth and change over time<br>students can display skills. knowledge, and abilities in a way that is suited to them<br>promotes self-assessment | time consuming to grade different content in portfolio makes evaluating difficult<br>and may require training<br>bulky to manage<br>depending on size |
| Exit Surveys | D, I | A | S | ASE | provides good summative data<br>easy to manage data if Likert-scaled responses are used | Likert scales limit feedback, open-ended responses are bulky to manage, |
| Performance | D | C, P | F, S | variable K, C, A, ASE | provides best display of skills and abilities provides excellent opportunity for peer review<br>students can display skills. knowledge, and abilities in a way that is suited to them | stressful for students<br>may take course time<br>some students may take the evaluation very hard - evaluative statements must be carefully framed |
| Capstone project or course | D | C, P , A | F, S | ASE | best method to Measure growth overtime with regards to a course or program - cumulative | focus and breadth of assessment are important<br>understanding all the variables to produce assessment<br>results is also important may result in additional course requirements |

| **Assessment Tool** | Data: Direct or Indirect | Domain: Cognitive, Psychomotor, or Affective | Formative or Summative | Bloom's Tax: Knowledge, Comprehension, Application or Analysis/<br><br>Synthesis/Eval | Pros | Cons |
|---|---|---|---|---|---|---|
| | | | | | | requires coordination and agreement on standards |
| Team Project | D | C, A | F, S | variable K, C, A, ASE | connects general education goals with discipline-specific courses | must fairly grade individuals as well as team grading is slightly more complicated student interaction may be a challenge |
| Reflective self-assessment essay | D, I | C, A | S | ASE | provides invaluable ability to evaluate affective growth in students | must use evidence to support conclusions, not just self-opinionated assessment |
| Satisfaction and Perception<br><br>Surveys | I | C, P, A | S | C, A, ASE | provides good indirect data<br>data can be compared longitudinally can be used to determine outcomes over a long period of time | respondents may be influenced by factors other than those being considered<br><br>validity and reliability most be closely watched |

**Mira Costa College**
**Area B (Physical Universe and its Life Forms)**

Area B Mission Statement (drafted 10/20/06)

Students in Area B will be able to investigate and explain physical phenomena through the application of empirical knowledge using mathematical and scientific processes and concepts.

Anthropology
Students completing courses in anthropology within Area B will understand what it means to be human from a biological perspective. They will garner this understanding through integration of scientific method and evidence, including comparisons with other animal species and development of ecological and evolutionary paradigms.

Life Sciences
Students in the Life Sciences will become scientific thinkers who are curious and knowledgeable about biological systems and who rely on experimentation, logic, evidence, objective reasoning and healthy skepticism to explain natural phenomena.

Area B Physical Universe and its Life Form

| | Effective Communication | Critical Thinking | Global Awareness and Responsible Citizenship | Information Literacy | Aesthetic Literacy and Appreciation | Productive Work Habits |
|---|---|---|---|---|---|---|
| *Life Science* | | | | | | |
| Anthropology 101 | 4 | 5 | 2 | 2 | 2 | 3 |
| Anthropology 101L | 3 | 5 | 1 | 2 | 2 | 3 |
| Anthropology 190 | 4 | 5 | 2 | 3 | 2 | 3 |
| Biological Sciences 101 | 3 | 4 | 1 | 4 | 1 | 3 |
| Biological Sciences 101L | 3 | 4 | 1 | 4 | 1 | 3 |
| Biological Sciences 102 | 3 | 4 | 2 | 4 | 1 | 3 |
| Biological Sciences 103 | 2 | 3 | 1 | 3 | 1 | 2 |

**Mira Costa College**
**Student Learning Outcome Status Report**

Department: _____ Discipline: _____ Course: _____

SLO Written (semester & year): _____

Assessment Administered (semester & year): _____

Evaluation of Assessment Data Completed (semester & year): _____

GE Program-Level Outcomes: Effective Communication, Critical Thinking, Global Awareness and Responsible Citizenship, Information Literacy, Aesthetic Literacy and Appreciation, Productive Work Habits.

CTE Program-Level Outcomes: Technical Skills, Application of Discipline Skills, Critical Thinking and Problem Solving, Communication, Professional Behavior.

| | |
|---|---|
| A) Student Learning Outcome | |
| B) General Education or CTE SLO(s) to which course SLO aligns (see above) | |
| C) Assessment Task(s) | |
| D) Expected Level of Achievement/Baseline | |
| E) How Data were Gathered and Evaluated | |
| F) Results of Evaluation | |
| G) Use of Data/Plans | |

**Accrediting Commission for Community and Junior Colleges (ACCJC)**

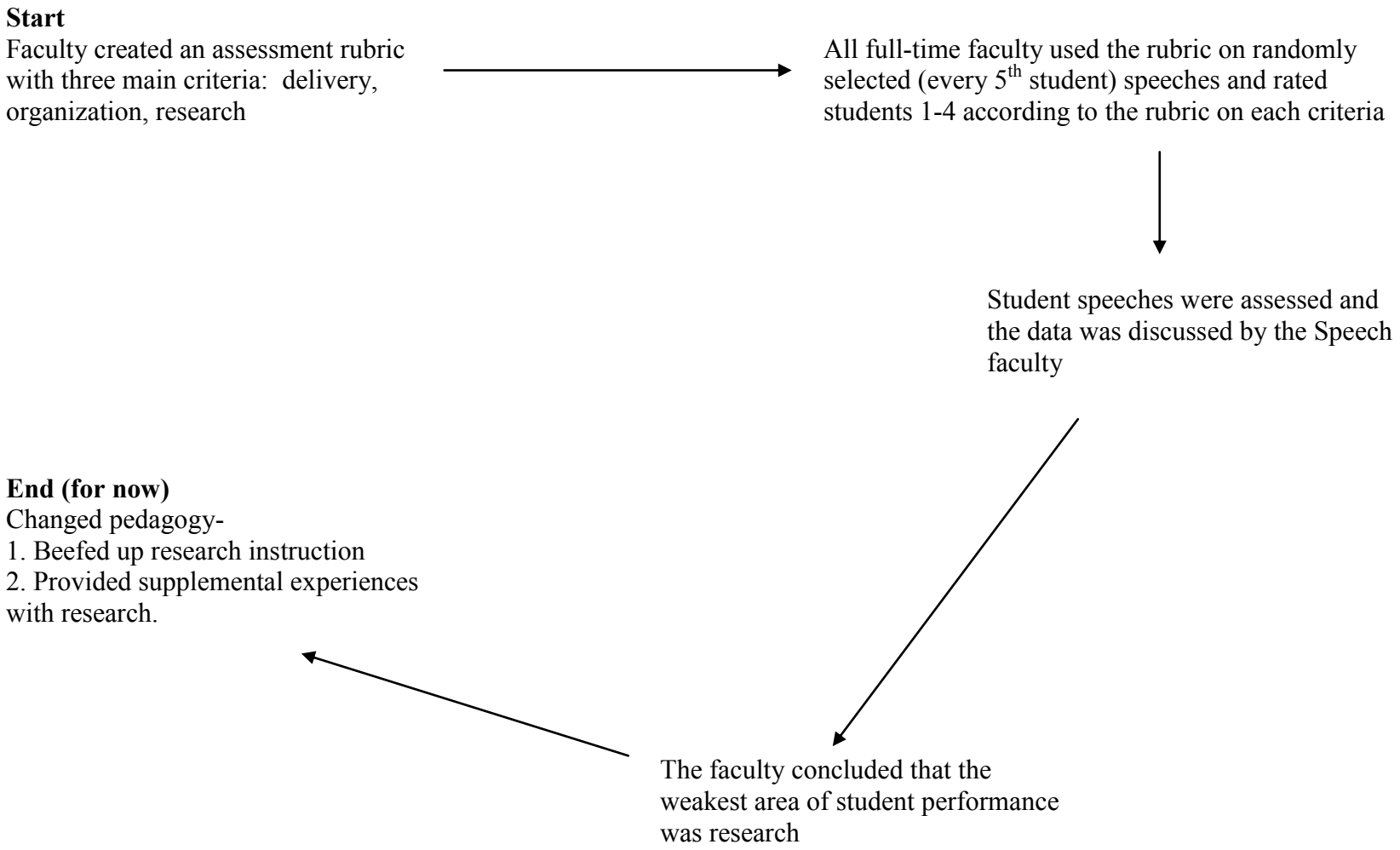
Western Association of Schools and Colleges

**Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes**

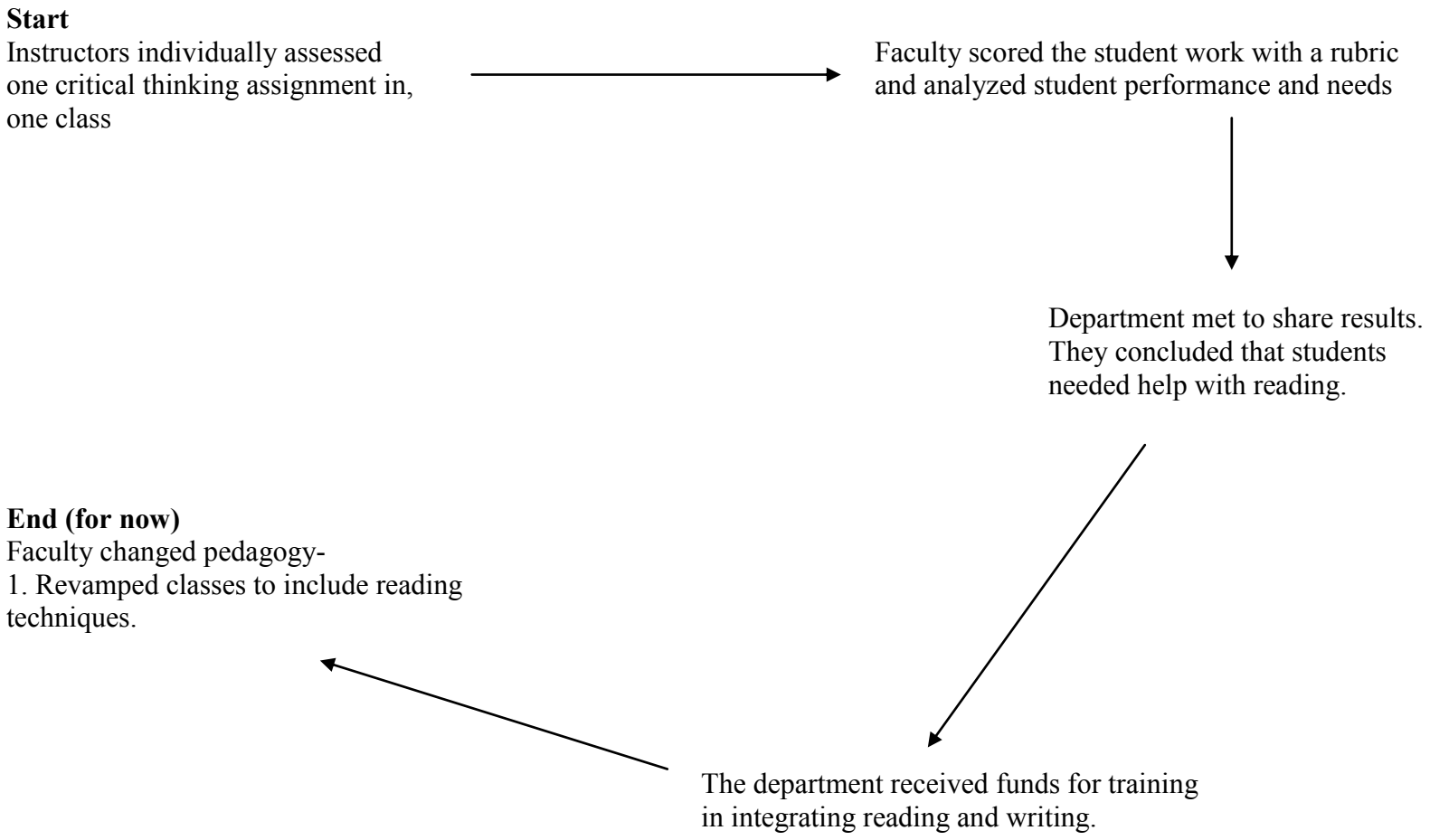
(See attached instructions on how to use this rubric.)

| Levels of Implementation | Characteristics of Institutional Effectiveness in Student Learning Outcomes<br>*(Sample institutional behaviors)* |
|---|---|
| **Awareness** | • There is preliminary, investigative dialogue about student learning outcomes.<br>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.<br>• There is exploration of models, definitions, and issues taking place by a few people.<br>• Pilot projects and efforts may be in progress.<br>• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. |
| **Development** | **• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.**<br>**• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.**<br>**• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.**<br>**• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.**<br>**• Appropriate resources are being allocated to support student learning outcomes and assessment.**<br>**• Faculty and staff are fully engaged in student learning outcomes development.** |
| **Proficiency** | • Student learning outcomes and authentic assessment are in place for courses, programs and degrees.<br>• Results of assessment are being used for improvement and further alignment of institution-wide practices.<br>• There is widespread institutional dialogue about the results.<br>• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.<br>• Appropriate resources continue to be allocated and fine-tuned.<br>• Comprehensive assessment reports exist and are completed on a regular basis.<br>• Course student learning outcomes are aligned with degree student learning outcomes.<br>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. |
| **Sustainable Continuous Quality Improvement** | • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.<br>• Dialogue about student learning is ongoing, pervasive and robust.<br>• Evaluation and fine-tuning of organizational structures to support student learning is ongoing.<br>• Student learning improvement is a visible priority in all practices and structures across the college.<br>• Learning outcomes are specifically linked to program reviews. |

**Pierce College**
**Speech 101, Public Speaking, Course Assessment Loop**



**Cabrillo College**
**Critical Thinking, General Education Assessment Loop**



**Capital College (CT)**
**Common Writing Assignment, General Education Assessment Loop**

**Start**
GE outcomes were articulated & grading rubrics were developed → 12 faculty teaching 15 classes in different disciplines provided a common writing assignment to their students → 100 sample papers were scored twice by two readers each using a holistic then an analytic rubric

↓

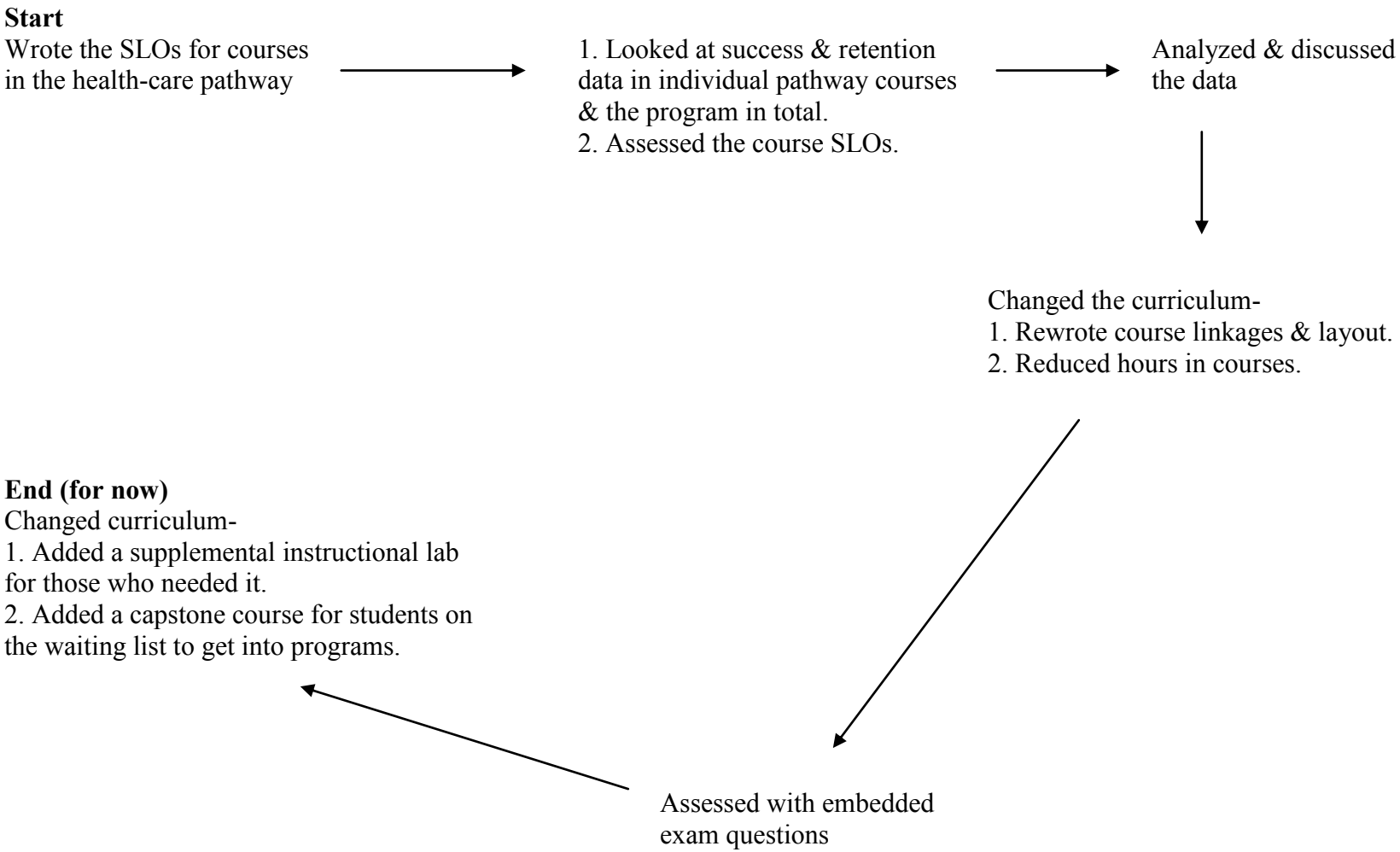
Students were weakest in the development of ideas supported by evidence and in the use of language.

Students who reported having written essays in classes other than English demonstrated greater levels of writing skills & were more likely to achieve a proficiency score.

↙

**End (for now)**
1. Committee on writing standards started a coordinated dialogue & professional development activities to improve writing across the college by supporting early and continuous student practice in writing with emphasis on development of ideas and use of language.
2. College policy and practice were reviewed to find ways to enforce the ideal of completing developmental English first or if placed into upper level composition completing it within the first 15 units of college work.

**Bakersfield College**
**Biology Allied Health Curriculum Pathway (Locally Defined Program) Assessment Loop**



Assessment Plan Worksheet #2

# Governance Policy

**Unit/Office/Program (2-1)**
**( ) Formative Assessment (2-3)**
**( x ) Summative Assessment (2-4)**

Fall 2008 – Spring 2010

**Assessment Period Covered (2-2)**
IRPO 2010.06.10

**Submitted by & Date Submitted (2-5)**

**Endorsed by (2-5a)**

**Institutional Mission/Strategic Goal (2-6):**

**Mission**: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

**Strategic Goal (*which strategic goal(s) most support the services being provided*) (2-7)**:

**SPG9. Provide for continuous improvement of programs, services and college environment.**

a. Improve institutional assessment and evaluation
b. Integrate planning, evaluation and resource allocation for continuous improvement
c. Increase research and data driven decision making
**d.** Develop an integrated data system
**e.** **Enhance decision making and communications at the college through implementation, monitoring and evaluation of the new governance policy and revised standing committee structure.**

**Unit/Program Mission Statement (2-8):**

**1.0** Policy:

It is the policy of the College of Micronesia-FSM to promote a shared governance environment which involves the commitment and participation of all campus constituencies and to be guided by the college's value statements in the development of policies and procedures.

**Unit/Program Goals (2-9):**

A. Shared Governance Process
B. Assuring Representation

**Unit/Program Outcomes/Objectives (2-10):**

- The revised committee structure enhances participatory decision making to meet institutional needs.
- The revised committee structure creates an effective conduit for improving system communications.
- Participants in the revised committee structure demonstrate an understanding of roles and responsibilities of faculty, students, staff in governance of the college.

| Evaluation questions (2-11) | Data sources (2-12) | Sampling (2-13) | Analysis (2-14) |
|---|---|---|---|
| 1. Has greater participation in decision making occurred? | ▪ Frequency of meetings | | Descriptive statistics |

| Evaluation questions (2-11) | Data sources (2-12) | Sampling (2-13) | Analysis (2-14) |
|---|---|---|---|
| | ▪ Minutes showing participation<br>▪ Dissemination of information<br>▪ Accomplishments of committee in monthly & quarterly reports<br>▪ Self study | | |
| 2. Has system communications been improved? | ▪ Surveys (student & staff satisfaction)<br>▪ Interviews & focus groups<br>▪ Availability of information on web and other media<br>▪ Self study | | Descriptive statistics |
| 3. Has understanding of roles & responsibility of faculty, students and staff in governance of the college increased? | ▪ ~~Surveys~~<br>▪ Interviews & focus groups<br>▪ Evidence of support for committee working structure<br>▪ Self study | Structured sampling | Descriptive statistics |

**Timeline (2-15)**

| Activity (2-16) | Who is Responsible? (2-17) | Date (2-18) |
|---|---|---|
| Collection and review of committee minutes, presidents update monthly & quarterly reports, website, student & staff satisfaction and self study. | IRPO | June – July 2010 |
| Interviews & focus groups | IRPO with IT support | July & August 2010 |
| Draft governance evaluation report | IPRO | August 2010 |
| System review at President's retreat | IRPO | August 16 – 18, 2010 |
| Review & finalization | IRPO/assessment committee/planning and resources committee | August & September 2010 |

# SMART Objective/Outcome + Strategies/Activities

Pohnpei Campus: FY 2011 Performance-Based Budget

**Source:** http://www.comfsm.fm/national/administration/VPA/researchdocs/archive/PBfy2011/Performance%20Budget%20FY2011_PC%20(revised%2012-16-09).pdf

**INPUT + PROCESS = OUTPUT = OUTCOME**

Where:

1. **Input** includes, but by any means not limited to, human and financial resources, physical facilities, equipment, and operational facilities that enable program activities to be implemented.
2. **Processes** refer to the multiple activities – both planning and implementation – carried out to achieve the objectives of the program. Processes deliver outputs.
3. **Output** measures results of these activities (processes) at the program level, in two forms: (a) the number of activities performed (e.g., number of students who participated in a workshop), and (b) measures of service utilization (e.g., number of transcript requests received and/or number of transcripts processed)
4. **Output** is a level of performance, or achievement. It is often treated as synonymous to behavioral results the program attempts to achieve (patrons are satisfied). The measure of outcome may be restricted to those participating in the program (e.g., the percent of students in a FAO facilitated FAFSA workshop who are able to successfully complete and submit independently their FAFSA applications online).

| Objective | Comments | Recommendation |
|---|---|---|
| 1. **(For CD).** To support IC's efforts to increase course completion rate by 10% through collaborative work among all the relevant units of operation at the Campus through the following:<br>**Strategies/Action Steps:**<br>○ *Management Team meetings*<br>○ *Division Chairs meetings*<br>○ *Faculty meetings*<br>○ *One-on-one consultation with IC* | ● *This just an output of the enumerated strategies and action steps.* | |
| **2. (For IC).** To increase course completion rate by 10% through working collaboratively with other departments and offices. | ● *This is an outcome.*<br>● ***Input****=all instructors/academic advisors, support staff, and resources*<br>● ***Process****=see strategies and action steps*<br>● ***Output****=number of course completers*<br>● ***Outcome=****increase completion rate by 10%*<br>● ***Outcome*** *is specific (completion rate), measurable (prior vs. current completion rate), achievable and realistic (not sure of this, i.e., need to check historical data and get the "trend" especially the average year-to-year completion rate in the past X years), and time-bound (assumption, end of SY 2011)* | ● *While **Time-bound** is implied. It is recommended that this should be explicitly articulated in the objective.* |
| **3. (For IC)** To improve faculty retention rate by 5% through compliance with established management indicators of the college. | ● *This is an outcome.*<br>● ***Input****=all instructors/academic advisors, support staff, and resources*<br>● ***Process****=see strategies and action steps*<br>● ***Output****=number of instructors retained* | ● *While **Time-bound** is implied. It is recommended that this should be explicitly articulated in the* |

| | | |
|---|---|---|
| | ● ***Outcome=****improve instructors' retention rate by 5%*<br>● ***Outcome*** *is specific (5% instructors' retention rate), measurable (prior vs. current retention rate), achievable and realistic (not sure of this, i.e., need to check historical data and get the "trend" especially the average year-to-year instructors' rate in the past X years), and time-bound (assumption, end of SY 2011)* | *objective.* |
| **4. (For CD)** To support SSC's efforts in increasing student retention by 5%. | ● *This just an output of the enumerated strategies and action steps.*<br>● | |
| **5. (For SSC)** To increase retention rate by 5% by Spring 2011. | ● *This is an outcome*<br>● ***Input****=SSC and all student services staff, special contracts-tutors, and resources*<br>● ***Process****=see strategies and action steps*<br>● ***Output****=number of students retained*<br>● ***Outcome=****improve students' retention rate by 5%*<br>● ***Outcome*** *is specific (5% students' retention rate), measurable (prior vs. end-of Spring 2010 student retention rate), achievable and realistic (not sure of this, i.e., need to check historical data and get the "trend" especially the average term-to-term students' retention rate in the past X years), and time-bound (assumption, end of SY 2011)* | ● *It is recommended that to make it more specific, the phrase "… increase retention rate by 5% …" should be re-written to: "… increase student's spring-to-spring (or fall-to-fall) retention rate by 5%."* |
| **6. (For SSC)** To increase student satisfaction to 50% through Student Services activities based on data provided by IRPO by Spring 2011. | ● *This is an outcome*<br>● ***Input****=SSC and all student services staff, special contracts-tutors, and resources*<br>● ***Process****=see strategies and action steps*<br>● ***Output****=number of students who availed of the Pohnpei Campus' student services activities*<br>● ***Outcome=****increase satisfaction by 5%*<br>● ***Outcome*** *is specific (increase students' satisfaction by 50%), measurable (prior vs. end-of FY 2011 student's satisfaction survey data), achievable and realistic, and time-bound (assumption, end of SY 2011)* | |
| **7. (For CD)** To improve quality and efficiency of services at Pohnpei Campus as measured in the Administration Rubric to be developed in May 31, 2010. | ● *This may be an outcome (achievement); however, I need to see Pohnpei Campus' Administration Rubrics to relate this outcome – its identified inputs, processes, and outputs; whilst to determine whether or not this will be a SMART outcome/objective*<br>● *What will be the index to determine "improved quality and efficiency of services?"* | |

| | | |
|---|---|---|
| **8. (For Security)** To achieve higher score overall on the rubric for Campus Security and Safety to be developed and completed by May 31, 2010. | ● *This may be an outcome (achievement); however, I need to see Pohnpei Campus' Administration Rubrics to relate this outcome – its identified inputs, processes, and outputs; whilst to determine whether or not this will be a SMART outcome/objective*<br>● *"To achieve higher score overall on the rubrics …" This phrase is quite vague and uncertain on several points:*<br>*(a) higher score – this implies "comparison"*<br>*(b) this is an objective for FY 2011*<br>*(c) on the rubric … to be developed and completed by May 31, 2010 – what data will they use as basis of comparison to determine "higher score" on the rubrics (developed/completed by May 31, 2010)?* | ● *Rephrase*<br>● *Set baseline data* |
| **9. (For IT)** To increase the satisfaction rate of IT services by 5% from survey results. | ● *This is an outcome*<br>● ***Input**=IT staff and resources*<br>● ***Process**=see strategies and action steps*<br>● ***Output**=number of patrons satisfied*<br>● ***Outcome=**increase satisfaction by 5%*<br>● ***Outcome** is specific (increase students' satisfaction by 5%), measurable (prior vs. end-of FY 2011 student's satisfaction IT survey data), achievable and realistic, and time-bound (assumption, end of SY 2011)* | ● *While **Time-bound** is implied. It is recommended that this should be explicitly articulated in the objective.* |
| **10. (For CD)** To enhance Campus ability to communicate effectively by working closely with IT supervisor. | ● *This may be an outcome (to enhance); however, I see some concerns especially in terms of its measurability.*<br>● *What is the "index" to determine that "campus' ability to communicate is enhanced?"*<br>● *Why is it that the strategy/action step implies "exclusive to the physical facilities/infrastructure" provided by the IT division?* | *Consider increasing communications pathways* |
| **11. (For IT)** To increase communication flow of information to students. (See Strategies 1 to 3, on how) | ● *This may be an outcome (to increase); however, I see some concerns especially in terms of its measurability.*<br>● *What is the "index" to determine that "communication flow of info to students is increased?"* | ● *This may be an outcome but it should be rephrased to a SMART outcome.* |
| **12. (For Administration)** To improve efficiency of services through better campus-wide communication as indicated in the result of faculty, staff, and student satisfaction survey. | ● *The phrase "to improve efficiency of services" implies an outcome. However, I am concerned of its "measurability."* | ● *This may be an outcome but it should be rephrased to a SMART outcome.* |
| **13. (For CD)** To recruit and retain qualified | ● *This just an output of the enumerated strategies and action* | |

| | | |
|---|---|---|
| faculty and staff | *steps.*<br>● | |
| **14. (For Administration)** To improve staff and student retention by 5%. | ● *This is an outcome.*<br>● ***Input****=Secretary and resources*<br>● ***Process****=see strategies and action steps. However, I am concerned that the enumerated strategies/action steps do not include one addressing student's retention.*<br>● ***Output****=number of staff (and students?) retained*<br>● ***Outcome=****increase retention by 5%*<br>● ***Outcome*** *is specific (improve retention by 5%), measurable (prior vs. end-of FY 2011 staff and student retention), achievable and realistic, and time-bound (assumption, end of SY 2011)* | ● *While **Time-bound** is implied. It is recommended that this should be explicitly articulated in the objective.*<br>● *Add action steps that address improving student retention – else, drop the term "student" in the objective.* |
| **15. (For CD)** To ensure that Pohnpei Campus fund are effectively managed | ● *This is a process and an output; while the term "effectively" may imply "level achievement or performance" – I am concerned of its measurability.*<br>● *What is the index so one can consider that funds are effectively managed?*<br>● *If funds are effectively managed, then what? (Outcome or end- or ultimate results).* | |
| **16. (For Campus Business Office)** Effective management of funds. | ● *This is an output; while the term "effectively" may imply "level achievement or performance" – how will it be measured?*<br>● *What is the index so one can consider that funds are effectively managed? Strategies/Action Steps, however, may provide "measurable basis" to determining "funds are managed effectively.*<br>● *If funds are effectively managed, then what? (Outcome or end- or ultimate results).* | |
| **17. (For CD)** To increase involvement of the community in Campus affairs. | ● *This is an output of the enumerated strategies/action steps. While "increase" implies level of performance or accomplished – how will this be measured?*<br>● *What then if there is an increase in the involvement of community in campus affairs?* | |
| **18. (For CD)** To promote uniqueness of the campus. | ● *This just an output of the enumerated strategies and action steps.*<br>● | |
| **19. (For Administration)** Facilitation of use of campus facilities by the community. | ● *This is an output of an identified strategy or action step.* | |
| **20. (For CD)** To work on improving | ● *This is an outcome.* | |

| | | |
|---|---|---|
| assessment and evaluation with the goal of having at least 90% of decisions based on evidence. | ● ***Input****=CD and other resources*<br>● ***Process****=see strategies and action steps.*<br>● ***Output****=improved assessment and evaluation*<br>● ***Outcome=****improved assessment and evaluation drives/informs 90% of decisions made.*<br>● ***Outcome*** *SMART. Time-bound is implied.* | |
| **21. (For CD)** To increase staff participation in College and campus activities and decision-making. | ● *The phrase "increase staff participation" implies achievement or performance; hence, may be an outcome. However, I am a bit concerned about its "measurability."*<br>● *I also have a question on what does the term "activities" mean? Or should the term "meetings and decision-making processes" be used instead especially with reference to the enumerated strategies/action steps?*<br>● ***Input****=see columns human resources and financial resources*<br>● ***Process****=see strategies and action steps.*<br>● ***Output****=number of staff participating in meetings and decision-making processes.*<br>● ***Outcome=****% increase in staff participating in meetings and decision-making processes.*<br>● ***Outcome*** *SMART. Time-bound is implied.* | ● *While **Time-bound** is implied. It is recommended that this should be explicitly articulated in the objective.*<br>● *Reword the term "activities"*<br>● *Indicate index for increase staff participation, e.g., % increase.* |
| **22. (For IC)** By January 31, 2010, all instructional divisions will have developed goals, and objectives for 2011. | ● *This is a process and an output*<br>● *Process = developing …*<br>● *Output = mission statements and goals for 2011.* | |