



Show Me the Data!

Creating Faculty-Driven & College-Wide
Student Learning Outcomes

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Objectives



- Define assessment
- Discuss why we do it
- Practice writing student learning outcomes
- Discuss the best student learning outcomes for college-wide assessment

Assessment is...

- The systematic and ongoing process of documenting the evaluation and improvement of processes.

In the classroom this process documents, usually in measurable terms, knowledge, skills, attitudes, and beliefs.

Assessment

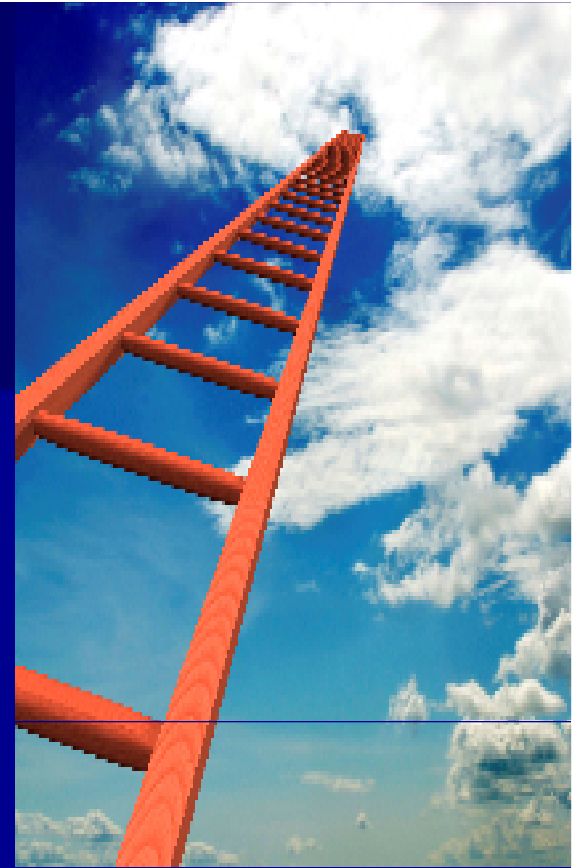
Is:

- ✓ Focused to improve student learning
- ✓ A tool to improve
- ✓ Constructive
- ✓ Safe, non-threatening

Is not:

- ✗ Used as an annual performance evaluation for instructors
- ✗ A stick for discipline
- ✗ destructive

**“Good, better, best.
Never let it rest.
'Til your good is
better and your
better is best.”**



St. Jerome , Father of the Latin Church (340-420)

Why Do We Assess?



- To improve what we are doing well, but could do better
- To increase student learning
 - In the classroom we assess learning
 - In other departments, we assess services to remove barriers to learning

Accreditation

- Comprehensive Standard 3.3.1

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.



Types of Assessment

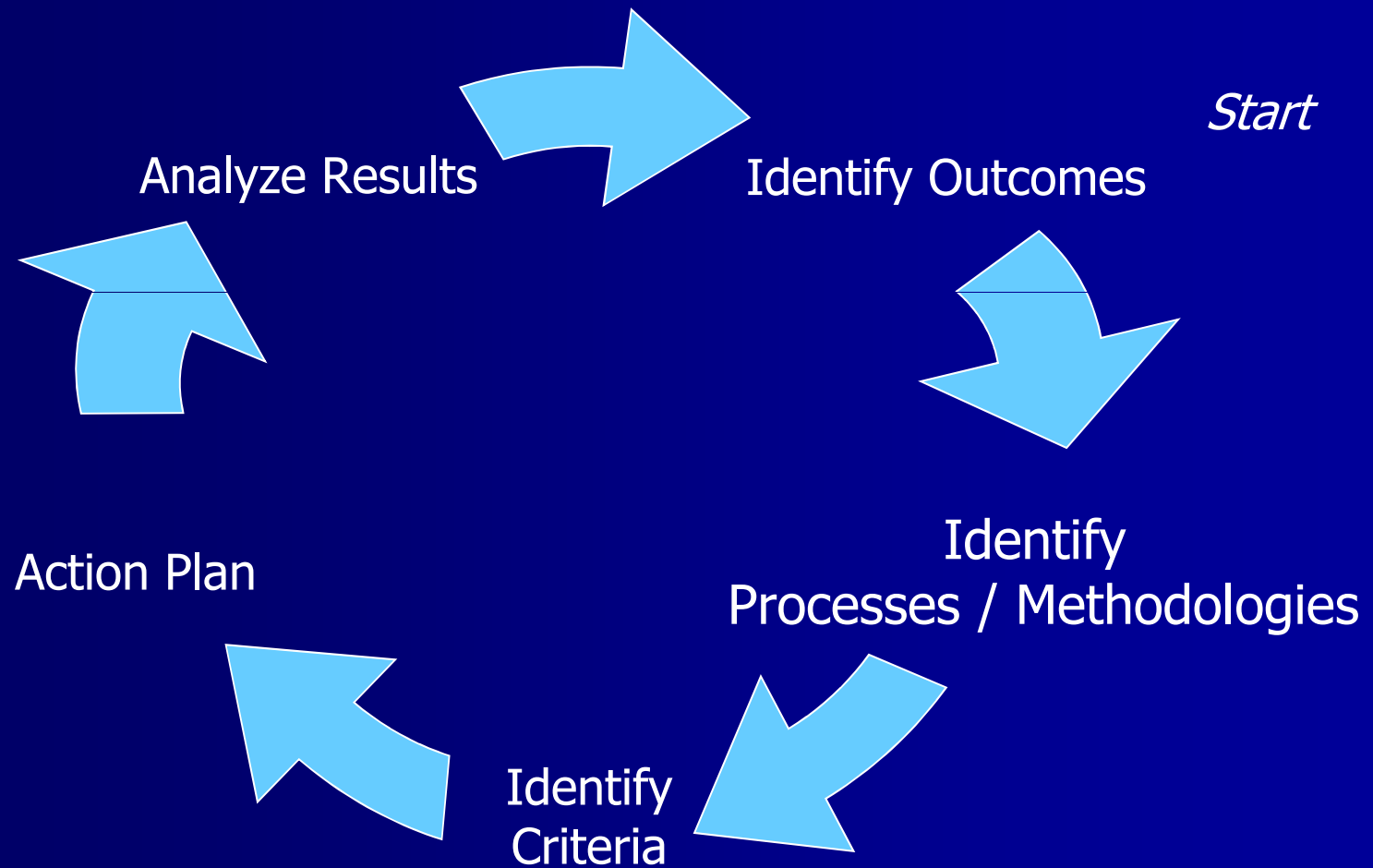
- Assessment of Student Learning
 - Program Outcomes
 - Student Learning Outcomes (course outcomes)
- Assessment of Services
 - Work Unit Goals
 - Outcomes

Characteristics of Effective Assessment



- Focuses on a few vital elements to measure
- Fosters improvement
- Is well communicated
- Is reviewed as often as appropriate
- Provides information on level, trend, and comparative data
- Focuses on the long-term well-being of the students and the program

Assessment Cycle



Assessment Cycle: Identify Outcomes

- What is to be evaluated, assessed, measured?
- Should be linked to program goals
- Needs to be clear
- Answers who? and what?



Assessment Cycle: Identify Process/Methodology

- How are you going to measure performance, skills, attitudes, behavior, etc.?
- May include surveys, standardized tests*, rubrics, projects, etc.
- Focus groups

Assessment Cycle: Identify Criteria

- What are your standards for success?
- How do you know when you have been successful/unsuccessful?
- Benchmarks (need to know from where you are starting)
- Set reasonable expectations (what is good enough?)

Assessment Cycle: Action Plan

- What are we going to do about it?
- Identify the specific strategies you will employ to reach your desired outcome
- Employ those strategies

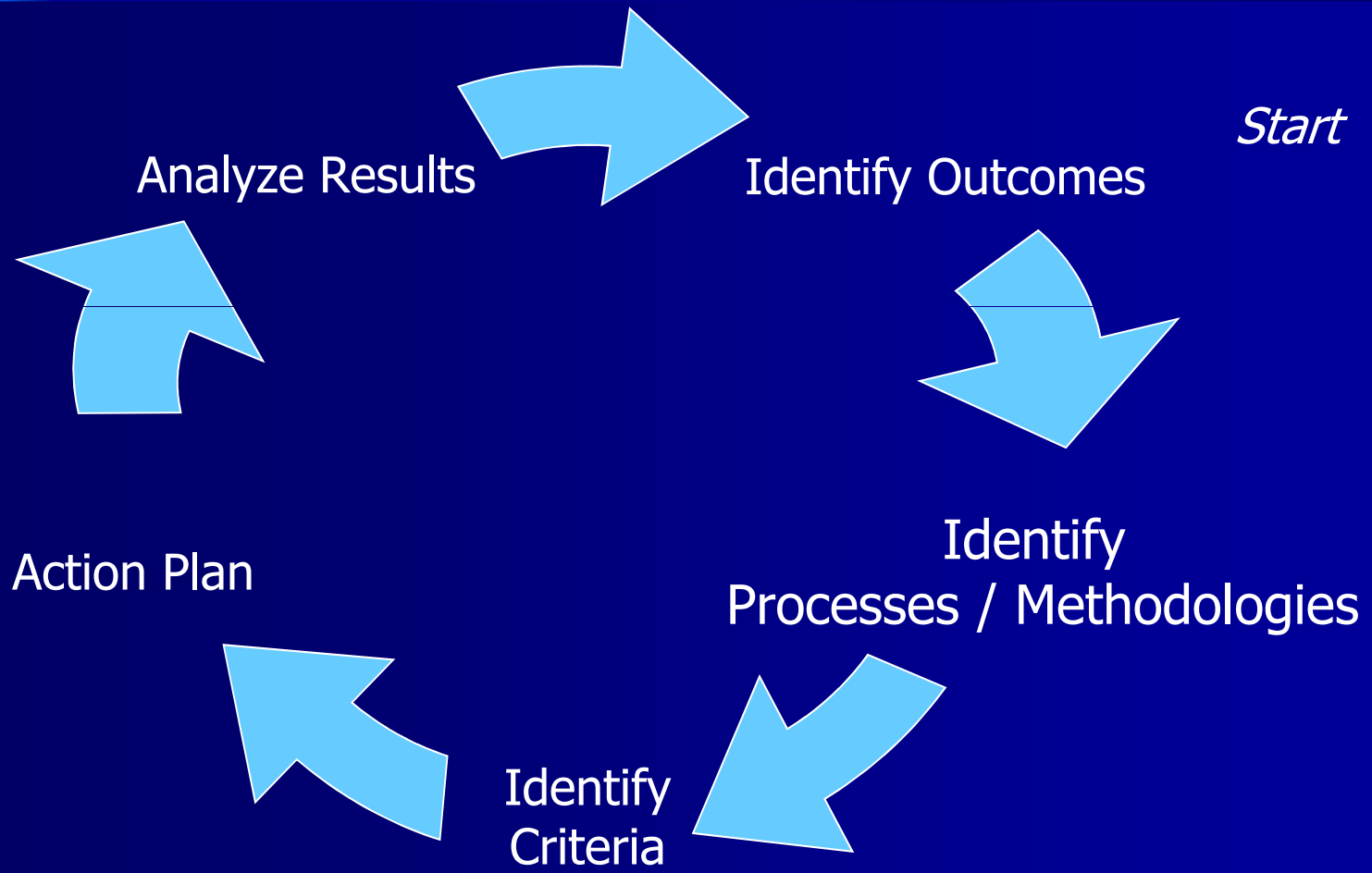


Assessment Cycle: Analyze Results

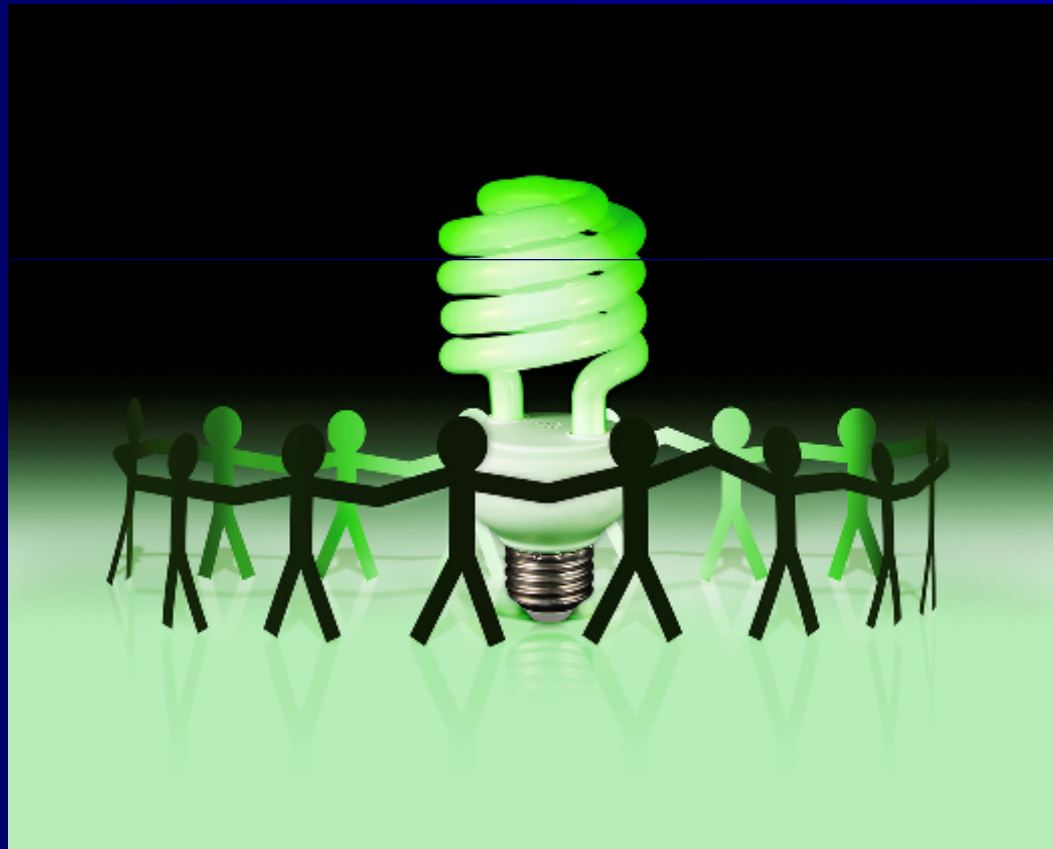
- How did we do?
- Closes the loop
- What actions can be taken to get you from where you are, to where you have determined to be your standard of success?



Assessment Cycle



Assessment Activity



College-Wide Assessment: General Competencies

(As indicated in the 2008-10 College Catalog, pg 46)

- Reading
- Writing
- Oral Communication
- Math
- Basic Computer Skills

Conclusion

- In order for assessment to be successful, it must be institutionalized – how we do business on a day to day basis.
- Assessment is not a bureaucratic exercise, however it should be a critical component of how we think about our work with students.