ASSESSMENT AGAIN?

WHY FOCUSING ON OUTCOMES MATTERS!
Students First!

“Not everyone’s college experience will look the same, but they must all have one thing in common: an unyielding commitment to student success and outcomes.” - U.S. Department of Education Fact Sheet: Focusing Higher Education on Student Success, July 2015
OUTCOMES:

EXAMINE THE **KNOWLEDGE, ATTITUDES, AND SKILLS** THAT **STUDENTS** DEVELOP THROUGH **CURRICULAR/CO-CURRICULAR** INTERACTIONS; MEASURABLE, TRANSFERABLE SKILL DEVELOPMENT. THEY ARE **STATEMENTS** INDICATING WHAT A PARTICIPANT (USUALLY STUDENTS) WILL **KNOW, THINK, OR BE ABLE TO DO** AS A RESULT OF A **CLASS, EVENT, ACTIVITY, SERVICE, PROGRAM, ETC.**
MOVING FROM SILO-BY-SILLO PERSPECTIVE TO HOLISTIC PERSPECTIVE TO OUTCOME ASSESSMENT

• A fluid, holistic network connects classroom learning outcomes, course feedback (quality of instruction), co-curricular opportunities, enrollment data, and anything else related to the learner experience.

• In contrast to an archived resource, the analytics provide a continually updated source of information. The focus is on continual monitoring, and action-oriented progress.
What does FACULTY focusing on outcomes address…?

Are students learning in my classroom?

How do my courses fit in the program curriculum?

Do we have the evidence to justify our requests for…?
What does **STAFF** focusing on outcomes address…?

**How do my Services/Activities fit in promoting success?**

**What are students gaining from the service/activities?**

**Do we have the evidence to justify our requests for…?**
WHAT DOES ADMINISTRATION FOCUSING ON OUTCOMES ADDRESS…?

Do we have the data to make informed decisions?

Do our outcomes represent what our institution is about?

Do we have what we need for accreditations?
What does STUDE NT focusing on outcomes address...?

What information would help me be successful in my intentions?

What do I get to learn?

Do I have what I need to make informed decisions?
WHAT IS LEARNING?

- LEARNING IS A PROCESS
- INVOLVES A CHANGE IN KNOWLEDGE, BELIEFS, BEHAVIORS, OR ATTITUDES
- DIRECT RESULTS OF HOW STUDENTS INTERPRET & RESPOND TO THEIR EXPERIENCES
TYPES OF LEARNING OUTCOMES

- **COURSE OUTCOME** – IS A LEARNING OUTCOME THAT OCCURS FROM SUCCESSFULLY COMPLETING A SPECIFIC COURSE. (CURRICULAR)

- **DISCIPLINE/PROGRAM OUTCOME** – IS A LEARNING OUTCOME THAT OCCURS FROM SUCCESSFULLY NAVIGATING ACADEMIC PROGRAMS AND DISCIPLINES AND IS ACHIEVED BY DEGREE COMPLETION. (CURRICULAR)

- **PROGRAM/SERVICE OUTCOME** – IS A LEARNING OUTCOME THAT ALSO EXAMINES WHAT A PROGRAM OR PROCESS DOES, ACHIEVES, OR ACCOMPLISHES THROUGH ACTIVITIES AND SERVICES FOR ITS IMPROVEMENT AND/OR IN SUPPORT OF INSTITUTIONAL OR GROUP GOALS; GENERALLY NUMBERS, NEEDS, OR SATISFACTION DRIVEN. (CO-CURRICULAR)

- **GENERAL EDUCATION OUTCOME** – IS A LEARNING OUTCOME THAT IS EMBEDDED ACROSS COURSES, PROGRAMS, AND SERVICES, ACHIEVABLE OVER MULTIPLE EXPERIENCES INSTEAD OF THE SINGULAR, AND IS BASED ON THE FOUNDATION OF VALUES, ATTITUDES, AND SKILLS NECESSARY TO BECOME RESPONSIBLE AND CONCERNED CITIZENS AND LIFELONG LEARNERS POSSESSING THE ABILITY TO THINK CRITICALLY, COMMUNICATE EFFECTIVELY, AND SOLVE PROBLEMS IN A DIVERSE GLOBAL SOCIETY. (INSTITUTIONAL)
AMERICAN ASSOCIATION OF HIGHER EDUCATION: BEST PRACTICES IN ASSESSING OUTCOMES

- Requires attention to outcomes but also and equally to the experiences that lead to those outcomes
- Begins with educational values
- Reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time
- Works best when the programs it seeks to improve have clear, explicitly stated purposes
AMERICAN ASSOCIATION OF HIGHER EDUCATION: BEST PRACTICES IN ASSESSING OUTCOMES (CONT’D)

• ASSESSMENT WORKS BEST WHEN IT IS ONGOING, NOT EPISODIC

• FOSTERS WIDER IMPROVEMENT WHEN REPRESENTATIVES FROM ACROSS THE EDUCATIONAL COMMUNITY ARE INVOLVED

• MAKES A DIFFERENCE WHEN IT BEGINS WITH ISSUES OF USE AND ILLUMINATES QUESTIONS THAT PEOPLE REALLY CARE ABOUT

• IS MOST LIKELY TO LEAD TO IMPROVEMENT WHEN IT IS PART OF A LARGER SET OF CONDITIONS THAT PROMOTE CHANGE

• THROUGH ASSESSMENT, EDUCATORS MEET RESPONSIBILITIES TO STUDENTS AND TO THE PUBLIC
IECC’s Use of Rubrics
GENERAL EDUCATION – FALL 2015

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<th>Course</th>
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NEW WEBSITE

• NILOA FRAMEWORK FOR TRANSPARENCY
  • “ABOUT” SECTION
  • CURRICULAR/CO-CURRICULAR/GEN ED
    • GUIDES
  • RESOURCES & MORE

IECC Assessment