

Assessing for Excellence

Presented by
The Senate Committee on
Academic Assessment

1. How are your stated student learning outcomes appropriate to your mission, programs, and degrees?

John Wood Community College will provide the highest quality educational opportunities and services fully accessible at affordable levels in an attractive, caring and safe environment to meet the needs of a diverse community.

- Goals:
 - Provide educational opportunities for individuals to continue their education, enter the workforce, or update skills.
 - Provide experiences that develop general education competencies and awareness of community and global issues.

John Wood Mission & Goals

General Education Goals

Outcome

Outcome

Outcome

Outcome

Outcome

Object

Component

Component

Component

John Wood Mission & Goals

Communication

Writing

Speaking

Essay

Content

Organization

Mechanics

Rubric for Learning Outcome

5.1

	0 UNACCEPTABLE	1 POOR	2 GOOD	3 EXCELLENT
Content: Content supports main idea stated in thesis, topic sentence, or subject headings through examples, illustration, descriptive detail, discussion, or source material.	Core ideas remain very basic with no attempt to develop beyond the obvious	Less than half of the core ideas have been developed using effective, specific, and relevant content	Most (75%) but not all of the core ideas have been developed using effective, specific, and relevant content	All core ideas are developed using effective, specific, and relevant content
Organization: Grouping ideas by thesis, topic sentence, or subject heading, arranging within paragraphs, and ordering paragraphs or grouping ideas effectively	No obvious attempt to organize is recognizable	A plan is attempted, but some ideas are not logically or coherently arranged.	Attempts to follow thesis, topic sentence, or subject heading, but the attempt is not entirely successful	Organized in a logical way determined by purpose, thesis, topic sentence, or subject heading
Grammar and mechanics: Use of Standard English and standard punctuation	Contains many errors that distract from and interrupt meaning	Contains four or more major errors	Contains three or fewer major errors	Free from major errors (Major errors defined as sentence fragments, comma splices, fused sentences, agreement, spelling, and end punctuation)

2. What evidence do you have that students achieve your stated learning outcomes?

- 2005 Portfolio Report
- 2005 Hatfield Report
- 2006 Portfolio Report
- 2006 Hatfield Report
- Dev. Ed. Assessment Reports
- CTE Assessment Reports

3. In what ways do you analyze and use evidence of student learning?

- Faculty discussions
- Changes in instruction
- Convocation in-service

4. How do you ensure shared responsibility for assessment of student learning?

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

6. Can you provide some examples of changes that have been made to improve student learning as a result of assessment results?

- Have teaching methods changed as a result of assessment results?
- Have syllabi or textbooks changed?
- Has the manner of assessment changed?
- Can you give some examples?

7. Has the amount of time devoted to teaching particular skills, concepts, or subjects changed as a result of assessment results?

- What mechanism or process is in place to systematically review and update syllabi as a result of assessment results?
- Ultimately, who is responsible for ensuring that the learning objectives on syllabi are met?
- How do you know they have been met?
- *(The answer to that last question is NOT “grades are earned.”)*

8. Have resources or equipment been acquired because they (potentially) positively affect student learning?

- *(e.g. – Students were not applying lecture principles to lab settings (critical thinking) so our labs were expanded and updated.)*

9. How are assessment results used to develop college budgets?

- Can you provide some examples?
- Is there a line item budget that includes assessment?
- How much it is?
- How is it determined?
- How is that determination part of the planning or budgeting process at the college?

10. How does administration support assessment activities?

- *release time*
- *faculty development*
- *etc.*

11. How do your assessment efforts support your mission?

- How do your assessment efforts meet the needs of your diverse constituents?

12. Who decides what student work is assessed?

- Do all faculty have input into this?

13. I've read through the description of your SCAA committee.

- Can you talk me through how it works?
- How are all faculty represented through this group?

14. How do you ensure that the assessment of learning for online students is being done?

15. Your college has a high percentage of adjunct faculty, like all of us. How are they involved in the assessment process?

16. Nation-wide, more developmental ed students are being served through our community colleges. Can you discuss the major ways in which you assess the effectiveness of your programs and measure student learning?

17. What programs have capstone projects?

- Are these projects and the student learning they represent shared with college constituencies?
- What groups, other than faculty, provide feedback?

19. For how many cycles have you been reading the portfolios?

- What gen ed objectives have been reviewed and measured?
- Have there been significant findings that have altered your methods of teaching?
- How was the order in which these objectives have been reviewed determined?

20. You have two methods, portfolios and the Hatfield “artifact” method...

- How do they interrelate?
- How do they differ?
- How are they the same?
- Do you plan to continue with both methods?

20. Can you talk me through a program and indicate how student learning is assessed at course and program level?

- In addition to direct measures, what indirect measures have been used to improve student learning?
- *Advisory board reports, employer satisfaction surveys, transfer rates...*

21. Do you have any measurements that demonstrate that the changes you have made to improve student learning have been successful?

22. Your AAS programs included gen ed learning objectives. How are they assessed?

23. What industry standards or outside certification/licensure processes are used as a part of your assessment process?

24. Most assessment activities at schools really get into motion prior to a visit.

How is...

- your committee
- your department
- your college

...going to ensure that assessment activities will be ongoing?

25. What is the department head/chair's responsibility in terms of assessing departmental courses and programs?

- How are chairs and directors trained in assessment processes?
- How do they train their departments?

26. What opportunities have faculty had to learn about assessment and the accreditation process?

26. How is information shared after college personnel attend meetings or conferences?