**ACCJC Assessment Workshop 3/1/16**

**Taking Assessment to the Program Level – Linda Suskie**

1. What is assessment? (Same as What is Teaching?) What is a program?
	1. Deciding what **we** want our students to learn
	2. Making sure they learn it
	3. ACCJC – focus is on academic programs
		1. Resulting in degrees or certificates
		2. Major & GE
		3. GE & Area of Emphasis
		4. A program is more than a collection of courses
		5. Look at ACCJC definition
		6. Look at AAC&U comment on GE
		7. Two years of 100 level courses in not an Associate degree
		8. Degree program has
			1. Coherence
			2. Depth
			3. synthesis
2. What is a PLO?
	1. BIG things you want students to get out of a program
		1. Knowledge and understanding
		2. Hard career skills – technical skills specific to the career
		3. Soft transferrable skills
			1. Showed a list with teamwork & collaboration at the top; communication second; real-world problem solving; evaluating information and conclusions …
			2. Communication and information literacy (competency) should be in PLOs
		4. Attitudes, values, dispositions, and Habits of Mind
	2. Developed throughout the program, in multiple courses
	3. SLOs help students achieve PLOs (mapping)
	4. GE helps students
		1. Develop soft transferrable skills
		2. Develop attitudes, values, dispositions & habits of mind.
		3. Apply these skills & traits in a variety of disciplines
	5. GE needs GE learning outcomes
	6. Measurable vs. observable
		1. Measurable implies quantitative, whereas if you observe it you can assess it
	7. Good learning goals state outcomes
		1. What student should be able to do after they pass a course or graduate
	8. Good learning goals are clear
		1. Students understand them
		2. No fuzzy terms
	9. Good learning goals are observable
		1. Action words
		2. If you can see it, you can assess it
	10. Good learning goals focus on skills more than knowledge & understanding
	11. Good learning goals are relevant
		1. Meet important student & employer needs 5-10 year from now
	12. Good learning goals are rigorous yet realistic
3. Make sure students have enough opportunities to achieve each PLO.
	1. Program capstone requirement
		1. Projects
		2. Performances
		3. Internships/field experiences
		4. Portfolios
	2. Foundation/Cornerstone courses
	3. All-elective programs or area of emphasis – portfolio suggested
4. Why is it a good idea to look at PLO?
	1. All 7 regional accreditors require
		1. Articulation of PLOs
		2. Program curricular coherence
		3. Assessment of PLOs
		4. Appropriate rigor in learning stds
	2. Continuous quality improvement – closing the loop (Mark’s comment)
5. Assessing PLOs
	1. Achievement of PLO via capstone measurements as denoted in #3
	2. Progress toward achievement of PLOs using foundation/capstone required courses
	3. Course capstones as opposed to capstone courses
	4. Course outcomes vs. program outcomes
		1. Both use course-embedded assessments
		2. Program outcomes only look at key courses, not every course
		3. PLO focus on broad program outcomes, whereas SLOs focus on course-specific outcomes
		4. PLO used by all program faculty, whereas SLO used by faculty teaching the course
	5. Rubrics for PLOs
		1. Use course rubrics as resources
		2. What is an appropriate standard?
			1. Passing work?
			2. You would not be embarrassed that this student passed the course or graduated.
6. Organizing and implementing PLO assessments.
	1. Look for the biggest return on investment
	2. Limit the number of PLOs
	3. Keep your curricula lean
	4. Use models & ideas from community colleges in other regions
	5. Name a faculty assessment coordinator for each program

Biggest challenge: Collecting and reporting assessment evidence

Assessment Workshop with program leads – get