

A Shift in Perspective....

Student Services Assessment  
Workshop College of San Mateo

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Friday, April 1, 2005

## **Outcomes for Counselor Training on Assessment at CSM**

By the end of this workshop participants should be able to:

### **SLO 1 DRAFT SLO's for a program**

- Create student learning outcomes consistent with their program mission
- Construct a set of student learning outcomes appropriate for their program and modified through faculty dialogue

### **SLO 2 Plan for Assessment**

- Describe assessment data
- Discuss assessment tools
- Select a tool or tools for assessing an SLO

### **SLO 3 Teach or coach another faculty or staff member to write SLO's**

## Background Survey

What will you need to be able to get to this point by the end of the workshop?

Today with all your experience in education, if you could go back in time and select a college to attend, what criteria would you base that selection on and why?



No longer

*What services did we provide?*  
or

But what did the student learn?

What can students do after an interaction with the counseling department that they couldn't do at the beginning?

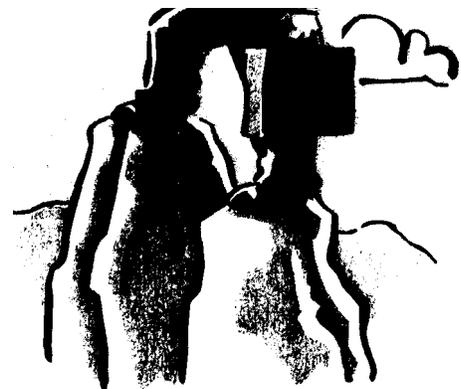
How do you know?



The challenge is measuring the gap between the mission statement, the counseling department objectives and the *learned* interaction

*(Peter Ewell).*

A Shift in  
Perspective . . .



## Standard II B

- The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. **The institution systematically assesses student support services using *student learning outcomes*, faculty and staff input, and other appropriate measures in order to *improve* the effectiveness of these services.**

## Opportunities for Student Services

Support students in taking more responsibility for their own

learning = framework for action (Barr and Tagg 1995)

Acknowledges that Student Services personnel are also educators

DRAFT Bakersfield College Counseling Department SLO's  
Spring 2005

It will be expected that after students interact with the counseling department, they will be able to:

- Demonstrate the ability to locate and use college resources
- Examine, evaluate and identify a career/pathway or educational goal
- Analyze barriers to success and assemble success strategies.

It will be expected that after students interact with the virtual career site they will be able to: •

- Locate, interpret, evaluate and use life/work information
- Explore and improve decision making
- Locate, interpret, evaluate and use life/work goals
- Discover how work contributes to individuals and the community  
Develop abilities to seek and obtain/create work
- Evaluate career decisions with BC vocational and academic majors
- Recognize and manage the life/work process

All counseling full-time faculty and staff participated in either the SLO workshop or the Counseling Department SLO meeting.

## Sample Draft Learning Outcomes in Student Services

This is a summary of results from the Strand #3 work groups at the April 2<sup>nd</sup> 2004 Learning Outcomes Workshop hosted by Ventura College. Thank you to those who attended and contributed to this effort. The workshop was facilitated by John Baker and Terrence Willett from Gavilan College, Jerry Rudmann from Coastline College.

<b>Student Services Function</b>	<b>L Outcomes</b>	<b>Assessment Methods</b>
DSP&S	Students will demonstrate self-advocacy skills with instructors and staff.	1. Focus group of DSP&S students. 2. Rubric used to score students' advocacy skills during a self advocacy role play.
DSP&S	Faculty and staff will demonstrate knowledge of disabilities and accommodations and services available for students in the DSP&S program.	1. Data base tracking students' use of various support services. Do trend analysis as a consequence of in service training of faculty and staff. 2. Objective quiz administered before and after in-service workshop on the DSP&S services.
EOP&S	Student will explain GE requirements for a major.	1. Pre and post quiz.
EOP&S	Student will identify and describe resources available on the campus.	1. Pre and post quiz.
Student Government	Student will demonstrate social responsibility.	1. Rubric used to score leadership and participation during student <u>government meetings</u> .
Student Government	Student will explain the college governance process.	1. Rubric used to score written explanations of college governance process. 2. Objective pre and post test on the <u>college governance process</u> .
Counseling	Student will demonstrate the ability to use college resources.	1. Student will gather in a portfolio evidence of his/her use of various college services. Use rubric to assess a sample of portfolios. 2. Pre and post quiz on knowledge of <u>college resources</u> .

Student Services Unit Function	Learning Outcomes	Assessment Methods
Counseling	Student will be able to write an educational plan.	<ol style="list-style-type: none"> <li>1. Percent of ed plans on file for students whose goal at application indicates a need for having an ed plan.</li> <li>2. From a sample of ed plans, determine the percentage that appear complete.</li> </ol>
Counseling	Student will be able to state informed academic goal(s).	<ol style="list-style-type: none"> <li>1. Use scoring rubric to assess students' written or oral explanation of their academic goal(s). Rubric will assess goal clarity, level of commitment and depth of planning given to achieving the goal. Could be done using a pre and post test procedure.</li> </ol>
Financial Aid	Student will demonstrate the ability to successfully apply for financial aid online.	<ol style="list-style-type: none"> <li>1. Count of the number of correctly completed applications.</li> <li>2. Survey sample of financial aid applicants for self-report of competence in completing the application.</li> </ol>
Financial Aid	Faculty and staff will be able to describe basic aspects of financial aid available to students and how students can apply for financial aid.	<ol style="list-style-type: none"> <li>1. Pre and post quizzes administered to faculty and staff when doing financial aid in-services.</li> </ol>

## Gavilan College Sample Program Learning Outcomes

PROGRAM/ DEPART.	MISSION 8 STATEMENT"	Learning Outcome #	Related ILO'S	Assessment Method(s)
ADMISSIONS	Expand the access to and participation in admission and records services for all students.	Students will utilize resources of A&R to enroll.	Cog	Student Feedback
ASB	Representation of the Gavilan student body: the provision of services and activities that meet the educational, political, cultural, and social needs of the Gavilan College student body	Members of the Associated Student Body will communicate the college's student perspective and analyze campus issues and concerns	Comm Cog	Meeting minutes will reflect student representation at all major campus committee meetings. Minutes will reflect student input ASB meeting minutes will reflect student analysis of campus issues and concerns that are reported to the ASB.
COUNSELING		Students will formulate an educational plan that supports academic goals and career and vocational interests	Cog Pers Dev	This activity will be accomplished during the first academic year of full-time attendance. Data will be tracked on the Student Appointment Record System and Student Information System.
DSPS	DSP&S will provide accommodations that will afford students the opportunity to experience success with mainstream curriculum at Gavilan College.	Personal Enrichment- Students will demonstrate maintenance and/or enhancement of their physical condition by attending classes regularly and actively participating in their individualized physical education plan.	Pers Dev	Database collection Positive Attendance PE Plan
EOPS	Provide access and educational opportunity for students with economic, social, or educational disadvantages through support services that promote achievement of educational goals.	Students will identify and describe resources available at Gavilan College	Comm Pets Dev	A random sample of students will complete a Student Services Assessment.
FINANCIAL AID	Creating equity in access to higher education by expanding participation in Financial Aid Programs for students in our community.	Students will articulate and report their circumstances effectively to demonstrate need in order to qualify for and participate in financial programs	Comm	Participation in student aid programs at Gavilan College will reflect that aid is awarded to student with demonstrated need as reported on the FAFSA application and other pertinent applications for financial assistance.

PROGRAM/ DEPT	MISSION STATEMENT	Learning Outcome #1	Related C O S	Assessment Method(s)
HEALTH SERVICES	Promote equality of access by providing individualized support to students.	Students will utilize information, resources, and treatment provided in Student Health Services to complete their current school day or to seek immediate emergency treatment as appropriate.	Info Comp Pers Dev	Random survey to ascertain whether the services provided assisted the student.
ORIENTATION		Within the first semester of attendance, new students will identify college resources, procedures, and policies that support their academic success.	Cog Info Comp Pers Dev	New students will complete the online college orientation and score at least an 80% on the orientation quiz during the first semester of attendance. Within the academic year, 100 % of new students will have completed the online college orientation. Data will be collected through the Student Records Information.
OUTREACH & RECRUITMENT	In an environment that nurtures creativity and intellectual curiosity. Gavilan College serves the community by providing a high quality learning experience which prepares students for transfer, technical and public service careers, lifelong learning and participation in a diverse global society.	Middle and high school students and community members will be able to explain at least one benefit of attending Gavilan College	Comm Info Comp Pers Dev	Survey a random selection of students/community members once per month to determine awareness of benefits.
TUTORING	The mission of the Tutoring Center is to provide students with an opportunity to further develop their learning skills and understanding of course content. The tutoring environment is one that fosters a collaborative working relationship between the tutors, tutees, and staff.	Students will apply communication skills while engaged in discussions of content.	Comm Soc Inter	Tutoring Session Evaluation surveys will be completed by students.

# Bloom's Taxonomy

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will categorize the test questions within question levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none"> <li>• observation and recall of information</li> <li>• knowledge of dates, events, places</li> <li>• knowledge of major ideas</li> <li>• mastery of subject matter</li> </ul> <p><i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</p>
Comprehension	<ul style="list-style-type: none"> <li>• understanding information</li> <li>• grasp meaning</li> <li>• translate knowledge into new context</li> <li>• interpret facts, compare, contrast</li> <li>• order, group, infer causes</li> <li>• predict consequences</li> </ul> <p><i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</p>
Application	<ul style="list-style-type: none"> <li>• use information</li> <li>• use methods, concepts, theories in new situations</li> <li>• solve problems using required skills or knowledge</li> </ul> <p><i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>
Analysis	<ul style="list-style-type: none"> <li>• seeing patterns</li> <li>• organization of parts</li> <li>• recognition of hidden meanings</li> <li>• identification of components</li> </ul> <p><i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, compare, select, explain, infer</p>
Synthesis	<ul style="list-style-type: none"> <li>• use old ideas to create new ones</li> <li>• generalize from given facts</li> <li>• relate knowledge from several areas</li> <li>• predict, draw conclusions</li> </ul> <p><i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, <u>compose, formulate, prepare, generalize, rewrite</u></p>
Evaluation	<ul style="list-style-type: none"> <li>• compare and discriminate between ideas</li> <li>• assess value of theories, presentations</li> <li>• make choices based on reasoned argument</li> <li>• verify value of evidence</li> <li>• recognize subjectivity</li> </ul> <p><i>Question Cues:</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</p>

Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green.

# Interrelationships between Bloom's cognitive levels

**Analysis** The ability to break up information logically



**Synthesis**

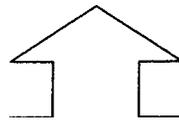
The ability to create something



**Evaluation** The ability evaluate usefulness for a purpose

**Application**

The ability to apply learning to a new



**Comprehension** The ability to show a basic understanding



**Knowledge**

The ability to recall what has been learnt

Hall, C. & Johnson, A. (1994) Module A5: Planning a Test or Examination. In B. Imrie & C. Hall, Assessment of Student Performance. Wellington, New Zealand: University Teaching Development Centre, Victoria University of Wellington.

## Writing Student Learning Outcomes

Course Outcomes Instructional Programs	Student Services Programs
Name a specific course	Name a specific program or service (e.g. counseling, financial aid, DSPS, Admissions and Records,  International Studies, etc.)
Are there any prerequisites for this course?	This program must interface with what other key areas?
Does this course serve as a prerequisite for any other courses?	
Course Purpose:	Purpose, Mission, or Function that best describes this programs role in  student learning:

**BRAINSTORM:** In the boxes below briefly list words or descriptions of attitudes, skills, or knowledge that you would like your students to know or do as a result of this course or student services

Attitudes or values developed as a result of this course/program	
Skills or performance ability as a result of this course	
Knowledge and concepts they will have as a result of this course/program	

## Your Turn!

Think of an instance when you observed learning taking place in your area?

Write it down:

Share

Write a mission statement for your program/department.

Write 3 SLOs for Your

\_\_\_\_\_

## Some Criteria for SLOs

While some SLOs may be shared with other programs, other SLOs may be unique to an individual program. The criteria for a good SLO are relatively general and dependent upon program specificity and good faculty/staff dialogue.

1. Does the SLO include active verbs?
2. Is the SLO measurable?
3. Do the identified SLOs address outcomes in the cognitive, psychomotor, and affective areas if applicable?
4. Does the SLO address the expected level of learning for the program using Bloom's Taxonomy as a guideline?
5. Is the SLO written as an outcome rather than an objective?
  - Language indicates an important overarching concept versus small specific objectives
  - Outcomes address what a student will be able to do at the end of an interaction with a program or service
    - SLOs address student competency rather services provided
6. Is the SLO appropriate for the program?
  - Consistent with the mission and goals of the program
  - Presents a fundamental result of the program
  - Aligns with other programs, if applicable
7. Will students understand this SLO?

As you talk to others about SLOs keep these things in mind:

- each program has unique factors
- student services area have unique language and culture
- cross program conversations are invaluable

ultimately cross-program conversations best define competencies for students • everyone is a learner when it comes to assessment

## Evidence

- . Quantitative or qualitative
  - Not everything that can be counted counts and not everything that counts can be counted-Einstein
- . Direct and Indirect
  - Should be representative and relevant
- . Need several pieces of evidence to point to a  
Assessment Methods
- . Tests
- . Performances
  - Recital, presentation, or demonstration
- Cumulative
  - Portfolios, Capstone Projects
- . Surveys
  - Locally developed or standardized
  - Attitudes and perceptions of students,  
Database Tracked Academic Behavior

- Grades, graduation rates, service usage, persistence

. Embedded Assessment

- Staff and student journals, interviews, focus groups

## Assessment Tips

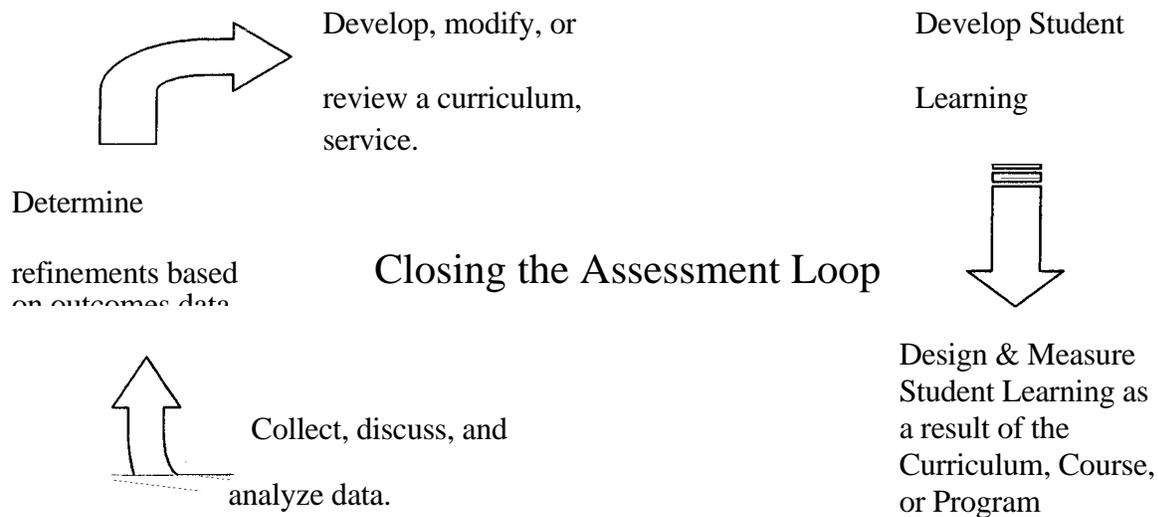
- Collect data from a representative sample rather than everyone in the population
- Collect only a few well chosen pieces of data
- Have assessment stem from activities you already do, if possible
  - Team up with others to share assessment work
- Design activities and outcomes with assessment in mind
- Ask for advice from your colleagues - especially vocational faculty who relate to learning outcomes as core competencies

## Creating Venues for Dialogue

Assess what things work well on your campus and then create venues that are a good fit for you campus culture, values, and facilities

- Invite outside speakers.
- Use department meetings.
- Lunch meetings.
  
- Use discussions at various committees integrated in the assessment process - program review, curriculum, institutional effectiveness.
- Send people for training - have round tables to share what they have learned.
- Take advantage of opening days or convocations to get the same message to everyone.
- Create team teaching opportunities.
- Cross disciplinary workshops.
- Campus-wide audits with facilitated meetings.
- Campus-wide workshops directed at your campus needs.

Closing the loop in the open - Create venues to share information with the campus as a whole and get feedback - the first data will set a precedent for faculty buy-in and response



How administrators can facilitate "buy in" and implementation of learning outcomes and assessment in Student Services.

During the workshop, a group of seasoned administrators worked together and discussed how

administration could help move the college forward. Here is a summary. These are in no particular order.

1. Identify talented, interested faculty and staff who can become local facilitators and role models for others to emulate.
2. Seek grants for program improvements and use learning outcomes assessment as part of the project evaluation plan.
3. Use technology to streamline data collection, organize, document, and archive the work.
4. Embed learning outcomes in the program review process.
5. Partner with instruction by looking for ways to share learning objectives. For example, student service units may contribute considerably to institutional level outcomes.
6. Have retreat(s) so staff can focus, dialogue, and develop plans. Invite guest experts to facilitate.
7. Recognize that evidence of learning produced in student services will increase recognition and well-deserved appreciation for the contribution of student services to the students and college.
8. Develop and assess just a limited number of high priority outcomes for each unit. Avoid trivial outcomes just to comply with the standards. This way the outcomes will be meaningful to staff, and will prevent trying to measure everything that moves and the risk of drowning in a sea of data.

Remember.....

Everyone is a learner when it comes  
to assessment

- o [www.wasc.org](http://www.wasc.org)
- California Assessment Institute
  - o <http://cai.cc.ca.us/SLOworkshops/Strand3/index.htm>
- Center for Student Success
  - o <http://css.rpgroup.org/index.php>
- City College of San Francisco Office of Research, Planning, and Grants
  - o <http://www.ccsf.edu/Offices/administration.html>
- American Association for Higher Education
  - o [www.aahe.org/teaching/portfolio](http://www.aahe.org/teaching/portfolio) db.htmPalomar
- [www.collegeweb.org](http://www.collegeweb.org) • Sinclair College
  - o <http://www.sinclair.edu/about/assessment/> •
- Parkland Community College
  - o <http://www.parkland.edu/aac/9princ.htm> •
- University of Washington SLO guide
  - o <http://www.depts.washington.edu/grading/sio/SLO-Home.htm>
- Raymond Walters College
  - o [www.rwc.uc.edu/phillips/index](http://www.rwc.uc.edu/phillips/index) assess.html •
- Alverno College
  - o [www.alverno.edu](http://www.alverno.edu)
- Cabrillo College SLO resources
  - o <http://www.Cabrillo.edu/-tsmalley/leameroutcomes.html>
- Maryland Health Education Learning Outcomes and Performance Indicators Grades 9-12
  - o <http://www.aacps.org/aacps/boe/INSTR/CURR/health/hsout.html>
- Writing Measurable Learning Outcomes by Osters and Tin

### Articles

- Barr, R. B. and Tagg, J. 1995. From teaching to learning - a new paradigm for undergraduate education. *Change*. 27.6: 12-26.
- Ewell, P. 2002. A Guide to Using Evidence in the Accreditation Process: A Resource to Support Institutions and Evaluation Teams. Alameda, California: Western Association of Schools and Colleges. <http://www.wascweb.org/senior/Evidence> Guide.pdf
- Harden, R. M. 2002. Learning outcomes and instructional objectives: is there a difference? *Medical Teacher*. 24.2: 151-155.
- Prideaux, D. 2000. The emperor's new clothes: from objectives to outcomes. *Medical*

## AAHE 9 Principles of Good Practice for Assessing Student Learning

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees

employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

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This document was developed under the auspices of the AAHE Assessment Forum with support from the Fund for the Improvement of Postsecondary Education with additional support for publication and dissemination from the Exxon Education Foundation. Copies maybe made without restriction.

## Successful BC Outcomes • Baseline of existing

assessment activities determined. • Each department has developed a mission statement.

- A science assessment team has piloted writing and assessing SLOB.
- Ten campus-wide SLO workshops were conducted with over 119 participants. • BC Academic Senate developed an Assessment Philosophy Statement (see attached).
- Data from English 2, Science Courses, and Counseling are now available.
- SLO submissions by 144 of 225 faculty (64%), 20 of 24 departments participated, 9 departments had complete faculty participation.
- Team of 11 (9 faculty 2 administrators) go to AAHE assessment conference and prepare draft assessment plan.

### **The interviews were designed to:**

- **enhance communications between the committees and informal opinion leaders within the BC faculty**
  - **keep the topics of SLOs and student assessment visible among the faculty**
- **remind people of what is happening and will be happening related to two topics (e.g., SLO workshops, due dates)**
  - **identify concerns the committee needs to address**
  - **identify areas of misunderstanding that could hinder future communication**
  - **build trust and openness**

# Bakersfield College Academic Senate

## Assessment Philosophy

*Learning is more than simply acquiring knowledge; it involves mastery of subject matter, the application of that knowledge, discovery and utilization of resources, and solving of problems. The entire campus works together to support student growth and development for life long learning.*

*Assessment at Bakersfield College targets improving student learning through appropriate outcome measures and holds as its standard the AAHE Nine Principles of Good Assessment (see attached). Outcomes assessment not only monitors what and how well students learn, but it also measures the success of the institution in providing effective learning opportunities. The keys to the process are well-defined student learning outcomes and student support strategies implanted in an environment of high academic standards.*

*Outcomes assessment includes instructional, student services, library and other settings essential to student access, progress, learning, and success. An essential ingredient in Bakersfield College assessment is the emphasis on faculty-led, classroom-based assessment to ensure a direct focus on learning. The assessment of student outcomes is a curriculum matter and Academic Senate has primary responsibility for establishing and maintaining the general standards for classroom assessment at Bakersfield College. (Specific assessment standards and methods are the responsibility of individual departments and faculty members)*

*Overall, such an on-going student outcomes assessment process works to improve institutional effectiveness. Bakersfield College assessment will be based on valid, reliable, and relevant assessment procedures, generated through multiple measures to collect both quantitative and qualitative information, in an effort to improve courses, services, and programs. The data will provide evidence for curriculum reform, planning, resource allocation, organizational leadership, and staff and student development. Ultimately B C assessment will provide accountability and improve teaching and learning. The assessment process, however, is not apart of faculty evaluation, which is addressed separately in the KCCD Policy and Procedures and the CCA contract.*

Student outcomes: At the end of this course you should be able to	Assessment
<ul style="list-style-type: none"> <li>u read a variety of materials critically to               <ul style="list-style-type: none"> <li>o identify a thesis</li> <li>o summarize important points</li> <li>o <u>analyze main ideas</u></li> </ul> </li> </ul>	Responsive writing assignments throughout the course
<ul style="list-style-type: none"> <li>c solve problems in a variety of settings by               <ul style="list-style-type: none"> <li>o working productively with others</li> <li>o contributing constructively to class discussion</li> <li>o thinking for yourself in oral presentations or debates</li> <li>o <u>displaying openness to other viewpoints</u></li> </ul> </li> </ul>	During class activities, particularly discussions and group projects
<ul style="list-style-type: none"> <li>c write papers that               <ul style="list-style-type: none"> <li>o develop a thesis</li> <li>o present coherent and logical claims</li> <li>o are organized with clear links between claims and support</li> <li>o are well developed with sufficient and relevant evidence</li> <li>o use standard American English correctly</li> <li>o make stylistic choices in persona, syntax, and diction</li> <li>o <u>gauge the needs of and address a specific audience</u></li> </ul> </li> </ul>	Papers
<ul style="list-style-type: none"> <li>u prepare an extended research paper that               <ul style="list-style-type: none"> <li>o develops a thesis</li> <li>o presents coherent and logical claims</li> <li>o is well organized with clear links between claims and support</li> <li>o is well developed with sufficient and relevant evidence</li> <li>o uses standard American English correctly</li> <li>o makes stylistic choices in persona, syntax, and diction</li> <li>o gauges the needs of and addresses a specific audience</li> <li>o shows evidence of ability to evaluate sources for reliability, credibility, and authority</li> <li>o <u>credits sources appropriately and correctly</u></li> </ul> </li> </ul>	Research Paper
<ul style="list-style-type: none"> <li>o present ideas and research in organized and engaging oral presentations that               <ul style="list-style-type: none"> <li>o express a thesis clearly</li> <li>o are well organized and developed</li> <li>o conform to time constraints</li> <li>o make stylistic choices in persona, syntax, and diction</li> <li>o gauge the needs of and addresses a specific audience</li> <li>o show evidence of ability to evaluate and incorporate sources for <u>reliability, credibility, and authority</u></li> </ul> </li> </ul>	Debate, group presentations, and culminating oral presentation of research.
<ul style="list-style-type: none"> <li>u display mental habits that show evidence of               <ul style="list-style-type: none"> <li>o questioning</li> <li>o analysis</li> <li>o synthesis</li> <li>o beliefs based on evidence</li> <li>o <u>and ethical behavior in the academic community</u></li> </ul> </li> </ul>	Discussion, spontaneous in-class writing, papers, and presentations.
<ul style="list-style-type: none"> <li>u assess your growth as a thinker and writer this semester using the criteria above:               <ul style="list-style-type: none"> <li>o read a variety of materials critically</li> <li>o solve problems in a variety of settings</li> <li>o write papers</li> <li>o prepare an extended research paper</li> <li>o present ideas and research in an organized and engaging oral presentation</li> <li>o <u>display specific mental habits</u></li> </ul> </li> </ul>	Final Paper

*At the end of this course you should be able to write papers that*

Good Start    Okay    Needs Work

develop a thesis

present coherent and logical claims

are organized with **clear links** between claims and support

are well developed with sufficient and relevant evidence

use standard American English **correctly**

**make stylistic** choices in persona, syntax, and diction

gauge the needs of and address a **specific audience**

Inviting title?

Yes

MLA format

Margins

Heading

Header

Spacing

### In- Class Writing Rubric

"The point of in-class writing is not simply to dazzle your instructor with what you know. Rather, the goal is for you to make connections, show relationships, develop themes, synthesize information, and draw conclusions based on your new knowledge and current understanding" (190. Davis, Joe A., Martin, Margo L., and Charles D. Smires. *Research for Writers: Advanced English Composition*. Dubuque, IA: Kendall-Hunt, 2002)

The in-class writing shows evidence of the writer's ability to . . .

Effective Good Okay Weak

Show relationships

Develop themes

Synthesize information

Draw conclusions

Develop a thesis

Please fill out the following survey to help us improve the English 2 curriculum. This survey is anonymous in order to allow you to respond honestly. Your input is very valuable. Please rate the following statements in the questionnaire below. Thank you.

Orientation to Class					
	We spent too much time on		We spent about the right amount of time on		1 wish we had spent more time on
Critical thinkin	1	5	14	3	3
MLA format		3	14	6	3
Induction & deduction	2	2	13	8	1
Fallacies		4	15	3	2
Essay structure		3	12	7	4
<a href="https://www.turnitin.com">Turnitin.com</a>	1	3	20	1	

## Section I Literature: Justice as it Evolves in Classical Greek Tragedy

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
My ability to read critically has increased as a result of this section.	5	18	2	1	
My ability to think critically has improved as a result of this section.	5	15	6		
This section changed the way I think or behave.	4	13	7	2	
This section encouraged me to take responsibility for my own <u>learning</u> .	9	13	4		
The assignments challenged me to read, think, and write <u>critically</u> .	12	12	2		
The material was delivered in a way to spark my interest and increase m knowledge.	9	14	3		

Please answer the following questions with any Information you feel relevant.

What are the strongest, most effective parts of the course (orientation and the first section) that we should keep?

- In-class discussion •

- Class discussions
- In class discussion
- The critical thinking section, the student definitions especially
- The Writing Analytically book is great! Everything about critical thinking
- The Oresteia and the in class writing
- High standards, be prepared, no wasted time, can't fall around, critical thinking & reading
- Class discussion, open to many viewpoints, website
- In-class writings; different perspectives from each instructor
- Discussion of what we read. The movie was good.
- Class discussion; in-class writing; group (panel)
- The strong and obvious interest of the professors to advance our thinking & writing. Their availability and helpfulness.
- How to read & think critically.
- In-class writing and section papers
- Critical thinking lectures. How to go about going into detail.
- All parts are necessary and have definite purpose.
- In-class writing forces the critical thinking on our toes
- Class discussion is really great in this course, the subjects discussed are good in that they provoke  
What parts need fine-tuning? What do you suggest would make a difference? •
  - Issue topics for panel projects/section papers sooner
  - Clarity in what you are looking for
- More time on [turnitin.com](https://www.turnitin.com) and MLA format; more explanation on what you're looking for, get rid of the panel
- Clarity in essay topics
- Spend more time talking about the Writing Analytically book • So far, so good
- We need more time for section paper • Essay structures
- Too much time "talking" about critical thinking, more exercises to think critically
- Seems to move a little too quickly-don't know if that can be helped though
- Lectures aren't very dynamic. Use more visuals perhaps like timeline etc. • No parts
- None
- I would like to spend more time discussing the writing analytically book. • Less reading, more writing.
- Elaborate more on essays. Perhaps show sample essays.

What parts need to be revised or eliminated? Why?

What activities helped you learn the most?

# The Case for Authentic Assessment.

Grant Wiggins - This article is based on materials that he prepared for the California Assessment Program.

## WHAT IS AUTHENTIC ASSESSMENT?

Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contract, relies on indirect or proxy 'items'--efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance at those valued challenges.

Do we want to evaluate student problem-posing and problem-solving in mathematics? experimental research in science? speaking, listening, and facilitating a discussion? doing document-based historical inquiry? thoroughly revising a piece of imaginative writing until it "works" for the reader? Then let our assessment be built out of such exemplary intellectual challenges.

Further comparisons with traditional standardized tests will help to clarify what "authenticity" means when considering assessment design and use:

\* Authentic assessments require students to be effective performers with acquired knowledge. Traditional tests tend to reveal only whether the student can recognize, recall or "plug in" what was learned out of context. This may be as problematic as inferring driving or teaching ability from written tests alone. (Note, therefore, that the debate is not "either-or": there may well be virtue in an array of local and state assessment instruments as befits the purpose of the measurement.)

\* Authentic assessments present the student with the full array of tasks that mirror the priorities and challenges found in the best instructional activities: conducting research; writing, revising and discussing papers; providing an engaging oral analysis of a recent political event; collaborating with others on a debate, etc. Conventional tests are usually limited to paper-and-pencil, one- answer questions.

\* Authentic assessments attend to whether the student can craft polished, thorough and justifiable answers, performances or products. Conventional tests typically only ask the student to select or write correct responses-irrespective of reasons. (There is rarely an adequate opportunity to plan, revise and substantiate responses on typical tests, even when there are open-ended questions). As a result,

\* Authentic assessment achieves validity and reliability by emphasizing and standardizing the appropriate criteria for scoring such (varied) products; traditional testing standardizes objective "items" and, hence, the (one) right answer for each.

\* "Test validity" should depend in part upon whether the test simulates real-world "tests" of ability. Validity on most multiple-choice tests is determined merely by matching items to the curriculum content (or through sophisticated correlations with other test results).

\* Authentic tasks involve "ill-structured" challenges and roles that help students rehearse for the complex ambiguities of the "game" of adult and professional life. Traditional tests are more like drills, assessing static and too-often arbitrarily discrete or simplistic elements of those activities.

Wiggins, Grant (1990). The case for authentic assessment. *Practical Assessment, Research & Evaluation*, 2(2). Retrieved February 16, 2004 from <http://PAREonline.net/getvn.asp?v=2&n=2> .  
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