Outcomes Assessment Plan

Academic Affairs Cluster / CPC
Los Angeles Harbor College

December 12, 2007
Foreword

Since its inception in September of 1949, Los Angeles Harbor College has consistently offered an environment that fosters learning by providing comprehensive programs that meet the educational needs of students that are appropriate and useful to the community we serve. It has had as a stated goal the offering of “innovative, state-of-the-art, learner-centered instruction in all Harbor College programs” and the promotion of “effective learning.” Over the years Harbor faculty have consistently and rigorously examined both the curriculum and their teaching to provide their students with the best learning environment.

The inclusion of the new standards for the assessment of student learning outcomes merely provides a more systematized opportunity for improving both curriculum and instruction across the College. This analysis of student learning outcomes is at the heart of the instructional mission of the College and should help to direct the allocation of resources and shape the educational master plan.

Assumptions about the Assessment Program at LA Harbor College

There are certain conditions for the establishment of a sound, effective assessment program at LA Harbor:

1.) There must be significant faculty involvement in determining the items to be assessed and the form of the evaluation.
2.) Any assessment program must be an on-going program and not a single effort to meet outside pressures. The cycle of institutional effectiveness must be established and institutionalized.
3.) The goal of the assessment program will be continuous improvement of educational quality at LAHC. "The point is what the Western Association of Schools and Colleges calls (in its assessment requirement) 'a culture of evidence,‘ in which questions about educational effectiveness and standards are routinely addressed, discussed, and acted upon. . . . . In the words of one administrator, 'assessment is an iterative function, where modest things matter over time'" (Hutchings, Marchese, and Wright 3). Measurement of outcomes is a very important part of the process of improvement. Since this will be an on-going and continuous effort, it need not be comprehensive at the start, but should show clear signs of development toward a comprehensive assessment program.
4.) Our approach to assessment does not assume that there must be added layers of standardized instruments; rather, we assume that in some instances a discipline may meet the WASC requirement by strengthening existing forms of assessment (for example, outside licensure, agreement on grading standards, etc.) or by exploring a variety of ancillary assessment measures.
Assessment versus Evaluation:

There has been a great deal of discussion relative to assessment and evaluation here at Los Angeles Harbor College. For the purpose of this discussion the term evaluation will be used to refer to the process of determining whether an individual student has met the requirements of the course. It should be thought of as the process of gate keeping or grading. The term student outcomes assessment refers to an analysis of how effectively students are meeting academic program expectations as defined by the faculty. The results of the assessment program should be used to enable those responsible for academic programs to determine what works and what does not work in order to develop, redesign, and implement plans to continuous improvement. The student outcomes assessment program is different from program review, but much of the data collected in the two distinct programs can be used in both.

The results of the student outcomes assessment program should not be used to evaluate individual students or faculty. When care is not taken to distinguish between student outcomes assessment and individual faculty evaluation, there is the potential that the student outcomes assessment process may be compromised as faculty might become more concerned with their own evaluation rather than with program evaluation. There is, however, the responsibility of faculty to participate in the assessment of student learning outcomes at both the course, program, and institutional levels. (See the appendix “Recommendations for the Incorporation of Student Learning Outcomes in Faculty Evaluation” from the LACCD Faculty Evaluation Task Force.)

Although some measures used in classroom evaluation may be used in outcomes assessment and vice versa, a conscious effort must be made to maintain the integrity of the two programs.

It should be noted that consideration must be given to all these programs as one attempts to determine how effectively the institution as a whole is meeting its mission.

WASC Standard II:

The institution offers high quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

A. Instructional Programs

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institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

   a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

   b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

   c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

   a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

   b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

   c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critic

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles;
civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

   a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

   b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

   c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.
a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Institutional Learning Outcomes:

It is easy to see that there are learning outcomes unique to an individual class session, a course, or program. There are, however, learning outcomes at the institutional level. Los Angeles Harbor College is a community college, and as such, reflects the needs and interests of a wide variety of students. Some are attending with the intent to transfer to a four-year institution, some are seeking vocational skills and employability, some are attending for reasons of personal fulfillment. Institutional learning outcomes are those outcomes that we expect regardless of the student’s motivation or length of stay at the institution.

On the first face of it, the institutional learning outcomes will look very much like the general education requirements for all students receiving the associate of arts degree. Harbor College has identified the following general education requirements:

- the ability to think and to communicate clearly and effectively both orally and in writing;
- the ability to use mathematics;
- the ability to understand the modes of inquiry of the major disciplines;
- the ability to be aware of other cultures and times;
- the ability to achieve insights gained through experience in thinking about ethical problems
- the ability to develop the capacity for self-understanding.

There will, no doubt, be overlap between the institutional learning outcomes and the general education requirements. However, the institutional learning outcomes include the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. LA Harbor has identified the following as its Institutional Learning Outcomes:
Effective Communication Skills: to interpret content, compose thoughts, ideas and information, to articulate clearly, to develop critical listening and appropriate responses

Critical Thinking and Problem-solving: to understand inquiry, demonstrate flexible thinking, differentiate facts from opinions and emotions, use evidence and reasoning, analyze and solve numerical concepts

Appreciation of Cultural Diversity, Global Awareness, and Aesthetics: to show tolerance and respect for cultural diversity, understand cultural significance, recognize global interdependence, appreciate how the arts enrich human experience

Personal, Professional and Civic Responsibility: clear sense of self, respect, honesty and integrity, assess one's ability, take responsibility for realistic goal setting and actions, plan for well-being and success, make ethical decisions, demonstrate professional values, implement successful plans, work effectively with others, meet deadlines, adapt to change, participate and contribute to the community

Information Management and Technological Competence: identify and define information and use appropriate information resources to match needs. Evaluate and apply relevant, valid and reliable information. Understand implications and use appropriate technology applications

The College makes certain that these outcomes are addressed in the courses it offers across the curriculum. See the table below for the ILOs and the courses in the English curriculum.

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<tr>
<td>Effective Communication Skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Critical Thinking and Problem-solving</td>
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<td>Appreciation of Cultural Diversity, Global Awareness, and Aesthetics</td>
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<td>Personal, Professional and Civic Responsibility</td>
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<td>Information Management and Technological Competence</td>
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</table>
Outcomes at the Course and Program Levels:

There should be a direct correlation between the measured outcomes at the course and program levels with the Institutional Learning Outcomes.

<table>
<thead>
<tr>
<th>CAOT 110 provides an overview of presentation design principles. Uses PowerPoint software to create presentations incorporating templates, fonts, graphics, transitions, sound, and animation. Upon successful completion of this core student should be able to do the following:</th>
<th>Effective Communication Skills</th>
<th>Critical Thinking and Problem-solving</th>
<th>Appreciation of Cultural Diversity, Global Awareness, and Aesthetics</th>
<th>Personal, Professional and Civic Responsibility</th>
<th>Information Management and Technological Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan a presentation considering the audience, content, and method of delivery</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Use Windows to manage storage devices and folders</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>X</td>
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<tr>
<td>Demonstrate the function of basic Microsoft Office features</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Create a new presentation using a template</td>
<td>X</td>
<td>X</td>
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<td>Insert slides with slide layout</td>
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<td>X</td>
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<tr>
<td>And edit or delete comments in a presentation</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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</tbody>
</table>
Reporting of Assessment Results: Completing the Cycle

The assessment of student learning outcomes is not merely a one-time event; it is an iterative process over time in which small changes make a significant difference. The analysis of these results provides a climate of evidence for the improvement of instruction. The form on the following page provides a consistent means of reporting the results of these assessments across the college.

The Western Association of Schools and Colleges has made it very clear in the wording of Standard Two that assessment does not end with a collection of data or even its analysis. The accrediting agency requires evidence that the data be used for the improvement of student learning. Once the data have been collected, they must be fed back into the institutional processes which support the educational endeavor: the budget process, the faculty hiring process, and equipment prioritization process. It should find a rightful place not only in program review but in the individual unit plans. Please see the model on page following the form.

The college should create a central repository in the Office of Academic Affairs to house the assessment results and analysis for each discipline. This central repository will facilitate reporting to the Western Association Schools and Colleges as required in the accreditation standards.

Time Line for Accreditation - Instructional Learning Outcomes

<table>
<thead>
<tr>
<th>Target</th>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>Accreditation team visit</td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Final edit of accreditation report</td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Gather documentation and write responses to accreditation standards</td>
<td></td>
</tr>
<tr>
<td>’09-‘10</td>
<td>Begin program assessment and continue course assessment based on developed calendar</td>
<td></td>
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<tr>
<td></td>
<td>Complete the writing of degree/certificate outcomes for publication of 10-12 catalog</td>
<td></td>
</tr>
<tr>
<td>’08-‘09</td>
<td>Department – retreats to design program outcomes</td>
<td></td>
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<tr>
<td></td>
<td>Develop institution-wide calendar for course/program assessment (department driven)</td>
<td></td>
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<tr>
<td></td>
<td>Report course assessment results; embed results in unit plans and program reviews</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td></td>
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<td>------------</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>'07-'08</td>
<td>Department - retreats to write course outcomes and measures</td>
<td></td>
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<tr>
<td></td>
<td>Establish format for annual report (similar to Annual Program Assessment for courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establish process for writing program/degree/certificate outcomes</td>
<td></td>
</tr>
</tbody>
</table>

**Student Services Assessment**

Perhaps the key question asked of student affairs personnel might be expressed as follows: “Of those students who use the services, programs and facilities, is there any effect on their learning, development, academic success, or other intended outcomes, particularly when compared to non-users?” It is important to note that not all outcomes of interest to student services are learning outcomes; many pertain to the timely, efficient, and effective delivery of services.

To the extent that student affairs practitioners are equating student learning as student development is seen as both a process and a set of desired outcomes. The conceptual underpinnings of many student development assessment tools may be traced to one of four categories of models about the development process.

*Psychosocial theories* describe how individuals resolve challenges and personal growth issues at different stages during the life cycle. Work by A. Chickering on “vectors of development” maybe the best-known writing.

*Cognitive structural theories* describe the processes by which people move from fairly simplistic, dualistic judgments and reasoning ability to more competition, reflective understandings when needs and abilities and constructions of reality. The writing of W. Perry and M. Baxter-Magolda represent this assessment tradition.

*Personal-environment interaction theories* describe the ways individual performance can be optimized when needs and abilities are congruent with the demands of the environment. This perspective helps explain why some students find certain institutional environments compatible and others do not. The writing of these authors does not describe developmental processes or outcomes. Prominent writers in this stream of thinking include A. Astin and E. Pascarella and P. Terenzini.

*Typology models* sort individuals into categories based upon similarities and differences relative to how they manage common developmental tasks inherent in the collegiate
setting. Inventories such as the Myers-Briggs and Kolb's work fall into this assessment effort. Another aspect of this category is the writing of authors who are looking at process indicators representing the extent to which students engage in the activities that predict desired learning and personal development outcomes. Works by R. Pace, A. Chickering and Z. Gamson, or G. Kuh fall into this group.

Source:

Other good sources:


Helpful web sites are:
[http://www.uncc.edu/stuaffairs/sar/](http://www.uncc.edu/stuaffairs/sar/)

[http://wbarratt.indstate.edu/dragon/home.htm](http://wbarratt.indstate.edu/dragon/home.htm)

These resources deal less with assessment, but make the case for learning in the context of student services programming.


# LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report (DRAFT)

<table>
<thead>
<tr>
<th>Institutional Mission &amp; Goals</th>
<th>Course/Program/ILO Intended Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the mission and goals served by the learning outcome</td>
<td>Identify here the course, program, or institutional learning outcome to be measured.</td>
<td>Show here what measures were used to assess students’ learning. It may be a quantitative or qualitative measure. You should also indicate multiple measures used.</td>
<td>Show in this column the results of the assessment and your analysis of the data.</td>
<td>Show in this column how the analysis of the assessment is being used to improve instruction. This may include recommendations for resources, changes in course outlines, changes in pedagogy, etc.</td>
</tr>
</tbody>
</table>
Climate of continuous assessment, adjustment, improvement.
Appendix C:

Student Learning Outcomes (SLOs) Assessment Report

Department: Communications
Course/Discipline/Program: Speech 101
Reviewed by: ________________________________, Academic Dean
Date: ________________________________

Attach additional pages as necessary.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication Skills: to interpret content, compose thoughts, ideas and information, to articulate clearly, to develop critical listening and appropriate responses</td>
<td>Students will have knowledge of communication theory and have the ability to: Identify terms Define terms Apply terms</td>
<td>Examinations: embedded questions on four key terms. 80% success in identifying all four key terms.</td>
<td>Students scored 65% in getting all four.</td>
<td>Revise teaching to emphasize concept of audience analysis.</td>
</tr>
<tr>
<td></td>
<td>Students will be able to select appropriate communication behaviors</td>
<td>Oral assignments</td>
<td>Based on five-point rubric, 80% of students were able to identify and select appropriate communication behaviors</td>
<td>No changes were necessary at this time.</td>
</tr>
</tbody>
</table>
Appendix D: Recommendations for the Incorporation of 
Student Learning Outcomes in Faculty Evaluations 
August 16, 2006

Since the adoption of the new accreditation standards, the question of the proper role of student learning outcomes in the faculty evaluation process has emerged in relation to several District college accreditation self study efforts. The ACCJC's new standards make clear that accreditors expect student learning outcomes to play a role in faculty evaluations:

"Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes."

Standard III. A. 1. c.

Understandably, faculty members have been concerned about the potential misuse of SLO assessment in relation to individual faculty evaluations. Clearly, it would be unfair to hold individual instructors accountable for aspects of student learning that range well beyond their control—things like varying levels of student preparation, motivation, work load, family situation and other factors that impact an individual's ability or willingness to learn. It would also be impractical—if not impossible—to assess the learning of every student in every section on a regular basis.

To address this issue, in Spring 2006 the AFT and the District Academic Senate created a special Faculty Evaluation Taskforce to offer District colleges guidance on how to address this new ACCJC mandate. After reviewing the AFT collective bargaining agreement and consulting with the ACCJC, the Taskforce is forwarding the following recommendations to the colleges for consideration:

I. There appears to be room within the provisions of Articles 19 and 42—without need for revision—for the inclusion of consideration of student learning outcomes. This is possible because Articles 19 and 42 specify that evaluation committees will determine the data and information to be
gathered in support of the comprehensive evaluation process.

2. Colleges are encouraged to engage faculty in an institution-dialogue on how to address the inclusion of student learning outcomes within the parameters established by Article 19. As a matter of faculty professional concern, this process should be overseen by the college Academic Senate in consultation with the AFT Faculty Guild Chapter.

3. One of many possible approaches to the effective incorporation of student learning outcomes in faculty evaluations might involve linking comprehensive evaluations to the long-term professional development goals of individual faculty. (See the attached "Proposed Model") This approach would help to "close the loop" of institutional improvement, by linking faculty development activities to college-wide efforts to improve student learning outcomes.

Ultimately, because accreditation is a college-specific process, the colleges themselves must address this issue through a vigorous process of collegial dialogue and debate. It is expected that this collaborative district-wide discussion will improve the faculty evaluation process and underscore our colleges' commitment to excellence and student success.

**Joint AFT/DAS Faculty Evaluation Taskforce**

**Members:**

Dana Cohen, LACC Academic Senate President

Gary Colombo, Chancellor's Liaison

Paul Doose, LASC Academic Senate

Chini Johnson-Taylor, LA TIC Academic Senate President

Sandra Lee, LASC AFT Chapter President

Leon Marzillier, District Academic Senate President
Gary Prostak, LAMC AFT Chapter President
Olga Shewfelt, WLAC AFT Chapter President
Don Sparks, AFT Local 1521
Joanne Waddell, LA VC AFT Chapter President
Mark Wood, LAHC Academic Senate
Glossary of Assessment Terms
(http://www.journeytoexcellence.org/practice/assessment/glossary.phtml)

Accountability
The demand by a community (public officials, employers, and taxpayers) for school officials to prove that money invested in education has led to measurable learning. “Accountability testing” is an attempt to sample what students have learned, or how well teachers have taught, and/or the effectiveness of a school’s principal’s performance as an instructional leader. School budgets and personnel promotions, compensation, and awards may be affected. Most school districts make this kind of assessment public; it can affect policy and public perception of the effectiveness of taxpayer-supported schools and be the basis for comparison among schools.

Accountability is often viewed as an important factor in educational reform. An assessment system connected to accountability can help identify the needs of schools so the resources can be equitably distributed. In this context, accountability assessment can include such indicators as equity, competency of teaching staff, physical infrastructure, curriculum, class size, instructional methods, and existence of tracking, number of higher cost students, dropout rates, and parental involvement as well as student test scores. It has been suggested that test scores analyzed in a disaggregated format can help identify instructional problems and point to potential solutions.

Alternative Assessment
Many educators prefer the description “assessment alternatives” to describe alternatives to traditional, standardized, norm- or criterion-referenced traditional paper and pencil testing. An alternative assessment might require students to answer an open-ended question, work out a solution to a problem, perform a demonstration of a skill, or in some way produce work rather than select an answer from choices on a sheet of paper. Portfolios and instructor observation of students are also alternative forms of assessment.

Analytic Scoring
A type of rubric scoring that separates the whole into categories of criteria that are examined one at a time. Student writing, for example, might be scored on the basis of grammar, organization, and clarity of ideas. As a diagnostic tool, an analytic scale is useful when there are several dimensions on which the piece of work will be evaluated. (See Rubric.)

Assessment Task
An illustrative task or performance opportunity that closely targets defined instructional aims, allowing students to demonstrate their progress and capabilities.

Authentic Assessment
Evaluation by asking for the behavior the learning is intended to produce. The concept of model, practice, feedback in which students know what excellent performance is and are guided to practice an entire concept rather then bits and pieces in preparation for eventual understanding. A variety of techniques can be employed in authentic assessment.
The goal of j2e authentic assessment is to gather evidence that students can use knowledge effectively and be able to critique their own efforts. Authentic tests can be viewed as “assessments of enablement,” in William Glasser’s words, ideally mirroring and measuring.

**Capstone or Senior Project**
Extensive projects planned and carried out during the last year of college as the culmination of the college experience. Capstone projects require higher-level thinking skills, problem-solving, and creative thinking. They are often interdisciplinary and may require extensive re-search. Projects culminate in a presentation of the project to a panel of people, usually faculty and community mentors, sometimes students, who evaluate the student’s work at the end of the year.

**Evaluation**
Both qualitative descriptions of pupil behavior plus value judgments concerning the desirability of that behavior. Using collected information (assessments) to make informed decisions about (at Harbor College) an individual student’s performance and hence grade.

**Formative Assessment**
Observations which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning. (See Summative Assessment.)

**Holistic Method**
In assessment, assigning a single score based on an overall assessment of performance rather than by scoring or analyzing dimensions individually. The product is considered to be more than the sum of its parts and so the quality of a final product or performance is evaluated rather than the process or dimension of performance. A holistic scoring rubric might combine a number of elements on a single scale. Focused holistic scoring may be used to evaluate a limited portion of a learner’s performance.

**Metacognition**
The knowledge of one’s own thinking processes and strategies, and the ability to consciously reflect and act on the knowledge of cognition to modify those processes and strategies.

**Multi-Dimensional Assessment**
Assessment that gathers information about a broad spectrum of abilities and skills (as in Howard Gardner’s theory of Multiple Intelligences).

**Outcome**
An operationally defined educational goal, usually a culminating activity, product, or performance that can be measured.

**Output**
Objective data about the students and the course that are most typically found in the college Fact Book. The data include statistics on gender, reading scores, economic level, graduation rates, FTES, etc. Outputs usually point to opportunities for the college to add programs etc. Outcomes usually point to ways the faculty can improve instruction in a course or program.

**Performance-Based Assessment**
Direct, systematic observation and rating of student performance of an educational objective, often an ongoing observation over a period of time and typically involving the creation of products. The assessment may be a continuing interaction between teacher and student and should ideally be a part of the learning process. The assessment should be a real-world performance with relevance to the student and learning community. Assessment of the performance is done using a rubric, or analytic scoring guide to aid in objectivity. Performance-based assessment is a test of the ability to apply knowledge in a real-life setting. Performance of exemplary tasks is the demonstration of intellectual ability.

**Performance Criteria**
The standard by which student performance is evaluated. Performance criteria help assessors maintain objectivity and provide students with important information about expectations, giving them a target or goal to strive for.

**Portfolio**
A systematic and organized collection of a student’s work that exhibits to others the direct evidence of a student’s efforts, achievements, and progress over a period of time. The collection should involve the student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation. It should include representative work, providing a documentation of the learner’s performance and a basis for evaluation of the student’s progress. Portfolios may include a variety of demonstrations of learning and have been gathered in the form of a physical collection of materials, videos, CD-ROMS, reflective journals, etc.

**Portfolio Assessment**
Portfolios may be assessed in a variety of ways. Each piece may be individually scored, or the portfolio might be assessed merely for the presence of required pieces, or a holistic scoring process might be used and an evaluation made on the basis of an overall impression of the student’s collected work. It is common that assessors work together to establish consensus of standards or to ensure greater reliability in evaluation of student work. Established criteria are often used by reviewers and students involved in the process of evaluating progress and achievement of objectives.

**Product**
The tangible and stable result of a performance or task. An assessment is made of student performance-based on evaluation of the product of a demonstration of learning.
Project
A complex assignment involving more than one type of activity and production. Projects can take a variety of forms. Some examples are a mural construction, a shared service project, or other collaborative or individual effort.

Rating Scale
A scale based on descriptive words or phrases that indicate performance levels. Qualities of a performance are described (e.g., advanced, intermediate, novice) in order to designate a level of achievement. The scale may be used with rubrics or descriptions of each level of performance.

Rubric
Some of the definitions of rubric are contradictory. In general, a rubric is a scoring guide used in subjective assessments. A rubric implies that a rule defining the criteria of an assessment system is followed in evaluation. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale. A scoring rubric makes explicit expected qualities of performance on a rating scale or the definition of a single point on a scale.

Scoring Criteria
Rules for assigning a score or the dimensions of proficiency in performance used to describe a student’s response to a task. May include rating scales, checklists, answer keys, and other scoring tools in a subjective assessment situation, a rubric.

Scoring Guide
A package of guidelines intended for people scoring performance. May include instructions for rating, rating scales, and samples of student work illustrating performance levels.

Self-Assessment
A process in which a student engages in a systematic review of a performance, usually for the purpose of improvement. May involve comparison with standard, established criteria, critiquing one’s own work, or a description of the performance. Reflection, self-evaluation, and metacognition are related terms.

Summative Assessment
Evaluation at the conclusion of a unit or units of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity. Outcomes are the culmination of a teaching/learning process for a unit, subject, or year’s study. (See Formative Assessment.)

Taken from several sources including:
Assessment: How Do We Know What They Know? ASCD.
Dickinson, Dee. Dissolving the Boundaries: Assessment that Enhances Learning.
SCASS Arts and Assessment Project Glossary of Assessment Terms.
Wiggins, Grant. Glossary of Useful Terms Related to Authentic and Performance Assessments.
A True Test: Toward a More Authentic and Equitable Assessment. Phi Delta Kappan, 5/89, 703-713.
Wolf, Dennis Palmer. Assessment as an Episode of Learning.
Working Definitions for Assessment Technology.
Assessment References
Marzano, Robert, and John S. Kendall. Designing Standard-Based Districts, Schools, and Classrooms. Aurora, CO: Mid-Continent Regional Educational Laboratory, 1996.
Bibliography Suggested Resources


http://ctl.du.edu/portfolioclearinghouse/ Portfolio Clearinghouse

http://csufresno.edu/ir/assessment/index.shtml CSU Fresno Assessment and Evaluation

http://school.discoveryeducation.com/schrockguide/assess.html A general compendium of resources for creation of rubrics.

http://www.calstate.edu/acadaff/sloa/ Student Learning Outcomes and Assessment in the CSUs

http://www.cod.edu/outcomes/ Assessment at the College of DuPage

http://www.sinclair.edu/about/assessment/ Assessment at Sinclair Community College

http://www.mc.maricopa.edu/about/orp/assessment/index.html Assessment at Maricopa Community College

