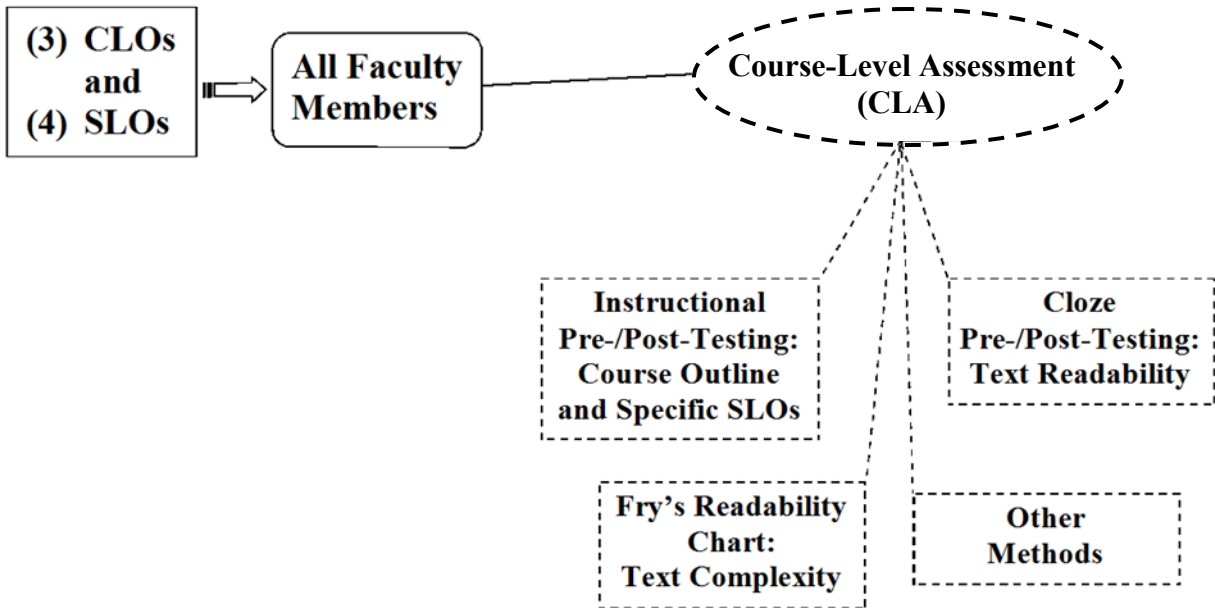
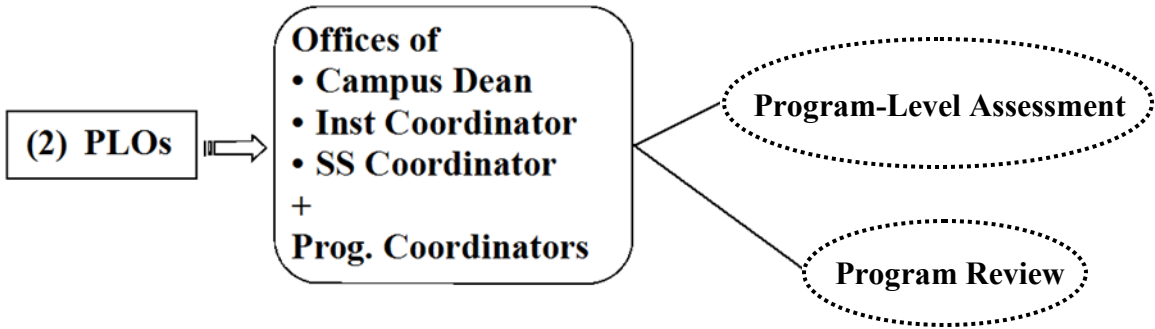
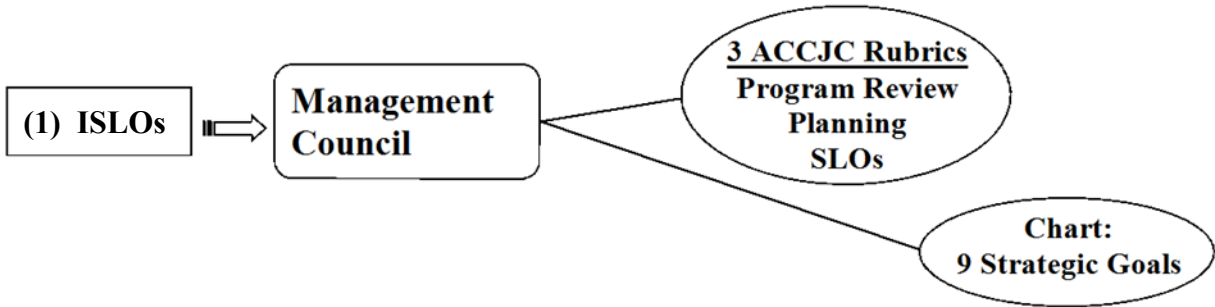


What Kind of Assessment is Chuuk Campus Supposed to be Doing?

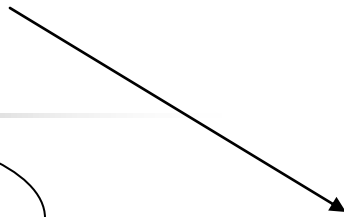


WASC Procedures

The Learning-centered Institution:
Pedagogy and Assessment for
Student Success



Amy Driscoll
WASC EDUCATIONAL SEMINAR
February 2008



INSPIRATIONS:



Let's begin to think of students as scholars and teach accordingly.

Let's model how to learn from mistakes.

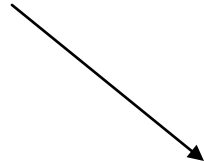
Let's work to elevate learning to the level of identity rather than level of accomplishment.



Starting with Mission...



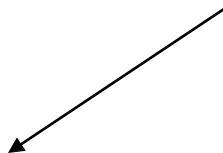
Missions contribute meaning to our definition of student success with the uniqueness of the institution.



Aligning Mission with Educational Goals for Assessment



- Our central mission is to develop **life-long learning skills**, impart society's **cultural heritage**, and educate and prepare for both the professions and advanced study.



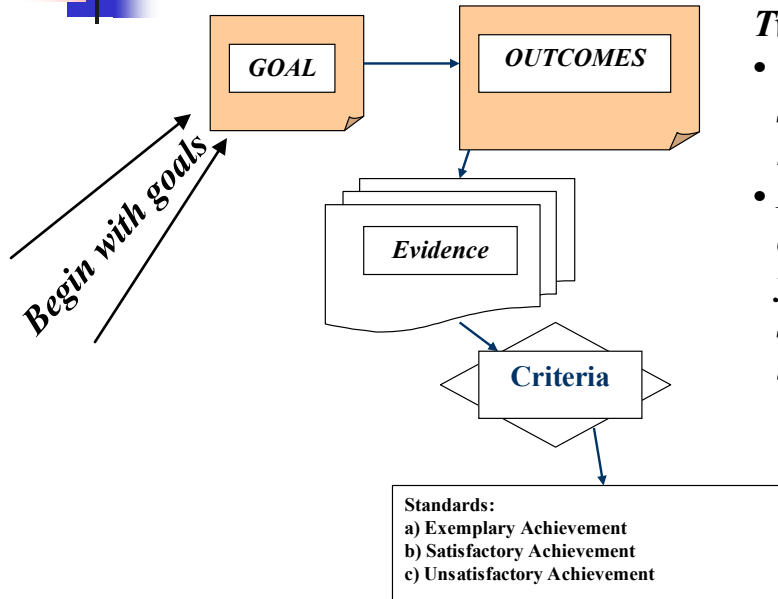
Aligning Values With Educational Goals



- ESU has a commitment to academic and personal integrity.

GOALS: Academic Integrity
Personal Integrity

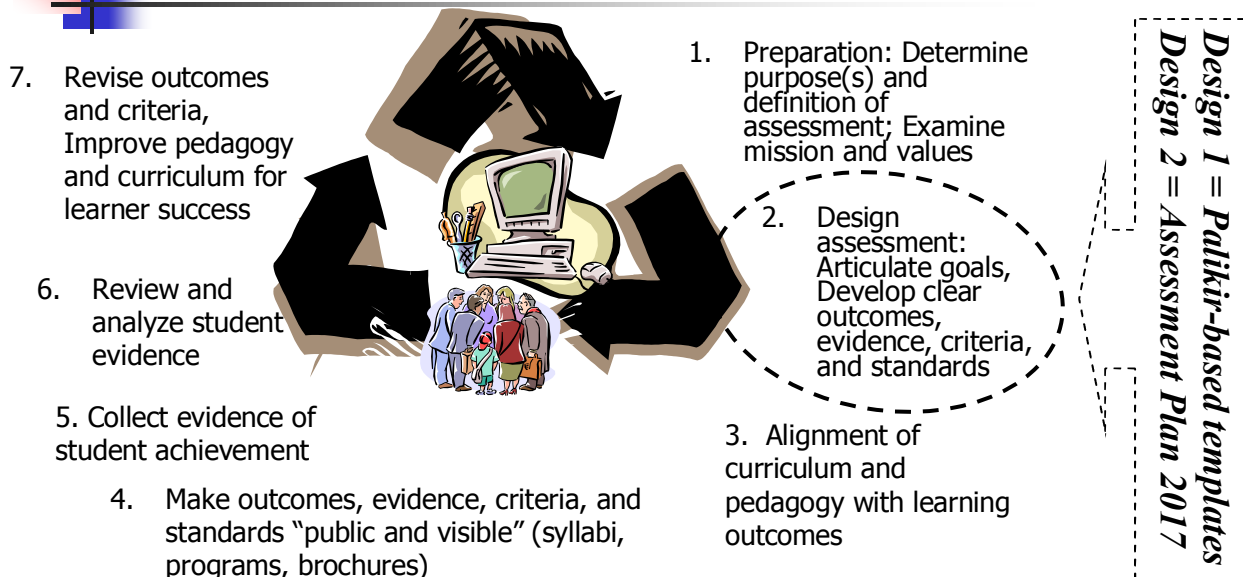
Assessment Protocols for Learning-centered Assessment



- Two points to remember:*
- *Outcomes are “learning”, not statements of your duties and responsibilities.*
 - *Learning outcomes are student-based (after you perform your duties and achieve your staff goals): what do students learn.*

SO, WHAT IS THE OVERALL TASK OF THE MANAGEMENT COUNCIL?

Assessing Student Learning: Course, Program and Institutional Levels



Integrating Student Learning into Program Review

Barbara Wright
Associate Director, WASC
bwright@wascsenior.org

□ Program review typically emphasizes

- *Inputs*, e.g.
 - Mission statement, program goals
 - Faculty, their qualifications
 - Students, enrollment levels, qualifications
 - Library, labs, technology, other resources
 - Financial support

□ Program review typically emphasizes

- *Processes*, e.g.
 - Faculty governance
 - Curriculum review
 - Planning
 - Follow-up on graduates
 - Budgeting
 - And yes, assessment may be one of these

□ Program review typically emphasizes *indirect indicators* of student learning and academic quality, e.g.

- Descriptive data
 - Surveys of various constituencies
 - Existence of relationships, e.g. with area businesses, professional community
- Program review has traditionally *neglected* actual student learning outcomes

Don't confuse program-level assessment and program review

- ❑ **Program-level assessment** means we look at learning on the program level (not just individual student or course level) and ask what *all* the learning experiences of a program *add up to*, at what *standard* of performance (results).
- ❑ **Program review** looks for program-level assessment of student learning but goes beyond it, examining other components of the program (mission, faculty, facilities, demand, etc.)

←
ANNUAL

←
ONCE EVERY
2 YEARS

What does WASC want? Both!

- ❑ Systematic, periodic program review, including a focus on student learning results as well as other areas (inputs, processes, products, relationships)
- ❑ An improvement-oriented student learning assessment process as a routine part of the program's functioning

[NOTE: We can easily assess “access” by describing duties and responsibilities of administrators, staff, and faculty; however, “access and success” requires that each department and office at Chuuk Campus state how it achieves student success by describing “student learning outcomes” expected in the department and office.]

Unique Issues in Assessment for Community Colleges

Presented by
Dr. Fred Trapp

Administrative Dean, Institutional Research/Academic Services (retired)
Long Beach Community College
Long Beach, CA



ACCJC Assessment Rubric

- Levels of Implementation
 - Awareness
 - Development
 - Proficiency
 - Sustainable continuous quality improvement