Making it Meaningful:

Authentic and Innovative Outcomes Assessment in the Foothill-De Anza Community College District

Framing Questions

- What characterizes 'authentic' outcomes assessment?

- How can we *know* whether our assessment work is authentic?

- What can authentic assessment work *do* for our campus communities?

Workshop Overview

- A discussion of De Anza's Outcomes Assessment Rubric

- Applying the rubric: Three examples

- Group activity: Assessing ourselves

- Post-group activity discussion

The Need for an Outcomes Assessment Rubric

- With an effective tool for evaluating our assessment efforts, we can:

  - Enhance student learning

  - Avoid 'busy work'

  - Identify problems that we might not have seen previously

Five Criteria for an Outcomes Assessment Rubric

- Our proposed criteria stem from the three major stages of the ongoing assessment cycle:

Outcome Statement

Reflection/Enhancement   Assessment Method
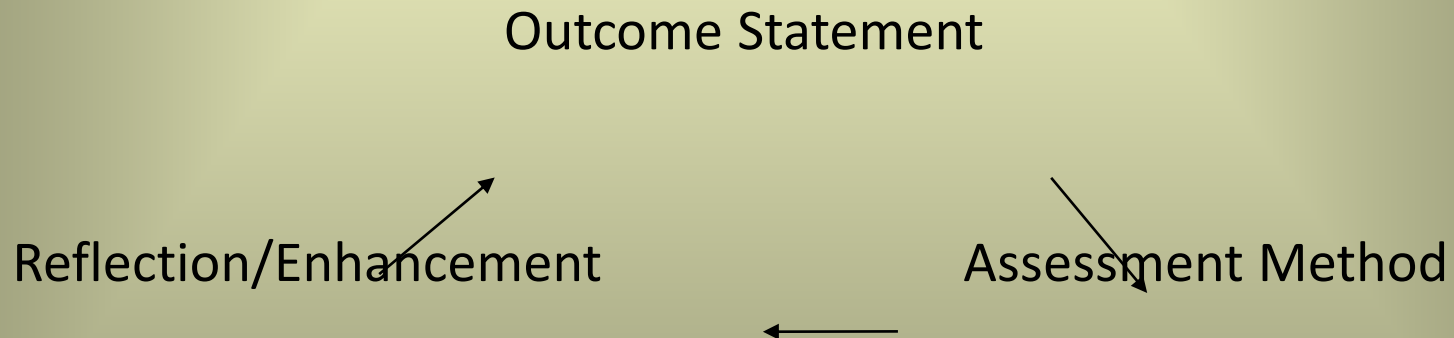
Five Criteria for an Outcomes Assessment Rubric

- Our proposed criteria stem from the three major stages of the ongoing assessment cycle:

    - Outcome Statement: Clarity and Concision

    - Outcome Statement: Assessibility

    - Assessment Method: Relevance and Rigor

    - Critical Reflection

    - Enhancement

Three Sample Assessments

- The Tobacco Cessation Program (De Anza Health Services)

- Philosophy PLO (De Anza)

- The Food Pantry (De Anza Occupational Training Institute)

Three Sample Assessments

Example #1: The Tobacco Cessation Program (De Anza)

- Health Education and Wellness' Tobacco Cessation Program offers students individualized counseling and support while they quit using tobacco products. This program is student driven. Students work with a trained counselor to identify their tobacco trigger-response systems, develop coping skills and alternate behaviors with the goal of becoming tobacco-free through behavior change.

Three Sample Assessments

Example #1: The Tobacco Cessation Program (De Anza)

- Services Include:

  - 1:1 counseling sessions that include education, advice, support, and encouragement for each student.

  - Free nicotine patches and gum according to the individual student's needs.

  - Tips, tricks, and other resources for making quitting successful.

  - Quit kits: A collection of items used by students when they feel the need to use tobacco.

Three Sample Assessments

Example #1: The Tobacco Cessation Program (De Anza)

- Data from a three year-assessment:

  - 2011/12: Recruited students from smoking areas on campus

    36 enrolled, 4% success rate

  - 2012/13: More active recruitment practices

    47 enrolled, few completed the program

  - 2013/14: Informed students of service, rather than active recruitment:

    30 enrolled, 17% successfully completed

Three Sample Assessments

Example #1: The Tobacco Cessation Program (De Anza)

Evidence-based program enhancement:

We will continue to exercise our new recruiting strategies in the coming school years in hopes of sustaining growth. Practice changes are anticipated as guidelines and best practices are identified. Always, our goal is to engage and encourage more DeAnza students to become tobacco-free.

Three Sample Assessments

Example #2: PLO Assessment, De Anza

Philosophy PLO_2	Students should be familiar with the basic figures, texts, theories, problems, and ideas within the discipline of philosophy.			faculty.
		Students across philosophy courses will be given on online survey that asks them questions across a a broad spectrum in the history of philosophy. Students will be	The data have generated quite a bit of discussion and disagreement among the philosophy department. Some instructors have argued that while the advanced	At present, it seems that the most significant enhancement resulting from this study will be made to the assessment process itself. Participation in the planning

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Program Level Outcome (PLO) Name	Program Level Outcome (PLO)	Assessment Method	Reflection and Analysis	Enhancement/Action
		asked how many philosophy courses they have taken at De Anza, and we will be interested to see the extent to which more 'experienced' students in our program do better than 'less experienced' students on the survey.	students do perform better than the intro students, their scores on some questions are still disconcertingly low. Questions of particular concern pertain to questions designed to reveal students' formal reasoning skills. Other instructors have argued that our target for this assessment has been met, and that the data show that our courses are effective at enabling advanced students to identify and discuss key concepts/figures in the history of philosophy. Finally, other faculty members have argued that the assessment method itself is problematic. Discussions on this front will likely result in a significant revisions to the data collection tool to be used in the next cycle of assessment.	stages of this assessment was decidedly less widespread and vigorous than the discussion it generated, and it appears that several department members are now interested/motivated in developing a more rigorous assessment tool for the next cycle. If nothing else were to come of this particular cycle, this boost to the rigor of our assessment methods must be considered a significant result. The data collected in this cycle have not been entirely ignored, however. One survey question revealed that only 32% of intro respondents and 50% of advanced respondents could successfully name at least one woman philosopher. This finding has resulted in departmental dialogue about the importance of diversifying our readings and topics. The department has agreed to change syllabi to more explicitly include women in philosophy, and we expect our data in this area to improve significantly in our next assessment cycle.

Three Sample Assessments

Example #2: PLO Assessment, De Anza Philosophy Department

Assessment Method:

"Students across philosophy courses will be given on online survey that asks them questions across a a broad spectrum in the history of philosophy. Students will be asked how many philosophy courses they have taken at De Anza, and we will be interested to see the extent to which more 'experienced' students in our program do better than 'less experienced' students on the survey."

Three Sample Assessments

Example #2: PLO Assessment, De Anza Philosophy Department

Assessment Data:

Advanced students did perform uniformly better than intro students on every survey question. A few notable questions/correct responses are indicated below:

"Identify an inductive argument": Intro 62/164, advanced 9/17

"What is utilitarianism?": Intro 80/164, advanced 15/164

"Who is Lao Tzu?" 83/164, advanced 10/17

"What is the philosophical view known as 'skepticism'?": Intro 68/164, advanced 11/17

Three Sample Assessments

Example #2: PLO Assessment, De Anza Philosophy Department

Reflection:

"The data have generated quite a bit of discussion and disagreement among the philosophy department. Some...faculty members have argued that the assessment method itself is problematic."

Three Sample Assessments

Example #2: PLO Assessment, De Anza Philosophy Department

Enhancement:

"At present, it seems that the most significant enhancement resulting from this study will be made to the assessment process itself. **Participation in the planning stages of this assessment was decidedly less widespread and vigorous than the discussion it generated, and it appears that several department members are now interested/motivated in developing a more rigorous assessment tool for the next cycle.** If nothing else were to come of this particular cycle, this boost to the rigor of our assessment methods must be considered a significant result."

Three Sample Assessments

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Enhancement:

"The data collected in this cycle have not been entirely ignored, however. One survey question revealed that **only 32% of intro respondents and 50% of advanced respondents could successfully name at least one woman philosopher.** This finding has resulted in departmental dialogue about the importance of diversifying our readings and topics. The **department has agreed to change syllabi to more explicitly include women in philosophy**, and we expect our data in this area to improve significantly in our next assessment cycle."

Three Sample Assessments

Example #3: The Food Pantry (De Anza OTI)

- Sometimes *asking the right questions* can result in a profound impact on our students' lives

Three Sample Assessments

Example #3: The Food Pantry (OTI)

- From Veronica Acevedo Avila's January 2014 article in the SLO Newsletter:

  - "As much as Dan and the OTI staff would like to think that all affiliated students know about every service they offer, they knew this wasn't the case. So his team conducted a survey to find out which OTI services students knew versus which ones they needed to better advertise."

Three Sample Assessments

Example #3: The Food Pantry (OTI)

- From Veronica Acevedo Avila's January 2014 article in the SLO Newsletter:

    - "The SSLO assessment survey results showed that the majority of students didn't know about food and shelter services. But more importantly, the team found out the true extent to which this service was needed because students reported that they were coming to class hungry."

Assessing Ourselves: Applying the Rubric

Evaluate the SLOAC report for De Anza's 'Critical Thinking' (PHIL04) course, according to the five criteria from our Outcomes Assessment Rubric.

As you discuss your views, try to focus on the following questions:

- Does the SLOAC provide you with a *meaningful* picture of student learning? Why/why not?

- How might the SLOAC be changed to be *more meaningful* to prospective audiences?

Discussion: Applying the Rubric

- Does the SLOAC provide you with a *meaningful* picture of student learning? Why/why not?

- How might the SLOAC be changed to be *more meaningful* to prospective audiences?

- Have you identified any strategies for making your *own* assessment work more meaningful?