**Fall 2004: A Report on the Status of Assessment**

**Windward Community College**

**Where are we now?**

**Accomplishments of the Initial Assessment Committee**

General Education requirements for the AA Degree:
- Written Communication
- Writing Intensive
- World Civilizations
- Social Sciences
- Oral Communications
- Natural Sciences
- Quantitative/Logical Reasoning--Mathematics
- Logical Reasoning
- Computer and Information Literacy (CIL)
- Performing Arts--Drama/Theater, Music

Institutional units:
- Library
- Office of Instructional Services (DOI)
- Office of Student Affairs/Student Services (DOSS)
- Employment Training Office (ETC)
- Administrative Services

**Institutional Effectiveness Committee (IEC)**

- The mission of the IEC is to support the college’s assessment efforts.
- The goals of the IEC are:
  - To provide an institutional framework and timeline/schedule for an ongoing assessment cycle.
  - To provide leadership, training, and support throughout the assessment cycle.
  - To provide support and maintain the culture of assessment.

**Members of the IEC**

- Clayton Akatsuka, Mathematics/Business
- Russell Chan, Registrar, Student Affairs
- Patti Chong, Counselor, Student Affairs
- Nancy Heu, Head Librarian, Administration
- Malie Hirao, Clerk-Steno, Office of Instructional Services
- Ellen Ishida-Babineau, IEC Chair
- Leslie Lyum, ETC
- Janice Nuckols, Humanities

- Mikki O’Phelan, Student Representative
- Frank Palacat, Social Sciences
- Tara Severns, Librarian, Academic Support
- Jean Shibuya, Language Arts and CAAC Chair
- Ingelia White, Natural Sciences
- Ex-officio members:
  - Paul Field, Accreditation Liaison Officer
  - Robert deLoach, Assessment Committee
Where are we going?

Fall 2004
- Continue assessment of institutional units
- Identify academic department goals (related to student learning) and unit goals; identify SLO’s related to department goals
- Complete IEC website
- Draft an institutional framework and timeline for all units and programs
- Plan workshops to support assessment process

Spring 2005
- Continue assessment of institutional units
- Share academic department goals (related to student learning) and unit goals
- Start work on course outcomes for student learning (SLO’s)
- Start work on aligning institutional mission and goals to programs/units
- Finalize an institutional framework and timeline for all units and programs

Fall 2005
- Share academic department goals (related to student learning) and unit goals
- Start work on course outcomes for student learning (SLO’s)
- Complete and present institutional mission and goals
- Course SLO’s submitted to CAAC

Spring 2006
- Include instructional department goals in catalog
- Assess alignment of departmental/course goals with Mission Statement/Institutional Goals

Fall 2006
- Accreditation visit is in November.
- Publish identified department goals and student learning outcomes.
- Publish institutional framework and timeline of ongoing assessment cycle.
“Assessment should be first and foremost about improving student learning and secondarily about determining accountability for the quality of learning produced.”

Angelo, 1999

What is the Purpose and Value?
- To respond to the demands for accountability.
- To provide evidence of effectiveness.
- To document successes and identify weaknesses in programs.
- To improve curriculum, instruction, and student learning.

What are Goals:
- General statements about knowledge, skills, attitudes, and values expected in students completing a course, discipline, or program.
- These goals should reflect the mission statement of an institution or broad statements about what students should get out of the AA Degree requirements.

Outcomes/Objectives:
- Specific, measurable behaviors clearly and concisely reflecting desired knowledge, skills, or values in a course, discipline, program, or institution.
- Outcomes or objectives state specifically what we want our students to know, to do, or to value.

The Difference
- Goals are broad; Objectives are narrow.
- Goals are general intentions; Objectives are precise.
- Goals are intangible; Objectives are tangible.
- Goals are abstract; Objectives are concrete.
- Goals can’t be validated as is; Objectives can be validated.

Goal: The student will know about the human body.

Objectives: The student will be able to name all of the bones in the human body as stated in the medical textbook “The Human Body”.

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The student will know about the human body. 
Writing Goals:
- What should our graduates know, be able to do, and value?
- Have the graduates of our institution acquired this knowledge, skills, values, or attitudes? How do we know?
- What are the contributions of the institution and its programs to student growth?
- How can student learning be improved?

-Adapted from Hutchins and Marchese (1990)

Writing Objectives
- Objectives should be “SMART”
  - S Specific
  - M Measurable
  - A Attainable
  - R Relevant and Results Oriented
  - T Targeted to our Students

A Starting Point
- There are many ways to write Goals and Objectives.

Bloom’s Cognitive Domain
- To Know
- To Comprehend
- To Apply
- To Analyze
- To Synthesize
- To Evaluate

To Know: Recall data.
To Comprehend: State a problem in one’s own words.
To Apply: Incorporate what was learned in the classroom into novel situations in the workplace.
To Analyze: Distinguish between facts and inferences.
To Synthesize: Put parts together to form a whole, with emphasis on creating a new meaning or structure.
To Evaluate: Make judgments about the value of ideas or materials.

Cognitive Domain of Learning

<table>
<thead>
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<th>KNOWLEDGE</th>
<th>COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS</th>
<th>SYNTHESIS</th>
<th>EVALUATION</th>
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Break out GROUPS
1. -Composition/Literature
2. -Foreign Language/Speech/Communication
3. -Fine Arts & Performing Arts
4. -Humanities - the remainder of the departments
5. -Social Science
6. -Natural Science
7. -Math
8. -Business
9. -Maintenance
10. -Business Office
11. -Human Resources
12. -Institutional Computing (Scott, Andy)
13. -Library
14. -Media
15. -Academic Computing
16. -The Learning Center
17. -Student Services
18. -ETC/OCE/1
19. -Administration
20. -Office of the Chancellor
“Outcome assessment should be student-centered. Students’ academic, attitudinal and behavioral outcomes are the primary source of assessment data…provide information about the effectiveness of the curriculum, advising, faculty development, ethnic diversity goals, and external linkages with other segments of education.”

Halpern et al., 1993

Group Activity:

Identify whether the following are Goals or Objectives

1. The student will develop an appreciation of music.
2. Students will be able to describe a possible correlational study in their area in which a specified regression model would be used. (Comprehension)
3. The student will learn to perform Algebraic calculations.
4. The student will be able to generate an example of the negation stage of the Hegelian Dialectic.
5. Theater students will be able to list Smith’s five criteria for the evaluation of a play and give a rationale for each. (Knowledge)
6. Theater students will be able to apply Smith’s five criteria to the evaluation of a play and present a rationale for their evaluations. (Evaluation)

Away we go! The Worksheet

- Create tentative Goals or Objectives for your Area Unit or Department
- The KEY to developing Goals is the use of VERBS that explicitly denote what the student should be able to do.
- Try fill in the Question:
  - Students will [be able to] (Verb)(Goal/Objective)

Departments and Units Groups

1. -Language Arts
2. -Math/Business
3. -Humanities
4. -Social Science
5. -Natural Science
6. -Administrative Services/Institutional Support
7. -Academic Support
8. -Student Services
9. -ETC/OCET
10. -Office of the Chancellor

“There is no single assessment method appropriate for all departments and institutions. The search for a perfect assessment plan is like the quest for the Holy Grail.”

Halpern et al., 1993
Goal and Objective

**Goal:**
- To encourage, promote and facilitate assessment activities on campus

**Objective:** The faculty and staff will be able to:
- Identify one purpose or value of assessment and the IEC
- Recognize the difference between goals and objectives
- Develop or reassess department or unit goals