

Assessment of Student Learning Committee

2005-2006



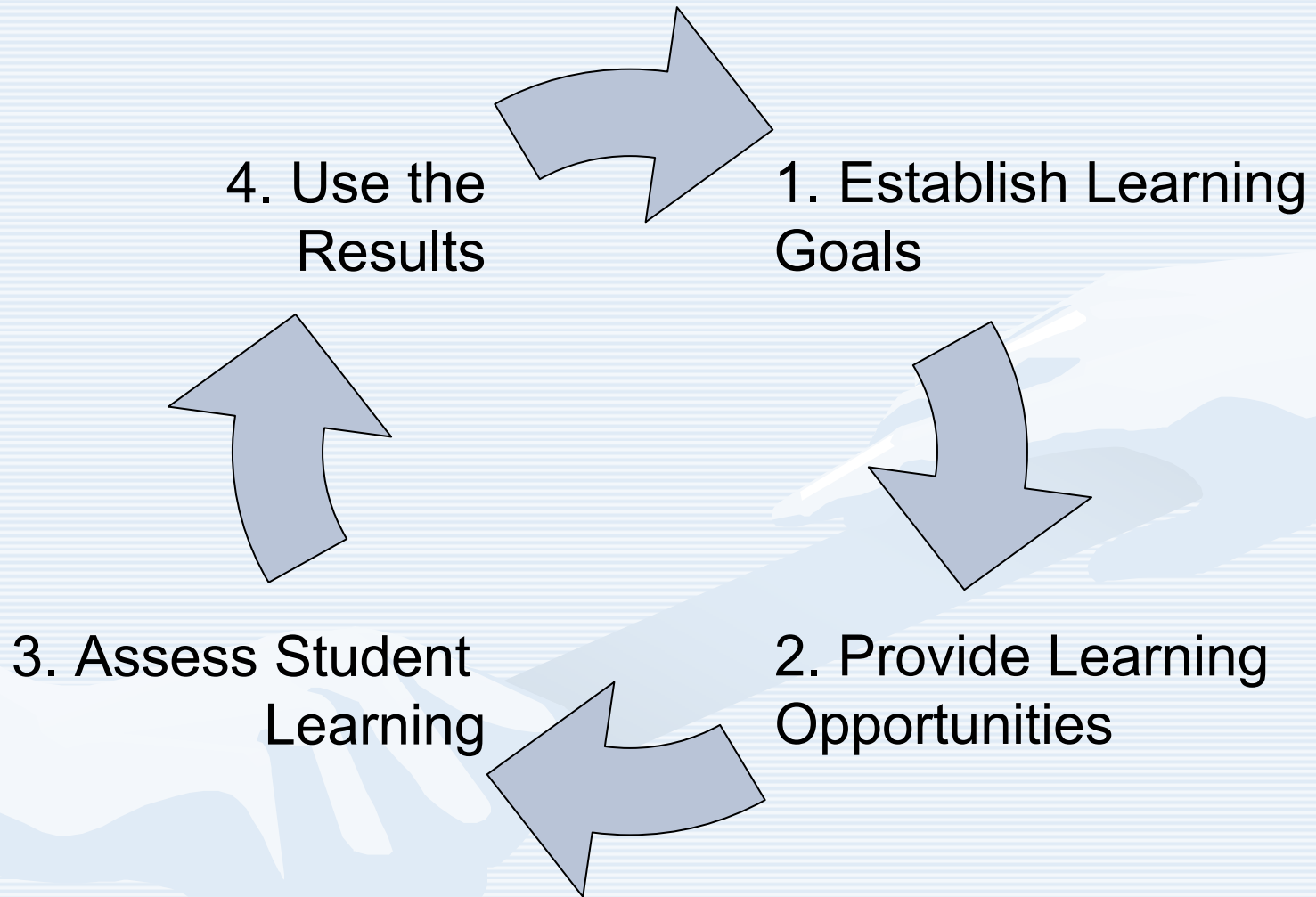
Definition of Assessment

Assessment is the ongoing process of:

- Establishing clear, measurable objectives (expected outcomes) of student learning.
- Ensuring that students have sufficient opportunities to achieve outcomes.
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.
- Using the resulting information to understand and to improve student learning.

(Linda Suskie, *Assessing Student Learning*, 2004)


Assessment as a Four-Step Continuous Cycle



Purpose

- Establish a culture of assessment that centers on student learning and evidence of student learning
- Ongoing review/audit of assessment of student learning practices at CCAC
- Make recommendations to the Sr. VP of Academic Affairs about how to improve student learning assessment at CCAC.
- Develop a process model for assessing student learning in the areas of general education, developmental education, transfer programs and career/technical programs
- Work in conjunction with professional development in order to offer training in student learning assessment activities to the college community

Goals 2005-2006

- Establish a working definition of assessment of student learning at CCAC. 
- Establish a plan for assessment of student learning activities to be undertaken by the college.
- Do an initial review of current assessment of student learning activities and design a plan for subsequent audits. Audits should include the areas of general education, developmental education, transfer programs/degrees and career/tech programs.

Goals, cont.

- Become educated in current theories and practices of student learning assessment by attending conferences and workshops and keeping current in the literature.
- Survey faculty regarding Learning Goals and establish General Education Learning Goals (Core Learning Competencies). Establish a on-going review cycle for General Education.

Goals, cont.

- Provide appropriate assessment training and educational opportunities for faculty and administration: coordinate professional development activities with professional development director.
- Support communication and coordination of assessment efforts and the flow of information about assessment findings.
- Prepare annual report by the end of March 2006 to be given to the Senior VP of Academic Affairs.

2005-2006 Membership

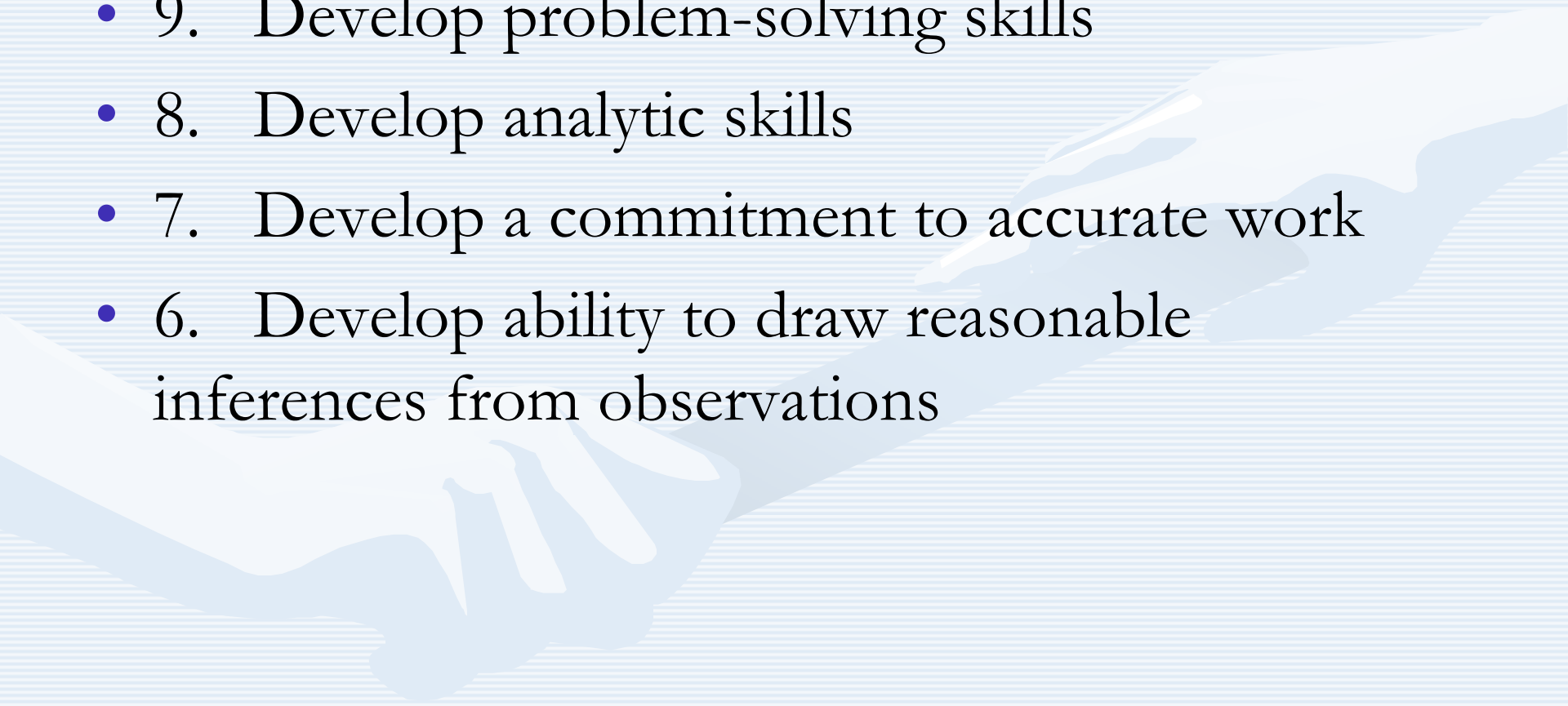
- Assessment Coordinator, Chair : **Dr. Diane Maldonado**
 - Institutional Planning and Research: **Ms. Mary Kate Quinlan**
 - Academic Deans: **Dr. Mary Frances Archey**
Dr. Nicholas Akinkuoye
 - Director of Professional Development: **Ms. Maureen Stradley**
 - Library and Learning Services (LLS): **Ms. Anne Tanski**
 - Counselor: **Ms. Toni Taylor Carney**
 - Distance Learning: **Mr. Ross Donehue**
 - Accreditation Representative: **Ms. Rebecca Harmon**
 - Faculty Liaisons: **Ms. Lillian Briola (B) Mr. Richard Davis (S)**
Ms. Anna DelVitto (N) Mr. Mark Juliani (A)
- *Ex Officio* Members:
 - Senior VP for Academic Affairs: **Dr. Wendy Weiner**
 - AFT President: **Mr. John Dziak**

Top 5 Student Learning Goals

5. Not to use cell phones to talk to significant other, mother, or local pizza shop during class.
4. Not to read course materials while watching Britney on MTV, 50 Cent on BET or Freddie on Elm Street.
3. Not to copy INCORRECT answers only correct ones from fellow classmates.
2. Not to come to a 50-minute class period 45 minutes late and walk in front of instructor while entering room.
1. Not to have more than 3 “supposed” grandparent deaths and 2 court appearances during any one semester.

Top Ten Teaching Goals

(approximately 300 responses)

- 10. Develop ability to think holistically
 - 9. Develop problem-solving skills
 - 8. Develop analytic skills
 - 7. Develop a commitment to accurate work
 - 6. Develop ability to draw reasonable inferences from observations
- 

Top Ten Teaching Goals, cont.

5. Improve ability to follow directions, instructions and plans
4. Develop ability to apply principles and generalizations already learned to new problems and situations
3. Develop ability to synthesize and integrate information and ideas
2. Develop capacity to think for oneself
1. Learn concepts and theories in this subject