

Outcomes Assessment



Background

- **North Central Accreditation**
- **Criterion Three: Student Learning and Effective Teaching**

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Multiple measures

- Compass/CAAP tests
- Perkins assessment
- Surveys
 - CCSSE (Community College Survey of Student Engagement)
 - Graduate survey
- UW Transfer Student Report
- Classroom, Course, Program Assessments

What are assessments used for?

- Documentation of student learning
- Curriculum improvement
- Program Review
- Strategic Planning
- Future Directions

Evidence of Learning

- CAAP test results: All areas tested including writing skills, math, reading, critical thinking, and science resulted in scores above the national average.
- Goal: Maintain levels above the national average and improve all areas.

UW Transfer Student Findings

- Over a five year period, the number of students transferring from EWC to UW has decreased.
- EWC students are achieving a higher first semester grade point average than other transfer students.
- The more credits transferred, the better the first semester UW GPA.

Goal: Increase understanding of transfer performance for all transfer students

Program Assessments

- **Findings relative to core competencies of communication, analytical and quantitative reasoning, technology, social awareness, and information literacy (learning related to general education requirements expected of all graduates)**
- **Findings relative to program requirements (learning related to the specific degree)**
- **Recommendations to improve teaching/learning (may be budget related and/or curriculum related)**

Course Assessments

- Courses within each program are examined for their role in meeting the program goals.
- Faculty members devise outcomes for the course which tie to the core competencies and program-specific learning.
- The report also includes the measures used to assess outcome achievement.

Classroom Assessment Techniques

- Faculty perform many classroom assessment techniques (CATS) per semester.
- Faculty report one CAT per semester.
- Results lead to changes in teaching practices or affirmation that current practices are enhancing student learning.

What we have done well

- The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
- We have many examples of curriculum improvement from program, course, and classroom assessments, as well as testing and survey results.
- The examples provide evidence of student learning with respect to
 - Core competencies
 - Program specific learning